



# **Alabama Technology Plan: Transform 2020**

**Oneonta City Schools**

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# Executive Summary

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## **Introduction**

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

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## Description of the School System

**Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?**

Oneonta City Schools is located in Oneonta, Alabama, a small community (population 6,567) nestled in the mountains northeast of Birmingham. The system was organized in 1953 and has approximately 1467 students with 146 faculty and staff members. It is located on one 84-acre site which adjoins the city and park recreation facilities. The present school was constructed in 1977, with additions in 1992, 1998, and 2007. Oneonta Elementary School serves students in grades K-5, Oneonta Middle School serves students in grades 6-8, and Oneonta High School serves students in grades 7-12. The school's physical plant includes over 125 classrooms and offices, two media centers, four computer labs, three mobile computer labs, two gyms, a separate band room and an auditorium which seats 804. In addition to the plant, the complex includes a stadium, track, ball fields, and three practice fields. The district's population reflects the community's changing ethnicity: 71% Caucasian, 21% Hispanic, 4% African American, 2% Multi-Racial, and 2% other.

Excellence is the hallmark of the Oneonta City School System. Its students enjoy challenging opportunities afforded students in big cities amid the small town setting of their school. In addition to courses leading to the state's academic diploma, the school system offers electives such as computer studies, music and drama, foreign languages, vocational courses, and more. The Career Technical Department maintains 100% Business Industry Certification. Our students also have the opportunity to take advanced career tech courses, through a partnership with Blount County Schools, at the Blount County Career Technical Center. The needs of advanced, remedial, and special education students are met through various services and programs, such as Credit Recovery, RtI, and ACCESS distance learning. All schools employ 100% highly qualified teachers in core academic subjects. Eight teachers in the system hold National Board Certification and the system rewards those teachers with an additional \$1000 stipend per year. Sixty-two percent of the faculty holds a Master's degree or higher and ninety-five percent has five or more years of educational experience. Teachers challenge their students to meet high expectations; and in turn, Oneonta students consistently rank among the state's highest scores on standardized achievement tests. According to the 2010-11 PARCA data, Oneonta City Schools ranked in the top fifteen of Alabama schools for performance and schools are fully accredited by AdvancED. Extra-curricular programs are very successful as our athletic teams compete at a high level, our band program is one of the largest in its classification, arts and drama produce high quality performances, and our academic competition teams are also award winners. One clear indication of the success of our overall programs is the fact that 24% of our students are non-resident students who pay tuition to attend.

In the last three years, many capital improvements have been undertaken to update the older portions of the facility to increase the quality of the learning environment. These improvements have included new flooring throughout the building, a new roof, improvements to the security system, upgrades on the HVAC system, and renovated lights, ceiling tile, bathrooms, gym, and lunchroom. The system has plans for future facility projects once funding can be secured. Some of these plans include re-routing traffic flow around the school to ensure safety, remodeling of science labs, administrative offices, addition of bathrooms, and upgrades to athletic complex. In addition, a new sports field house has been erected at Gilbreath Stadium and was funded by the efforts of the Oneonta Booster Club.

In the past ten years, the demographic make-up of the City of Oneonta, as well as Oneonta City Schools has undergone a tremendous change. During this time, the poverty rate for OCS has almost doubled to its current level of 43%. Our school system became a Title I system during the 2009-2010 school year. Title I funding has allowed us to provide resources to our growing poverty population. Ensuring the school system is adequately supporting these students has required some adjustment in the services and assistance we provide. While

the number of African-American students and white students has stayed basically the same, the number of Hispanic students has risen and now make up 22% of the school population, almost doubling its rate ten years ago. This changing demographic presents opportunities for the students to learn from other cultures, yet at the same time there are challenges to be faced with the larger ELL population. Oneonta has an ELL program for students, as well as a full-time interpreter to work with parents who do not speak English. All student forms are printed in two languages to address this language barrier as well.

Oneonta City Schools cannot be categorized as a school system with generous resources. In fact, compared to state averages and city systems of similar size, Oneonta City Schools receives less funding. In FY2011, Oneonta City Schools received \$8,455 per student of total revenue from all sources - state, local, federal, and other. The state average was \$10,609 and the average of the comparable twenty five small city schools systems was \$10,805. When looking at just local revenues collected, Oneonta City schools received \$2,055 per student, compared to the state average of \$2,961, and \$2,690 for the comparable twenty five small city school systems.

Oneonta City Schools is a small city school system with limited resources. However, the system has very high expectations and currently offers parents and students the advantages of larger, more affluent school systems. The system has seen a slight shift in student demographics and local revenue is below average.

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## System's Purpose

**Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.**

Oneonta City Schools is committed to creating a school environment that consistently meets the ever changing needs of our students. Our purpose statement, "Committed to Excellence," echoes the goals and values of our staff as we feel the urgency to prepare our students to meet the challenges they will face as adults in a constantly evolving society and job market. It is our vision to be a great school system in a great community. We believe every student deserves a safe and disciplined school, a rigorous and relevant curriculum, quality teachers and outstanding school leaders, instruction and training in technology, extracurricular opportunities, school staff to support student services, adequate facilities, a community that supports and provides a quality education, and a school system that has a plan of continuous improvement.

Oneonta City Schools strives to provide a safe and disciplined school in order to ensure that every student has an opportunity to engage in appropriate educational activities in an environment that is safe and conducive to learning. OCS's community helps us provide a safe school. We have strong partnerships with the local police department, fire department, and EMA which allow a rapid response in the event of a crisis. These groups are actively involved in development of our safety plans. A paging system within the schools allows quick communication between the office and classrooms. Surveillance equipment is used to monitor the parking lot, hallways, and isolated areas of the school. Access to the building is controlled by a key pad system where guest must buzz the office and be identified prior to entry.

The objective of our curriculum is to provide a rigorous curriculum which continues to progress and evolve with the changing demands of our society. This past school year we were awarded the A+ College and Career Readiness grant to help us bolster our existing AP program. This grant allowed our English, Math, and Science teachers to attend invaluable training this summer (Laying the Foundation and APSI). to monitor the progress of students with academic problems. If necessary, students may be placed in tutoring, intervention programs, or Credit Recovery. Technology instruction is a focus in grades 3-8. Career Technical classes are available on campus and at the Blount County Career Tech Center. Numerous electives are offered in the arts and in physical education. Students with special needs are served by resource classes with special education or ELL teachers. Honors and AP classes are available on our high school campus or through distance learning. Juniors and seniors may participate in dual enrollment. These classes and programs are designed to meet the needs of all our students.

Great Educators: Oneonta City Schools strives to maintain a strong teaching staff with a reputation for high quality instruction. Sixty-two percent of our staff have advanced degrees and ninety-five percent have more than 5 years of teaching experience. Our students benefit from the experience and variety that these veteran teachers bring to the classrooms.

Technology: Our goal for technology is to support student learning in the school environment and to prepare our students to enter the rapidly changing technological world with the necessary skills to function in our advancing society. Currently, our system has four computer labs, three mobile computer labs, and all teachers have at least one computer in their classrooms. Most classrooms have wireless capabilities and projectors, and many have document cameras. All K-5 classrooms have SmartBoards, the middle and high school classrooms have SmartBoards where requested. During the 2014-15 school year, we piloted a 1:1 Chromebook initiative with our 7th grade students. This school year we are expanding the Initiative to grades 6-8. e plan is to grow this program over the next few years to eventually encompass grades 6-12.

**Extra Curricular Opportunities:** Oneonta City Schools provides its students with many of the same opportunities as students in large school systems. Our teams and organizations compete and perform at a level that meets the high expectations of our community while encouraging our students to stay involved. The arts are stressed in our system with a strong program that provides K-12 music and art classes. Through a strong athletic program, OCS offers a wide range of sports for boys and girls. Our system offers academic competition teams, clubs, and organizations to keep our students constantly engaged and intellectually challenged.

**Staffing:** A well-prepared and highly-qualified staff of support personnel and faculty keep the facilities and programs running smoothly. The Central Office staff works to coordinate and support the activities of the high school and the elementary school. Custodial and maintenance staff keep the school clean and in good repair. The cafeteria workers make sure students are provided healthy meals.

**Facilities:** During the last year, many improvements and repairs have been made to the current facility to accommodate the existing student body and to prepare for future growth.

**Community Support:** Community support is an important component in the success of Oneonta City Schools. Throughout the years we have had great attendance at extra-curricular events, including athletic competitions, musical performances, and recognition ceremonies. Parents and other community members volunteer their time to help in numerous areas. Community leaders are very supportive and care deeply about the school system.

