Alabama Technology Plan: Transform

2020

Phenix City Board of Education

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Executive Summary

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.

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?

Phenix City, Alabama, is the result of the consolidation of two separate communities, Girard and Brownsville. Tradition says that the city was originally named for the Eagle and Phenix Mill located in Columbus, Georgia. At some point, the "o" was dropped from the word Phoenix, to distinguish it from Phoenix, Arizona. Although the spelling omits the "o", the city's symbol is the legendary Phoenix bird which symbolizes rebirth which has proven to be an appropriate symbol for the resilient people who live here. Phenix City is a friendly, family-oriented community. Although Alabama is in the central time zone, Phenix City operates on Eastern Time. Because so many residents work in Columbus and Fort Benning, the government in early years decided to change the time to accommodate the needs of its citizenry. The city is located in east Alabama along the west bank of the Chattahoochee River and forms the boundary between the states of Alabama and Georgia. It is also located at the fall line, a geological fact that has significantly impacted its history. Phenix City is the county seat of Russell County, located immediately west of downtown Columbus, Georgia and in close proximity to Fort Benning, Georgia, a larger Army installation. Locally, these cities are referred to as the bi-city area.

According to the most recent census, the county has a population of 52,947 with 32,822 residing within the city limits of Phenix City. Approximately 51% of Phenix City residents are Caucasian, 47% are African American and 2% are represented by other races/ethnicities. Between 2000 and 2010, the city's population grew by 14%. Yearly per capita income for city residents is $32,608 with average household income at $44,315. The largest employer in the county is the Phenix City Board of Education. There are numerous educational opportunities within the immediate community. Chattahoochee Valley Community College and Troy
University are located in Phenix City. Secondary students participate in dual enrollment at these higher educational institutions. Additionally, there are other colleges and universities within a 50-mile radius of Phenix City to include: Columbus State University, Auburn University, Columbus Technical College, Tuskegee University, LaGrange College, Troy University (Fort Benning), Georgia Military College, and Southern Union Community College. Fortunately, each school has multiple Adopt-A-School Partners that provide human, fiscal, and material resources to supplement the state, local, and federal revenues. These include, but are not limited to, local businesses such as Wal-Mart and Chick-fil-A, civic groups, Troy University, Chattahoochee Valley Community College, Auburn University (East Alabama Regional In-service Center), Columbus State University, Fort Benning, Family and Children Connection, East Alabama Mental Health, Department of Human Resources, Boral Bricks, Continental Carbon, TEARS, USO (United to Save Ourselves), banking institutions, and others. These organizations provide mentors and other valuable information and resources for teachers and students.

The school system is governed by a seven-member Board of Education appointed by the city council. The primary responsibility of the Board is to formulate policy that directly impacts educational programs. With a dedicated commitment to students and quality instruction, the business of the Board is to promote and improve student learning in a high-quality, safe environment. The day-to-day operations of the school system are entrusted to the Superintendent of Education who is selected by the School Board. With the assistance of a central office staff of Directors, the Superintendent's primary responsibility is that of implementing board policy and successfully administering educational programs to fulfill state requirements, as well as expectations of community stakeholders. In late November of 2013, the School Board voted in favor of buying out the contract of the Superintendent. An Interim Superintendent was appointed and served until June of 2014 when Mr. Randy Wilkes was selected as the Superintendent of Phenix City Schools.
The Phenix City Board of Education, the superintendent, the central office staff, along with a dedicated faculty and staff unite with the
community to form the foundation upon which the Phenix City Public School System builds its efforts daily to pursue excellence on behalf of

every student in every school. Currently there are 783 employees; 540 of which are certified personnel, while the other 243 serve as support staff in such positions as secretarial/clerical, bookkeeping, maintenance, bus driver, custodial, teacher aide, and lunchroom worker. Phenix City Schools provides program offerings to its students through eleven school sites, plus an Early Learning Center and a Success Academy, both of which serve the entire system. Two new facilities have been erected within the last 7 years, Central Freshman Academy which serves 9th graders and Lakewood Primary School which serves grades K-2. Additionally, five of the existing schools have been expanded to accommodate increased enrollment. Currently, there are approximately 6915 students in eleven schools with an enrollment of 62% African American, 33% Caucasian, and 7% other races and ethnicities. This is not consistent with the population of Phenix City, which, as referenced earlier, is comprised of a larger population of Caucasian residents (51%) than African American residents (47%). Of the students enrolled, 67% are from low-income families based on the number receiving free and reduced price meals. The remaining 37% represent those who pay for or bring their meals from home.