**Planning:** Through proper planning and management, Oneonta City Schools maintains financial stability and achieve above average academically. The community has many interested stakeholders that are willing to participate in planning for the future. The system has a vision of our future and consistently plans for that future.

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## Notable Achievements and Areas of Improvement

**Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.**

Oneonta City Schools has seen many improvement over the last three years. In August, 2012, the school system hired a curriculum coordinator to meet the system's needs in the area of curriculum, instruction, technology integration, and professional development. In order to provide support for our teachers during the changes in the state standards, the system has provided a consultant and embedded professional development for the subject areas involved in the changes. Last school year, the system worked with math teachers to prepare them for the new standards and are currently working with them to align the curriculum and build curriculum guides. In August 2014, the system dissolved the curriculum coordinator position and added a Curriculum and Technology Integration Specialist for Grades 6-12. The former curriculum coordinator became the assistant principal at OES and the technology coordinator.

In the area of technology, our computer labs are annually updated on a rotating schedule. In the past, Moodle was incorporated in our career technical department. During the 2014-15 school year, Canvas was purchased for all students in grades 6-12 in order to provide students with experience using a learning management system. SmartBoards have been placed in all K-5 and many 6-12 classrooms and are utilized daily. In anticipation of implementing a 1:1 initiative in our system, the infrastructure in our school is constantly being updated to provide wireless connectivity throughout the building. The system has a technology coordinator, contracted technician, and two technology assistants that helps to build and maintain this infrastructure. The implementation of technology in the classroom has been greatly supported for the past several years by the school system foundation, OFFER, through grants for teachers and system-wide technology-specific needs. In August 2014, the system piloted a 1:1 Chromebook initiative with our 7th grade students.

In the area of facilities, the system has made many upgrades and renovations to the existing building. Some of these improvements include carpet removal, ceiling renovation, lunchroom remodeling, HVAC improvements, and roof replacement. Many safety upgrades have also taken place including the installation of multiple video cameras and DVR's, a buzzer system for entering the building, and key card entry into the building for employees. Creating a safe school and maintaining a clean school are priorities to the system and creates an acceptable learning environment for our students.

In the next three years, we hope to see many changes in Oneonta City Schools. With the implementation of the new College and Career Ready Standards and the ACT assessment system, the entire of focus of curriculum is changing. Our goals are to promote college and career readiness, ensure a "spiraling curriculum" that connects from grade to grade, eliminate gaps and redundancies in our course offerings and teacher practice, develop common tools and terminology related to assessment, instruction, and resources, and provide instructional frameworks to provide structure based on grade level and content area. We also desire to improve our focus on effective instruction, student engagement, and authentic learning. We believe the integration of technology is a key piece in achieving our goals.

In the area of assessment and data-driven instruction, our elementary and middle-grade teachers are very successful in using resources such as DIBELS, Classworks, Global Scholar, and standardized assessment data to provide individualized instruction. In the high school, we use standardized test data and Classworks to drive instruction and intervention. Our high school has implemented common assessments and benchmark tests to ensure we are preparing our students for the end-of-course assessments and the ACT.

In the area of technology, it is the goal of our system to work toward the implementation of a 1:1 initiative in grades 6-12. During the 2014-15 school year, our board of education provided funding to pilot a 1:1 program with our 7th grade students. In order to make this type of

initiative successful long-term, we must acquire adequate funding and provide the proper training for our staff in how to truly use instructional technology programs. Through the local school foundation, the system had provided funding for purchasing SmartBoards for all 4th-6th grade classrooms and hope to eventually extend this initiative through the middle and high schools. Through fundraising and local school money, Oneonta Elementary purchased 2 Chromebook carts for classroom use. One cart will remain in a 5th grade classroom to be incorporated in a technology class where students will learn keyboarding, along with other technology skills. The second cart is available for checkout by any teacher for classroom use. With a large amount of online content, technology is going to be a key piece of the evolving curriculum.

Another major area of improvement the system hopes to accomplish within the next three years is to acquire adequate staffing. Since 2008, our system's student population has increased by 85 students, but the personnel employed by the system has decreased by 16 employees. With possible funding from the city and economic improvements, the goal of our system is to be able to hire more teachers in order to continue offering a variety of academic opportunities and lower class size. During the 2013-14 school year, the system added the position of school therapist that is contracted through JBS. The system feels that to truly support the whole child, academically, socially, and emotionally, this position is a necessity. With the growth of the 1:1 program, the addition of technology staff will also become necessary.

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## Additional Information

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Oneonta City Schools' goal is to meet the challenging needs of the 21st Century learner. Our vision, mission, and beliefs are aligned to create students who are college and career ready and are armed with the skills they need to be successful in an ever-changing world. We have made many advancements and improvements, but we know to truly meet the needs of our students, the system must support teachers with resources and training, guide children to success, and incorporate the community with opportunities for involvement. As a system, we have a vision, mission, belief, and a long-term plan. Although we know that progress is messy and change is hard, we feel we are moving in the right direction!

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# Improvement Plan Stakeholder Involvement

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## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

The OCS technology committee is composed of teachers, administrators, and technology staff.

The committee consists of 2 parts--the Writing Committee and the Advisory Committee. The Writing Committee consists of teacher representatives from each school, representing a variety of grade levels and subject areas. These teachers were either selected or volunteered to participate in the committee. The technology committee is led by the system technology coordinator and technology integration specialist. The writing committee met 2 times to develop the plan. At the first planning meeting, the committee was given information from the surveys and an outline of the plan. The committee decided on a date to work on the plan and took the information back to their respective schools. OCS provided substitutes for a full day to allow the committee to meet and write the district plan. The school plans will be a direct reflection of the district plan.

The Advisory Committee includes district and school administration. This committee will provide input on the written plan and revisions will be made.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

OCS is planning on implementing more technology into its schools by moving to 1:1 technology. In this discussion, all programs are considered in these conversations. Special Education, Career Technical, Federal Programs, Curriculum and Instruction, and LEA leadership are all involved in the writing process or advisory process of the plan and all technology decisions.

The following is a list of members of the Technology Team:

Team Member, Position in System, Writing and/or Advisory Team

Julie Talton, Technology Coordinator/OCS, Both

Heidi Chambers, Technology Integration Specialist/OMS/OHS, Both

Paige Singleton, Teacher/OHS, Both

Angie Martin, Teacher/OHS, Both

Michelle Patrick, Teacher/OHS, Both

Tiffany Jones, Teacher/OMS, Both

Brad Mitchell, Teacher/OMS, Both

Jennifer Woods, Teacher/OES, Both

Tricia Watson, Teacher/OES, Both

Brenda Nash, Reading Coach/OES, Both

Michael Douglas, Superintendent, Advisory

Lauren Wilson, OHS Principal/Career Tech Supervisor, Advisory

Brad Newton, OMS Principal, Advisory

Leslie Russell, OES Principal, Advisory

Keith Bender, Central Office Administrator (Federal Programs/Special Education), Advisory

Sharon Reeves, Technology Assistant, Advisory

Karen Teal, Technology Assistant, Advisory

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The system technology plan will be housed on our system website and updated on an annual basis, at minimum. The technology committee will be involved in the plan updates as funding, resources, and professional development become available. Stakeholders can stay abreast of these changes through the system and school webpages.

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# Technology Diagnostic

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## **Introduction**

The ALSDE Technology Diagnostic is designed to facilitate the process of gathering and analyzing the technology needs which drive the Transform 2020 Technology Plan.

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## Data

**Statement or Question:**Data Sources. Select all sources of data used for planning:

**Response:**

- Board of Education actions
- Continuous Improvement Plan
- EducateAlabama Data
- Formative Assessments
- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- Principal Walk-Through Checklist
- Professional Learning Evaluations, Lesson Plans
- Student Achievement Data
- Transform2020 Surveys (\*Required)

MacBook Air Cart Check-Out Calendar

Chromebook Check-Out Calendar

School Schedules

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## Needs Assessment

**a.) Identify the top 1-3 areas of need, and b.) top 1-3 strengths associated with your technology Infrastructure (fast and easy access to network, digital content); c.) Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.**

### Strengths:

- According to the surveys, teachers feel there is adequate bandwidth to integrate technology with the current devices housed in each school. As of December 2013, Alabama Supercomputer Authority conducted an audit and is in the process of increasing the bandwidth on our campus from 50 Mbps to 100 Mbps.
- According to the surveys, teachers feel they have adequate access to digital resources. In 2012, the system began to purchase and replace outdated projectors with new HDMI enabled projectors. This began in order to prepare classrooms for wireless projection in a 1:1 environment.
- In 2014-15, the system purchased 140 Chromebooks to pilot a 1:1 initiative with our 7th grade students.
- In July 2014, OES purchased 2 Chromebook carts for classroom use.
- For the 2015-16 school year, all students were provided a Chromebook as an extension to our 1:1 program. Through this program, 5 additional Chromebook carts were placed in the elementary school with the assistance of our school foundation and Title monies. (Inventory)
- During the 2015-16 school year and as part of the grant received by our foundation and through various funds, the school system has also upgraded its infrastructure and provided wireless access points throughout all schools. OMS has access points in each classroom as part of the 1:1 initiative. (Inventory)
- ASC upgraded our bandwidth to 200 Mb/s during the 2015-16 school year.

### Weaknesses:

- According to the surveys, teachers feel they do not have adequate access to digital devices to adequately integrate technology in the classroom. By 2015-16, OCS plans to double the number of wireless access points. This will allow an increase in the number of devices the network can support. The system purchased 3 MacBook Air carts at the beginning of the 2013-14 school year. These 3 carts are divided among the 3 schools. Even combining the carts, there are not enough of these laptops to support an entire grade level.
- Infrastructure is an area that always needs to be updated as we add devices. We will continue to place access points in all classrooms in all schools.

**a.) Identify the top 1-3 areas of need, and b.) top 1-3 strengths associated with your technology Inventory (fast and easy access to technology); c.) Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.**

### Strengths:

- According to the Transform 2020 teacher survey, teachers in the system are interested in pursuing and/or continuing a 1:1 technology initiative.
- According to the inventory, each school has access to one Macbook Air cart that was purchased in 2013-14. Schools may share the carts if they are not being used in the assigned school.

-According to the schools' inventories, 120 TI-Nspire graphing calculators have been purchased by the system or received through AMSTI. These ACT approved calculators were purchased so all students will have access to the technology they need when taking the ACT as an 11th grader.

-According to the OCS inventory, OCS houses 70 SmartBoards across the campus, with the majority being found at OES. The system has provided multiple training sessions on using the SmartBoard and implementing Smart lessons.

-According to the inventory, the system purchased 140 Chromebooks to implement a 1:1 initiative with our 7th grade students.

-According to the inventory, OES purchased 2 Chromebook carts for classroom use.

-According to the inventory, 360 Chromebooks were purchased in 2015-16 to expand the 1:1 initiative and 130 Chromebooks were purchased as part of carts for OES. A Chromebook cart is available for each grade level, with an additional cart available for checkout.

-According to the inventory, OES purchased 16 additional document cameras. This allowed all teachers to have their own classroom document camera.

**Weaknesses:**

-According to the system budget, there is currently no local or state funding for technology. In order to continue with a 1:1 initiative, the system must find a consistent funding source.

-According to the Transform 2020 surveys, teachers feel there are not enough devices. The system needs to increase the number of student devices, document cameras, HDMI projectors, and in the high school, the number of SmartBoards in the classrooms.

**a.) Identify the top 1-3 areas of need, and b.) top 1-3 strengths associated with your technology and Student Learning (subject area processes and content; 21st C. skills and dispositions to ensure school, career, and life success); c.) Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.**

**Strengths:**

-According to the teacher survey, teachers are interested in learning more about project based and authentic learning.

-According to the teacher survey, teachers feel they are able to provide students with multiple types of assessments aligned to content and technology standards. The system has implemented the use of Global Scholar for benchmark assessments in grades K-8 in reading and math, and the use of other online progress monitoring assessments to inform teaching and learning.

-According to the Spring 2015 survey, middle school teachers' responses showed an increase in the use of technology in most areas associated with student learning and student technology use. There was also an increase at OES and OHS, although not as significant as at OMS.

**Weaknesses:**

-According to the Transform 2020 surveys, all teachers are not involved in teaching about Digital Citizenship. Several areas in the survey indicate this weakness and can be tied to inadequate access to student technology.

-Although many teachers in the elementary school are confident with online and varied assessments, this is less prevalent in our high school.

-According to the surveys, more emphasis needs to be placed on the NETS standards and teachers' awareness of these standards.

**a.) Identify the top 1-3 areas of need, and b.) top 1-3 strengths associated with your technology Professional Learning Program (Teachers, Staff, Leaders, Community); c.) Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.**

Strengths:

-According to the teacher survey, teachers feel they are able to attend sufficient professional learning opportunities. OCS has offered many PD sessions on various programs/resources--Chromebooks, Canvas, Hapara, Google Apps for Education, SmartBoards, MacBook Air training, Global Scholar, AMSTI, and TI-NSpire Calculator Training.

Weakness:

-Although teachers feel they have sufficient opportunities to attend PD to learn to integrate technology, many feel that the PD is not content specific and a lack of devices makes it difficult to truly integrate technology.

**a.) Identify the top 1-3 areas of need, and b.) top 1-3 strengths associated with your technology Teacher Use—Teaching (how teachers use technology to teach as well as require students to use technology to learn); c.) Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.**

Strengths:

-According to the Transform 2020 survey, system inventory, and the technology check-out calendar, teachers use various forms of technology, including interactive whiteboards, document cameras, and mobile labs to integrate technology into the classroom.  
-According to expenditure report, OES is using federal money to fund a keyboarding program for 4th and 5th grade students.  
-According to the Transform 2020, teachers use data from online summative and formative assessments to inform teaching and learning.

Weaknesses:

-According to the Transform 2020 survey, teachers need more in-depth professional development pertaining to incorporating technology into classroom instruction, using technology to create authentic learning experiences, implementation of the NETS standards, and incorporating project based learning.  
-According to the Transform 2020 survey, teachers need training on creating a global learning community.

**a.) Identify the top 1-3 areas of need, and b.) top 1-3 strengths associated with your technology Teacher Use—Productivity (how teachers use technology for increased productivity); c.) Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.**

Strengths:

-According to the survey, teachers are interested in planning and implementing a 1:1 technology initiative. Teachers are also using Global Scholar online assessments in grades K-12 in math and K-8 in reading to inform teaching and learning.  
-According to the inventory, teacher and student computers are consistently updated to provide machines that increase teacher productivity.  
-According to the inventory, the system purchased Canvas for the LMS in grades 6-12 during the 2014-15 school year.  
-During the 2014-15 school year, according to the inventory, the OES computer lab and classroom computers were updated to increase productivity and speed in accessing online resources in the classroom.

Weaknesses:

-According to the Transform 2020 survey, the system must provide teachers with professional learning associated with creating a global

learning community and the use of a learning management system to increase teacher and student productivity.

**a.) Identify the top 1-3 areas of need, and b.) top 1-3 strengths associated with your technology School Leaders Use—Productivity (how administrators use technology for increased productivity); c.) Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.**

Strengths:

- According to the survey, teachers feel that the administrators support and promote integration of digital resources and tools in the classroom. This is evident in the elementary and middle schools in the implementation of Global Scholar assessments.
- According to the inventory, administrators use tablet technology to perform walkthroughs and other administrative tasks.

Weaknesses:

- According to the survey, the administrators in the system need professional development on how to lead change in the area of technology and need professional development on the NETS standards.

**a.) Identify the top 1-3 areas of need, and b.) top 1-3 strengths associated with any other technology program areas; c.) Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.**

Strengths:

- According to the MacBook Calendar and Chromebook Calendar, more teachers are currently incorporating technology in the classroom with the availability of 3 Mac carts and 2 Chromebook carts.
- During the 2014-15 school year, OES purchased TypingMaster to incorporate keyboarding instruction in the 5th grade

Weaknesses:

- The system does not have a systematic approach and standardized approach to teaching digital citizenship.

## Professional Learning

Based upon the strengths and areas of need listed above, what are your Professional Learning Topics for the upcoming year that involves using technology to improve learner and productivity and prepares students for living and working in a digital world.

Title: Content Specific Professional Development Using Technology

- A. Onsite delivery method
- B. 3 hours
- C. Faculty and staff will attend
- D. Facilitated by technology coordinator and staff, TIM

Title: Digital Citizenship (Cyberbullying, Chatting, Social Media Etiquette, Internet Safety)

- A. Webinar/Videoconferencing/Onsite
- B. Yearly (Institute Days 1-2 hours)
- C. Teacher/Administrators/Specialists attend
- D. Training given by an external trainer and online computer based training

Title: Implementation of Current Devices in the Classroom (MacBook Airs)

- A. Onsite professional development
- B. 6 hours
- C. Classroom teachers will attend
- D. Presented by a representative from Apple, technology team

Title: Implementation of Chromebooks in 1:1 Initiative

- A. Onsite professional development
- B. 50+ hours
- C. 1:1 Pilot Teachers/2015-16--All OMS teachers
- D. Presented through partnership with CDW-G and Education collaborators

Title: Digital Content (Global Scholar, Aspire, Smart Boards, Classworks, Canvas, Hapara)

- A. Face to Face Onsite
- B. Monthly; as needed
- C. Teachers attend
- D. Training given by an external trainer or Technology Integration Specialist

Title: Tech Tuesday

- A. Face to Face Onsite
- B. Monthly, as needed
- C. Teachers attend
- D. Training by teacher leaders on various topics determined through surveys

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## Inventory/Infrastructure

**Describe how your infrastructure and inventory supports student achievement at all locations. Use the following terms as headings in your description: WAN Infrastructure, LAN Infrastructure, Connectivity, Bandwidth, Internet Access, Information Security & Safety, Digital Content, and Digital Tools.**

- a. WAN Infrastructure--Due to being in one building, we do not have WAN.
- b. LAN Infrastructure--All of the offices, media centers, and classrooms in the complex are wired with CAT5 utilizing a fiber optic backbone with the ability to connect at least four computers and/or network devices. All schools and the central office are connected to the same LAN. The network operates on Windows system currently utilizing Windows 2003 servers. Main switches are 100 Mb. Several classrooms have switches to allow for additional computers or network devices, as needed. Media centers are currently wired for 10-25 network devices. A managed wireless system has been installed and is constantly upgraded to enhance wireless capability throughout the building.
- c. Connectivity--Oneonta City Schools provides wireless connectivity through the entire complex. Within 3 years, the system plans on doubling the number of wireless access points, while focusing in the area of the 3rd-5th grade classrooms. In the past year, the system has purchased 90 MacBook Airs that are available in 3 carts and available for check-out. Due to the increase in the number of computers accessing the wireless network and plans to further increase the number of devices, additional access points are a necessity for dependable connectivity. The wireless system is managed and monitored.
- d. Bandwidth--Oneonta City Schools currently provides 200 Mbps of bandwidth through Alabama Supercomputer Authority. The system has recently been provided an upgrade to support the increase in devices available for student and teachers. This increase in bandwidth is necessary for online assessments and accessing digital content and resources.
- e. Internet Access--Internet access is provided by Alabama Supercomputer Authority and has been upgraded to 200 Mbps to accommodate the increase in the number of devices.
- f. Information Security and Safety-- Alabama Supercomputer Authority provides firewall and filtering service, Virus protection is provided by Sophos, and Sophos provides spam filtering; iBoss is used for web filtering and monitoring.
- g. Digital Content--Oneonta City Schools provides digital content with the most recent textbook adoptions. Through the curriculum and technology departments, teachers are updated with the most recent and beneficial digital content. Teachers are provided professional development where they are trained on using the digital content.
- h. Digital Tools--Teachers are encouraged to use digital tools to engage students in their learning. OCS provides training on digital tools through Technology In Motion and by providing funds for teachers and administrators to attend AETC annually. Training is provided on an as-needed basis.

Label	Assurance	Response	Comment	Attachment
2.	Did you complete the Inventory for each school in your school system. If so, please upload the inventory collection worksheet below.	Yes	Technology inventory is found in the LEA Technology Inventory Data Sharepoint Site.	

## Accountability Questions

Identify at least three (3) programmatic, district-wide digital learning integration activities geared toward impacting student achievement in all schools (District Plan). (Note: May be different activities for different schools, but all schools must be implementing at least one major related strategy.)

### Goal 1:

Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

### Measurable Objective 1:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior that shows engagement through the use of digital content, technology tools, and resources in Career & Technical by 05/02/2014 as measured by administrative walkthroughs.

### Strategy1:

Student Engagement - Students will demonstrate engagement through the use of challenge lessons that require students to demonstrate creative thinking, construct knowledge, and develop innovative products using technology, resulting in an increase in student achievement.

Teachers and administrators will receive training on engagement and the role of technology in student engagement.

Research Cited: NETS-Teachers 5a-5d; ALQTS 3-D-1, 3-D-2; Plan 2020, p. 23, 29-30, 58, 78-79

Activity - Global Scholar	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use online Global Scholar assessments to measure student proficiency and identify areas of deficiency with the purpose of modifying instruction and lessons.	Other			11/07/2013	05/30/2014	\$0 - No Funding Required	Teachers, School Administration, Support from Global Scholar

### Measurable Objective 2:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by utilizing authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world contexts in Career & Technical by 05/02/2014 as measured by lesson plans, classroom observations, and/or student products.

**Strategy1:**

Digital Tools - Teachers will receive training and plan lessons utilizing digital tools to enhance college-and-career readiness.

Professional Development will be provided concerning available instructional technology resources and implementation of those resources.

Use of technology will be monitored through administrative walkthroughs, documentation in lesson plans, and/or student products.

Research Cited: NETS-Teachers 2a-2d; Adapted from NETS-Students 4a-4d; AQTS-D.1, D.2; Plan 2020, Pg. 30, 14, 29, 33, 54, 58-59, 78-80

Activity - Quality Core	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on the Quality Core educator resources to prepare students for higher order thinking skills needed for success in college and career.	Technology			11/07/2013	05/02/2014	\$0 - No Funding Required	Julie Talton, Donna Avery, Rhonda Ford

**Goal 2:**

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

**Measurable Objective 1:**

demonstrate a proficiency in planning and implementing a 1:1 technology initiative by 08/01/2014 as measured by an observable increase in access to computers by all students.

**Strategy1:**

1:1 Initiative - Beginning stages of the objective will include the purchase of an additional Mac cart that, when used with other available carts, will include enough computers for one grade level. Planning will include selection of devices for various grade levels.

Action steps include device selection, evaluation of digital content, surveys of stakeholder readiness, evaluation of current infrastructure, and budget analysis.

Research Cited: LAN, SETDA, the Broadband Imperative, Pg. 2

Activity - Site Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leaders/technology committee members will implement site visits to school systems currently implementing similar 1:1 initiatives, focusing on equitable access for all students.	Professional Learning			11/07/2013	05/30/2014	\$0 - No Funding Required	Technology Coordinator, Technology Committee, School and District Administration

**Narrative:**

**Identify one (1) or more activities that focus upon using digital tools to improve achievement of all students with special emphasis upon high need and high poverty students.**

**Goal 1:**

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

**Measurable Objective 1:**

demonstrate a proficiency in planning and implementing a 1:1 technology initiative by 08/01/2014 as measured by an observable increase in access to computers by all students.

**Strategy1:**

1:1 Initiative - Beginning stages of the objective will include the purchase of an additional Mac cart that, when used with other available carts, will include enough computers for one grade level. Planning will include selection of devices for various grade levels.

Action steps include device selection, evaluation of digital content, surveys of stakeholder readiness, evaluation of current infrastructure, and budget analysis.

Research Cited: LAN, SETDA, the Broadband Imperative, Pg. 2

Activity - Digital Learning Integration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student achievement will be impacted by the increase in the number of accessible computers and digital resources.	Technology			11/07/2013	05/01/2014	\$250000 - Capital Improvement Fund	Teachers, School and District Administration, and Community Leaders

**Narrative:**

**Identify at least five (5) district-wide activities geared toward preparing PK-12 teachers to use technology and digital content to help students meet Alabama's College- and Career-Ready Academic Standards.**

**Goal 1:**

Engage and Empower the Learner through Technology

**Measurable Objective 1:**

demonstrate a proficiency that all students understand human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom by 12/19/2014 as measured by completion of the Common Sense Media toolkit for internet safety instruction.

**Strategy1:**

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Digital Citizenship - Students will participate in a learning module to be completed by every student each year that teaches and assesses appropriate digital citizenship.

Resource: [www.common sense media.org/erate](http://www.common sense media.org/erate)

Administrators will collect completion certificates that document the completion of the module.

Research Cited: NETS-S 5, CCRS Literacy Standards, Plan 2020 pg. 14, 54

Activity - Common Sense Media	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in class discussions/activities associated with digital citizenship.	Career Preparation/Orientation			01/06/2014	12/19/2014	\$0 - No Funding Required	Teachers, School Administrators, Technology Department

## Goal 2:

Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

## Measurable Objective 1:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior that shows engagement through the use of digital content, technology tools, and resources in Career & Technical by 05/02/2014 as measured by administrative walkthroughs.

## Strategy1:

Student Engagement - Students will demonstrate engagement through the use of challenge lessons that require students to demonstrate creative thinking, construct knowledge, and develop innovative products using technology, resulting in an increase in student achievement.

Teachers and administrators will receive training on engagement and the role of technology in student engagement.

Research Cited: NETS-Teachers 5a-5d; ALQTS 3-D-1, 3-D-2; Plan 2020, p. 23, 29-30, 58, 78-79

Activity - Content Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to teach content literacy and incorporating technology in integrating literacy into all subject areas.	Professional Learning			01/24/2014	05/02/2014	\$0 - No Funding Required	ARI, School Administration, Teachers

## Measurable Objective 2:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by utilizing authentic learning experiences whereby students incorporate

contemporary tools and digital resources to maximize learning in real-world contexts in Career & Technical by 05/02/2014 as measured by lesson plans, classroom observations, and/or student products.

**Strategy1:**

Digital Tools - Teachers will receive training and plan lessons utilizing digital tools to enhance college-and-career readiness.

Professional Development will be provided concerning available instructional technology resources and implementation of those resources.

Use of technology will be monitored through administrative walkthroughs, documentation in lesson plans, and/or student products.

Research Cited: NETS-Teachers 2a-2d; Adapted from NETS-Students 4a-4d; AQTS-D.1, D.2; Plan 2020, Pg. 30, 14, 29, 33, 54, 58-59, 78-80

Activity - Graphing Calculators Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will incorporate lessons from <a href="http://www.education.ti.com">www.education.ti.com</a> to align to the CCSS.	Technology			11/07/2013	05/02/2014	\$0 - No Funding Required	Math teachers, AMSTI

Activity - Alabama Insight Tool	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on the CCRS Insight Tool. Training will include unpacking standards, teacher and student vocabulary, and adding lessons/resources.	Technology			11/07/2013	05/02/2014	\$0 - No Funding Required	School Administrators

**Goal 3:**

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

**Measurable Objective 1:**

demonstrate a behavior to locate and promote quality, interactive, digital content aligned to Alabama's College-and-Career Ready Standards by 05/02/2014 as measured by lesson plans, classroom observations, and Transform 2020 survey results.

**Strategy1:**

Digital Content - Providing professional development opportunities and a reliable network for teachers to evaluate and develop lessons using digital content aligned to the CCRS.

Research Cited: NETS-Administrators 4a-4d; ALSIL 6.1, 6.4, 6.7, 6.8, 6.9; Plan 2020, p. 59-60, 79

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Activity - Lesson Design	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with professional development directed to changing the classroom environment from static, text-based resources to dynamic digital lessons.	Professional Learning			11/01/2013	05/02/2014	\$3000 - Title II Part A	Teachers, School and District Administration, TIM, AMSTI, ARI

**Narrative:**

**Identify at least two (2) district-wide activities geared toward preparing leaders to lead technology planning and use digital tools and resources effectively in their jobs as instructional leaders.**

**Goal 1:**

Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

**Measurable Objective 1:**

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior that shows engagement through the use of digital content, technology tools, and resources in Career & Technical by 05/02/2014 as measured by administrative walkthroughs.

**Strategy1:**

Student Engagement - Students will demonstrate engagement through the use of challenge lessons that require students to demonstrate creative thinking, construct knowledge, and develop innovative products using technology, resulting in an increase in student achievement.

Teachers and administrators will receive training on engagement and the role of technology in student engagement.

Research Cited: NETS-Teachers 5a-5d; ALQTS 3-D-1, 3-D-2; Plan 2020, p. 23, 29-30, 58, 78-79

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will be trained in various teaching strategies that improve student engagement.	Professional Learning			12/02/2013	05/02/2014	\$0 - No Funding Required	ARI, AMSTI, School and District Administration

**Goal 2:**

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

**Measurable Objective 1:**

demonstrate a behavior to locate and promote quality, interactive, digital content aligned to Alabama's College-and-Career Ready Standards by 05/02/2014 as measured by lesson plans, classroom observations, and Transform 2020 survey results.

**Strategy1:**

Digital Content - Providing professional development opportunities and a reliable network for teachers to evaluate and develop lessons using digital content aligned to the CCRS.

Research Cited: NETS-Administrators 4a-4d; ALSIL 6.1, 6.4, 6.7, 6.8, 6.9; Plan 2020, p. 59-60, 79

Activity - Technology Resource Portal	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will maintain a portal of resources for implementing web-based resources in the classroom. The portal will be built from input and contributions from teachers and administrators.	Professional Learning			11/07/2013	05/02/2014	\$0 - No Funding Required	Teachers, District Technology Staff

**Narrative:**

**Identify one (1) or more activities that facilitate and improve the use of telecommunications networks (phone/Internet/email) among educators, students, and parents/community to improve learning.**

**Goal 1:**

Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

**Measurable Objective 1:**

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior that shows engagement through the use of digital content, technology tools, and resources in Career & Technical by 05/02/2014 as measured by administrative walkthroughs.

**Strategy1:**

Student Engagement - Students will demonstrate engagement through the use of challenge lessons that require students to demonstrate creative thinking, construct knowledge, and develop innovative products using technology, resulting in an increase in student achievement.

Teachers and administrators will receive training on engagement and the role of technology in student engagement.

Research Cited: NETS-Teachers 5a-5d; ALQTS 3-D-1, 3-D-2; Plan 2020, p. 23, 29-30, 58, 78-79

Activity - Learning Management System	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use a learning management system for academic communication and collaboration.	Technology			01/06/2014	05/02/2014	\$30000 - Capital Improvement Fund	Teachers, School and District Administration, TIM

**Narrative:**

**Identify at least three (3) activities that explain how the network, technical support staff, instructional support staff, and digital teaching and learning resources accessed through the network will be linked to the achievement of learning goals of the District.**

**Goal 1:**

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

**Measurable Objective 1:**

demonstrate a behavior to locate and promote quality, interactive, digital content aligned to Alabama's College-and-Career Ready Standards by 05/02/2014 as measured by lesson plans, classroom observations, and Transform 2020 survey results.

**Strategy1:**

Digital Content - Providing professional development opportunities and a reliable network for teachers to evaluate and develop lessons using digital content aligned to the CCRS.

Research Cited: NETS-Administrators 4a-4d; ALSIL 6.1, 6.4, 6.7, 6.8, 6.9; Plan 2020, p. 59-60, 79

Activity - Evaluating Digital Content	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formation of district technology committee to research and evaluate potential digital content options.	Technology			10/23/2013	05/02/2014	\$0 - No Funding Required	Technology Committee, School and District Administration

Activity - Digital Content Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to guide implementation of selected digital content in the learning environment.	Professional Learning			11/01/2013	05/02/2014	\$0 - No Funding Required	Teachers, School and District Administration, Technology Committee

Activity - Small Group Trials of Digital Content	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers will pilot digital content programs in classrooms on a voluntary basis.	Technology			11/07/2013	05/02/2014	\$0 - No Funding Required	Teachers, School and District Administration

**Narrative:**

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### Technology Plan Assurances

Label	Assurance	Response	Comment	Attachment
1.	The district has read, understands and complies with the assurances required of the Alabama Transform 2020 Technology plan.	Yes		2015-16 Assurances

DRAFT

## **Transform 2020 (2015-16)**

DRAFT

## Overview

### Plan Name

Transform 2020 (2015-16)

### Plan Description

DRAFT

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and Empower the Learner through Technology	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students	Objectives: 2 Strategies: 2 Activities: 8	Academic	\$33000
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 2 Strategies: 2 Activities: 7	Organizational	\$253000

## Goal 1: Engage and Empower the Learner through Technology

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

demonstrate a proficiency that all students understand human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom by 05/20/2016 as measured by completion of the Common Sense Media toolkit for internet safety instruction.

### Strategy 1:

Digital Citizenship - Students will participate in a learning module to be completed by every student each year that teaches and assesses appropriate digital citizenship.

Resource: [www.common Sense Media.org/erate](http://www.common Sense Media.org/erate)

Administrators will collect completion certificates that document the completion of the module.

Research Cited: NETS-S 5, CCRS Literacy Standards, Plan 2020 pg. 14, 54

Activity - Common Sense Media	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in class discussions/activities associated with digital citizenship. Over the 3 years, students will become move from becoming aware of digital citizenship to applying these skills in a 1:1 environment.  Schools: All Schools	Career Preparation/Orientation	01/06/2014	05/20/2016	\$0	No Funding Required	Teachers, School Administrator s, Technology Department

## Goal 2: Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by utilizing authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world contexts in Career & Technical by 05/20/2016 as measured by lesson plans, classroom observations, and/or student products.

### Strategy 1:

Digital Tools - Teachers will receive training and plan lessons utilizing digital tools to enhance college-and-career readiness.

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Professional Development will be provided concerning available instructional technology resources and implementation of those resources.

Use of technology will be monitored through administrative walkthroughs, documentation in lesson plans, and/or student products.

Research Cited: NETS-Teachers 2a-2d; Adapted from NETS-Students 4a-4d; AQTS-D.1, D.2; Plan 2020, Pg. 30, 14, 29, 33, 54, 58-59, 78-80

Activity - Quality Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on the Quality Core educator resources to prepare students for higher order thinking skills needed for success in college and career.	Technology	11/07/2013	05/20/2016	\$0	No Funding Required	Julie Talton, Donna Avery, Rhonda Ford
Schools: Oneonta High School, Oneonta Middle School						

Activity - Alabama Insight Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on the CCRS Insight Tool. Training will include unpacking standards, teacher and student vocabulary, and adding lessons/resources.	Technology	11/07/2013	05/20/2016	\$0	No Funding Required	School Administrators
Schools: All Schools						

Activity - Graphing Calculators/Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will incorporate lessons from <a href="http://www.education.ti.com">www.education.ti.com</a> to align to the CCSS. Students will become proficient with the continual use of the calculators which will result in improved performance on the school administered ACT.	Technology	11/07/2013	05/20/2016	\$0	No Funding Required	Math teachers, AMSTI
Schools: Oneonta High School, Oneonta Middle School						

**Measurable Objective 2:**

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior that shows engagement through the use of digital content, technology tools, and resources in Career & Technical by 05/20/2016 as measured by administrative walkthroughs.

**Strategy 1:**

Student Engagement - Students will demonstrate engagement through the use of challenge lessons that require students to demonstrate creative thinking, construct knowledge, and develop innovative products using technology, resulting in an increase in student achievement.

Teachers and administrators will receive training on engagement and the role of technology in student engagement.

Research Cited: NETS-Teachers 5a-5d; ALQTS 3-D-1, 3-D-2; Plan 2020, p. 23, 29-30, 58, 78-79

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Activity - Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will be trained in various teaching strategies that improve student engagement.  Schools: All Schools	Professional Learning	12/02/2013	05/20/2016	\$0	No Funding Required	ARI, AMSTI, School and District Administration
Activity - Learning Management System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use a learning management system for academic communication and collaboration. As we move to a 1:1 environment in the next 3 years, all students and teachers will be trained on the chosen LMS.  Schools: All Schools	Technology	01/06/2014	05/20/2016	\$30000	Capital Improvement Fund	Teachers, School and District Administration, TIM
Activity - Content Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to teach content literacy and incorporating technology in integrating literacy into all subject areas.  Schools: All Schools	Professional Learning	01/24/2014	05/20/2016	\$0	No Funding Required	ARI, School Administration, Teachers
Activity - Global Scholar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use online Global Scholar assessments to measure student proficiency and identify areas of deficiency with the purpose of modifying instruction and lessons. Teachers and administrators will look at ongoing and annual data to see trends in student achievement.  Schools: All Schools	Other	11/07/2013	05/20/2016	\$0	No Funding Required	Teachers, School Administration, Support from Global Scholar
Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development on the use of technology through Alabama Educational Technology Conference and onsite technology workshops. Teachers will begin to incorporate strategies and resources in their classrooms as we move to a 1:1 environment.  Schools: All Schools	Professional Learning	05/01/2014	05/20/2016	\$3000	Title II Part A	Teachers, AETA presentations, School and District Administration, TIM

**Goal 3: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.**

This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

demonstrate a proficiency in planning and implementing a 1:1 technology initiative by 05/20/2016 as measured by an observable increase in access to computers by all students.

**Strategy 1:**

1:1 Initiative - Beginning stages of the objective will include the purchase of an Chromebooks for grades 4,6,7 in 2014-15. In 2015-16, all students in grades 3-12 will have access to a device. In 2016-17, all students in grades 3-12 will have a device. Nexus 7 tablets will be purchased in a 1:3 ratio for grades K-2.

Action steps include device selection, evaluation of digital content, surveys of stakeholder readiness, evaluation of current infrastructure, and budget analysis.

Research Cited: LAN, SETDA, the Broadband Imperative, Pg. 2

Activity - Digital Learning Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student achievement will be impacted by the increase in the number of accessible computers and digital resources. Full implementation of devices will be complete by 2016-17 school year.  Schools: All Schools	Technology	11/07/2013	05/26/2017	\$250000	Capital Improvement Fund	Teachers, School and District Administration, and Community Leaders

Activity - Site Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders/technology committee members will implement site visits to school systems currently implementing similar 1:1 initiatives, focusing on equitable access for all students. Site visits will continue through each phase of implementation.  Schools: All Schools	Professional Learning	11/07/2013	05/20/2016	\$0	No Funding Required	Technology Coordinator, Technology Committee, School and District Administration

**Measurable Objective 2:**

demonstrate a behavior to locate and promote quality, interactive, digital content aligned to Alabama's College-and-Career Ready Standards by 05/20/2016 as measured by lesson plans, classroom observations, and Transform 2020 survey results.

**Strategy 1:**

Digital Content - Providing professional development opportunities and a reliable network for teachers to evaluate and develop lessons using digital content aligned to the CCRS.

Research Cited: NETS-Administrators 4a-4d; ALSIL 6.1, 6.4, 6.7, 6.8, 6.9; Plan 2020, p. 59-60, 79

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Activity - Evaluating Digital Content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formation of district technology committee to research and evaluate potential digital content options. Technology team and curriculum committees will create a bank of resources that align to the CCRS.  Schools: All Schools	Technology	10/23/2013	05/20/2016	\$0	No Funding Required	Technology Committee, School and District Administration
Activity - Small Group Trials of Digital Content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select teachers will pilot digital content programs in classrooms on a voluntary basis.  Schools: All Schools	Technology	11/07/2013	05/02/2014	\$0	No Funding Required	Teachers, School and District Administration
Activity - Digital Content Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided to guide implementation of selected digital content in the learning environment.  Schools: All Schools	Professional Learning	11/01/2013	05/20/2016	\$0	No Funding Required	Teachers, School and District Administration, Technology Committee
Activity - Lesson Design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development directed to changing the classroom environment from static, text-based resources to dynamic digital lessons.  Schools: All Schools	Professional Learning	11/01/2013	05/20/2016	\$3000	Title II Part A	Teachers, School and District Administration, TIM, AMSTI, ARI
Activity - Technology Resource Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will maintain a portal of resources for implementing web-based resources in the classroom. The portal will be built from input and contributions from teachers and administrators.  Schools: All Schools	Professional Learning	11/07/2013	05/20/2016	\$0	No Funding Required	Teachers, District Technology Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Capital Improvement Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Learning Integration	Student achievement will be impacted by the increase in the number of accessible computers and digital resources. Full implementation of devices will be complete by 2016-17 school year.	Technology	11/07/2013	05/26/2017	\$250000	Teachers, School and District Administration, and Community Leaders
Learning Management System	Students will use a learning management system for academic communication and collaboration. As we move to a 1:1 environment in the next 3 years, all students and teachers will be trained on the chosen LMS.	Technology	01/06/2014	05/20/2016	\$30000	Teachers, School and District Administration, TIM
<b>Total</b>					<b>\$280000</b>	

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lesson Design	Teachers will be provided with professional development directed to changing the classroom environment from static, text-based resources to dynamic digital lessons.	Professional Learning	11/01/2013	05/20/2016	\$3000	Teachers, School and District Administration, TIM, AMSTI, ARI
Technology Professional Development	Teachers will attend professional development on the use of technology through Alabama Educational Technology Conference and onsite technology workshops. Teachers will begin to incorporate strategies and resources in their classrooms as we move to a 1:1 environment.	Professional Learning	05/01/2014	05/20/2016	\$3000	Teachers, AETA presentations, School and District Administration, TIM
<b>Total</b>					<b>\$6000</b>	

### No Funding Required

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Site Observations	School leaders/technology committee members will implement site visits to school systems currently implementing similar 1:1 initiatives, focusing on equitable access for all students. Site visits will continue through each phase of implementation.	Professional Learning	11/07/2013	05/20/2016	\$0	Technology Coordinator, Technology Committee, School and District Administration
Student Engagement	Teachers and administrators will be trained in various teaching strategies that improve student engagement.	Professional Learning	12/02/2013	05/20/2016	\$0	ARI, AMSTI, School and District Administration
Quality Core	Teachers will be trained on the Quality Core educator resources to prepare students for higher order thinking skills needed for success in college and career.	Technology	11/07/2013	05/20/2016	\$0	Julie Talton, Donna Avery, Rhonda Ford
Small Group Trials of Digital Content	Select teachers will pilot digital content programs in classrooms on a voluntary basis.	Technology	11/07/2013	05/02/2014	\$0	Teachers, School and District Administration
Common Sense Media	Students will participate in class discussions/activities associated with digital citizenship. Over the 3 years, students will become move from becoming aware of digital citizenship to applying these skills in a 1:1 environment.	Career Preparation/Orientation	01/06/2014	05/20/2016	\$0	Teachers, School Administrators, Technology Department
Technology Resource Portal	The district will maintain a portal of resources for implementing web-based resources in the classroom. The portal will be built from input and contributions from teachers and administrators.	Professional Learning	11/07/2013	05/20/2016	\$0	Teachers, District Technology Staff
Graphing Calculators/Resources	Math teachers will incorporate lessons from <a href="http://www.education.ti.com">www.education.ti.com</a> to align to the CCSS. Students will become proficient with the continual use of the calculators which will result in improved performance on the school administered ACT.	Technology	11/07/2013	05/20/2016	\$0	Math teachers, AMSTI
Global Scholar	Teachers will use online Global Scholar assessments to measure student proficiency and identify areas of deficiency with the purpose of modifying instruction and lessons. Teachers and administrators will look at ongoing and annual data to see trends in student achievement.	Other	11/07/2013	05/20/2016	\$0	Teachers, School Administration, Support from Global Scholar
Digital Content Implementation	Professional development will be provided to guide implementation of selected digital content in the learning environment.	Professional Learning	11/01/2013	05/20/2016	\$0	Teachers, School and District Administration, Technology Committee

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Evaluating Digital Content	Formation of district technology committee to research and evaluate potential digital content options. Technology team and curriculum committees will create a bank of resources that align to the CCRS.	Technology	10/23/2013	05/20/2016	\$0	Technology Committee, School and District Administration
Content Literacy	Teachers will be trained to teach content literacy and incorporating technology in integrating literacy into all subject areas.	Professional Learning	01/24/2014	05/20/2016	\$0	ARI, School Administration, Teachers
Alabama Insight Tool	Teachers will be trained on the CCRS Insight Tool. Training will include unpacking standards, teacher and student vocabulary, and adding lessons/resources.	Technology	11/07/2013	05/20/2016	\$0	School Administrators
<b>Total</b>					\$0	

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## Progress Notes

Type	Name	Status	Comments	Created On	Created By
Activity	Common Sense Media	In Progress	With the addition of new devices, there has been a shift in instruction of Digital Citizenship. The school counselors still play the primary role in instructing on Digital Citizenship, but this is also done on an ongoing basis in the classroom.	October 09, 2015	Julie Talton
Activity	Common Sense Media	In Progress	In the schools, the digital citizenship curriculum is not streamlined. During the next year, we plan on implementing a common curriculum through Common Sense Media. Currently, the counselors are teaching digital citizenship, but with varying resources and depth.	October 15, 2014	Julie Talton
Activity	Technology Professional Development	In Progress	Technology professional development is ongoing as we have expanded the 1:1 program. In addition to the professional development offered to our OMS teachers, we will be providing additional opportunities to continue professional learning led by teacher leaders in our Tech Tuesdays.	October 09, 2015	Julie Talton
Activity	Technology Professional Development	In Progress	Teachers and administrators attended AETC and various other local technology workshops--Global Scholar, Insight Tool, Canvas. With the 7th Grade 1:1 pilot, teachers were trained on Google Apps for Education and Chromebooks. This PD was part of a partnership with CDW-G and Education Collaborators.	October 16, 2014	Julie Talton
Activity	Graphing Calculators/Resources	Completed	Graphing calculators were purchased for all secondary math teachers. OMS purchased calculators for all OMS teachers and students. All math teachers were trained on classroom use of the calculators.	October 09, 2015	Julie Talton
Activity	Graphing Calculators/Resources	In Progress	Teachers are becoming more comfortable with the use of the TI-NSpires in the math classroom. The system will continue to encourage frequent use in grades 6-12. During the next 2 years, we hope to encourage the use of the TI-NSpires in the science department.	October 15, 2014	Julie Talton
Activity	Content Literacy	In Progress	OHS teachers will receive additional training for Content Literacy during the 2015-16 school year.	October 09, 2015	Julie Talton
Activity	Content Literacy	In Progress	Teachers participated in Content Literacy training led by our ARI Regional Contact, Sabrina Wilks. The next step is to train teachers on how to use technology to incorporate content literacy.	October 16, 2014	Julie Talton
Activity	Quality Core	Not Applicable	Due to state department funding and no local funds for these assessments, they are no longer given at Oneonta City Schools.	October 05, 2015	Julie Talton
Activity	Quality Core	Completed	Teachers participated in Quality Core training led by 2 teachers and the Curriculum Coordinator. Our system purchased all of the Quality Core assessments that were offered by ACT, although ALSDE only required Algebra I and English 10. Teachers used the Quality Core resources to design appropriate lessons and build common assessments among subject areas.	October 15, 2014	Julie Talton

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Activity	Learning Management System	In Progress	During the 2015-16 school year, OES teachers will be looking for a LMS that is appropriate for 4th and 5th grade students.	October 09, 2015	Julie Talton
Activity	Learning Management System	Completed	OHS and OMS teachers have been using and been trained on Canvas since 2014.	October 09, 2015	Julie Talton
Activity	Learning Management System	In Progress	Students in grades 6-12 now have access to Canvas. Canvas is being heavily utilized in the 7th grade 1:1 pilot and implementation is growing in the other grades. Many teachers were using Edmodo and are switching over to Canvas. The system will continue to provide training and reach full implementation within the next 2 years.	October 16, 2014	Julie Talton
Activity	Global Scholar	Completed	Training has been completed on Global Scholar. OES and OMS teachers are continuing to use Global Scholar and are using the data for inform their instruction.	October 09, 2015	Julie Talton
Activity	Global Scholar	In Progress	Teachers were trained on using Global Scholar. OHS and OMS are using Global Scholar for benchmark assessments and for creating common assessments. OES is using Global Scholar for benchmark assessments. In the next 2 years, we plan to train teachers to become proficient on using this data to inform instruction.	October 16, 2014	Julie Talton
Activity	Alabama Insight Tool	Completed	The schools have completed this training, but have moved to other digital sharing software to share lessons, etc. (Google Drive). With the addition to lesson plans in ALEX, many teachers are using this tool instead of the Insight Tool. Through walkthroughs, administrators are assessing the depth that the standards are being taught and assessed.	October 09, 2015	Julie Talton
Activity	Alabama Insight Tool	In Progress	All three faculties were trained on the Insight Tool during faculty meetings and/or professional development days. The elementary staff is currently working on unpacking standards and will use the Insight Tool as a resource to complete this part of the activity. Insight Tool training will continue over the next 2 years due to the recent changes in the Insight Tool. Future training will result in teachers putting activities and resources into the Insight Tool.	October 15, 2014	Julie Talton
Activity	Student Engagement	In Progress	Teachers and administrators have received training on student engagement through our ARI staff and RIC staff. OHS teachers will be getting a refresher course during the 2015-16 school year.	October 09, 2015	Julie Talton
Activity	Student Engagement	In Progress	Teachers and administrators received training on student engagement. Administrators looked for student engagement strategies during walkthroughs. During the 2014-15 school year, the schools will build on the student engagement PD and will focus on the role of technology in student engagement. This will be done with our 1:1 pilot professional development and through training with Canvas.	October 16, 2014	Julie Talton
Activity	Digital Content Implementation	In Progress	As the 1:1 initiative moves forward, this professional development will continue with the teachers who are involved in the initiative.	October 09, 2015	Julie Talton
Activity	Digital Content Implementation	In Progress	This activity is growing as we move forward with the 1:1. It is the district's plan to move from textbook based content to a digital curriculum. This step is dependent on the growth of the 1:1.	October 16, 2014	Julie Talton

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Activity	Digital Learning Integration	In Progress	The future plans for implementing the 1:1 at Oneonta City Schools is as follows: In 2016-17, all students in grades 6-9 will have a Chromebook or personal device. Carts will be purchased for OES to include a cart in all 5th grade classrooms and additional carts in other grade levels. OHS will receive a cart for each core subject area.  In 2017-18, all students in grades 6-12 will receive a Chromebook or personal device. All high school carts will be rolled to OES to complete 4th grade classrooms with a cart and disperse other carts throughout other grade levels.	October 14, 2015	Julie Talton
Activity	Digital Learning Integration	In Progress	Through our school foundation and the ARC grant, the school system was allowed to expand the 1:1 initiative throughout the middle school. All 6th-8th grade students have a personal device provided by the school system. The grant and foundation also provided enough funds to purchase 4 Chromebook carts for OES and improve the infrastructure in the building. OES used Title funds to purchase an additional cart, bringing the total to 7 Chromebook carts for OES. During the 2016-17 school year, with the possible renewal of the grant, carts will be purchased for all core areas at OHS, additional carts will be purchased for OES, and the 8th graders will take their devices to 9th grade. At this point, all students in grades 6-9 will have a device.	October 09, 2015	Julie Talton
Activity	Digital Learning Integration	In Progress	The school system purchased 3 Mac carts during the 2013-14 school year--one for each school. Teachers submit a checkout request to reserve a cart. The calendar for availability can be found on the District technology webpage. OES purchased 2 Chromebook carts during the 2014-15 school year and checkout is handled the same way as the Mac carts. During the 2014-15 school year, the system is piloting a 1:1 initiative with our 7th grade students. Each 7th grade student was given a Chromebook that they take home for the entire school year. During the next 2 years, we plan to grow the 1:1 initiative to include the entire middle school.	October 16, 2014	Julie Talton
Activity	Site Observations	Completed	School leaders visited Piedmont City Schools and Cullman City Schools to observe their 1:1 environments.	October 16, 2014	Julie Talton
Activity	Evaluating Digital Content	In Progress	As the 1:1 initiative moves forward, this professional development will continue with the teachers who are involved in the initiative.	October 09, 2015	Julie Talton
Activity	Evaluating Digital Content	In Progress	With the 1:1 pilot, the 7th grade teachers have received training on pulling resources for students and evaluating online content. As the 1:1 grows, more teachers will be involved in this professional development.	October 16, 2014	Julie Talton
Activity	Technology Resource Portal	In Progress	The Technology Integration Specialist keeps teachers updated with resources. She is in the process of creating a portal through Canvas.	October 09, 2015	Julie Talton
Activity	Technology Resource Portal		During the 2014-15 school year, the system began the use of Canvas as a LMS. The Curriculum and Technology Integration Specialist will be working on this activity through a Canvas site.	October 16, 2014	Julie Talton
Activity	Lesson Design	In Progress	As the 1:1 initiative moves forward, this professional development will continue with the teachers who are involved in the initiative.	October 09, 2015	Julie Talton

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Activity	Lesson Design	In Progress	With the 1:1 pilot, the 7th grade teachers have received training on pulling resources for students. As the 1:1 grows, more teachers will be involved in this professional development.	October 16, 2014	Julie Talton
Activity	Small Group Trials of Digital Content	In Progress	As the 1:1 initiative moves forward, this professional development will continue with the teachers who are involved in the initiative.	October 09, 2015	Julie Talton
Activity	Small Group Trials of Digital Content	In Progress	This activity is growing as we move forward with the 1:1. It is the district's plan to move from textbook based content to a digital curriculum. This step is dependent on the growth of the 1:1.	October 16, 2014	Julie Talton

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## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Sense Media	Students will participate in class discussions/activities associated with digital citizenship. Over the 3 years, students will become move from becoming aware of digital citizenship to applying these skills in a 1:1 environment.	Career Preparation/Orientation	01/06/2014	05/20/2016	\$0	Teachers, School Administrators, Technology Department
Alabama Insight Tool	Teachers will be trained on the CCRS Insight Tool. Training will include unpacking standards, teacher and student vocabulary, and adding lessons/resources.	Technology	11/07/2013	05/20/2016	\$0	School Administrators
Student Engagement	Teachers and administrators will be trained in various teaching strategies that improve student engagement.	Professional Learning	12/02/2013	05/20/2016	\$0	ARI, AMSTI, School and District Administration
Learning Management System	Students will use a learning management system for academic communication and collaboration. As we move to a 1:1 environment in the next 3 years, all students and teachers will be trained on the chosen LMS.	Technology	01/06/2014	05/20/2016	\$30000	Teachers, School and District Administration, TIM
Content Literacy	Teachers will be trained to teach content literacy and incorporating technology in integrating literacy into all subject areas.	Professional Learning	01/24/2014	05/20/2016	\$0	ARI, School Administration, Teachers
Global Scholar	Teachers will use online Global Scholar assessments to measure student proficiency and identify areas of deficiency with the purpose of modifying instruction and lessons. Teachers and administrators will look at ongoing and annual data to see trends in student achievement.	Other	11/07/2013	05/20/2016	\$0	Teachers, School Administration, Support from Global Scholar
Technology Professional Development	Teachers will attend professional development on the use of technology through Alabama Educational Technology Conference and onsite technology workshops. Teachers will begin to incorporate strategies and resources in their classrooms as we move to a 1:1 environment.	Professional Learning	05/01/2014	05/20/2016	\$3000	Teachers, AETA presentations, School and District Administration, TIM

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Digital Learning Integration	Student achievement will be impacted by the increase in the number of accessible computers and digital resources. Full implementation of devices will be complete by 2016-17 school year.	Technology	11/07/2013	05/26/2017	\$250000	Teachers, School and District Administration, and Community Leaders
Site Observations	School leaders/technology committee members will implement site visits to school systems currently implementing similar 1:1 initiatives, focusing on equitable access for all students. Site visits will continue through each phase of implementation.	Professional Learning	11/07/2013	05/20/2016	\$0	Technology Coordinator, Technology Committee, School and District Administration
Evaluating Digital Content	Formation of district technology committee to research and evaluate potential digital content options. Technology team and curriculum committees will create a bank of resources that align to the CCRS.	Technology	10/23/2013	05/20/2016	\$0	Technology Committee, School and District Administration
Small Group Trials of Digital Content	Select teachers will pilot digital content programs in classrooms on a voluntary basis.	Technology	11/07/2013	05/02/2014	\$0	Teachers, School and District Administration
Digital Content Implementation	Professional development will be provided to guide implementation of selected digital content in the learning environment.	Professional Learning	11/01/2013	05/20/2016	\$0	Teachers, School and District Administration, Technology Committee
Lesson Design	Teachers will be provided with professional development directed to changing the classroom environment from static, text-based resources to dynamic digital lessons.	Professional Learning	11/01/2013	05/20/2016	\$3000	Teachers, School and District Administration, TIM, AMSTI, ARI
Technology Resource Portal	The district will maintain a portal of resources for implementing web-based resources in the classroom. The portal will be built from input and contributions from teachers and administrators.	Professional Learning	11/07/2013	05/20/2016	\$0	Teachers, District Technology Staff
<b>Total</b>					<b>\$286000</b>	

**Oneonta Middle School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Quality Core	Teachers will be trained on the Quality Core educator resources to prepare students for higher order thinking skills needed for success in college and career.	Technology	11/07/2013	05/20/2016	\$0	Julie Talton, Donna Avery, Rhonda Ford

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Graphing Calculators/Resources	Math teachers will incorporate lessons from www.education.ti.com to align to the CCSS. Students will become proficient with the continual use of the calculators which will result in improved performance on the school administered ACT.	Technology	11/07/2013	05/20/2016	\$0	Math teachers, AMSTI
<b>Total</b>					\$0	

**Oneonta High School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Quality Core	Teachers will be trained on the Quality Core educator resources to prepare students for higher order thinking skills needed for success in college and career.	Technology	11/07/2013	05/20/2016	\$0	Julie Talton, Donna Avery, Rhonda Ford
Graphing Calculators/Resources	Math teachers will incorporate lessons from www.education.ti.com to align to the CCSS. Students will become proficient with the continual use of the calculators which will result in improved performance on the school administered ACT.	Technology	11/07/2013	05/20/2016	\$0	Math teachers, AMSTI
<b>Total</b>					\$0	