Currently, there are approximately 7 languages (Spanish, German, Mandingo, Swahili, French, Chuukese, and Igbo) spoken by the ninety-two English Learners (EL) in the system. The number of EL students has risen from seventy-five last year to ninety-two during the current school year. There are 570 students currently receiving special education (non-gifted) services as defined by the Alabama State Code. Early intervention is also provided for preschool students who qualify for special education services. The system currently has 350 students eligible for gifted services.

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.

The vision of Phenix City Schools is to pursue excellence on behalf of every student in every school. The mission states that we, the Phenix City School System, in partnership with family and community, will ensure each student develops into a responsible and productive citizen who is prepared for the challenges of the future. The school district and each school actualize our vision, mission, and belief statements in curriculum development, course offerings, selection of resources, instructional practices, and fiscal decisions which are evidenced in each school's Continuous Improvement Plan. The curriculum and instruction programs are research based, are aligned to content standards found in the Alabama Courses of Study, and have an emphasis on Alabama's College and Career Ready Standards. Vertical and horizontal planning and professional development are integral parts of addressing the school system's stated purpose. Each school's Building Leadership Team collaborates on the development of the school's Continuous Improvement Plan based on current data from local and state assessments, attendance records, discipline files, and survey results.

Each school holds regular data meetings during which assessment data is discussed and instructional decisions are made. Each teacher keeps a data binder in which he/she tracks student progress over time and documents intervention efforts for struggling students. Students in need of intensive intervention, beyond what can be provided during regular instruction, are referred to the school's Problem Solving Team (PST), through which efforts at remediation are documented and progress through tiered instruction is supported. The Building Leadership Team uses the data to develop the goals, strategies, and action steps for the school's Continuous Improvement Plan. Likewise, the data is analyzed at the district level to identify areas of instruction and/or implementation that require additional professional development across the district. Data is also used to develop goals, strategies, and action steps for the district's Continuous Improvement Plan.

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.

Technology is an area of notable achievement for our school system. It is our belief that all students must be taught to use the latest technologies in order to compete in the high-tech world of the 21st century. In order to compete for the attention and interest of our children today, our teachers must be equipped with the latest hardware and software that will capture the imagination of students. Each classroom is equipped with multiple student computers and the Internet. Smart Boards are the norm, complete with surround-sound and video projectors. Our schools also have numerous laptops and iPads that students use on a regular basis. Each classroom is equipped with multiple desktop computers. All of these devices provide students access to educational apps, programs, and Internet resources that they utilize for their learning.

Many schools have hi-definition televisions and classroom student response systems. Student response systems provide each student with a Response System "clicker" which allows the student to respond to teacher questions, exams, or roll-call by simply aiming the clicker and pressing a button. The feedback to the teacher is automatic; therefore, it allows him/her to make instructional decisions immediately. Software is included with the student response systems so that the clickers will communicate with the teacher's computer, enter test scores, calculate grades, and prepare charts and graphs in order to communicate results in a colorful and easy-to-understand fashion.

As a part of the middle school revitalization, the Phenix City Schools Technology Division will complete wireless upgrades by December in all schools with the installation of more access points. This was already done in the two schools at the center of the district's STEM Initiative: Phenix City Intermediate School and South Girard School. Phenix City Intermediate School serves grades 6-7 and South Girard School serves the 8th grade. These two schools are the focus of the STEM program and the new 1:1 Initiative that placed an electrical device in the hands of every student grades 6-8. This device (iPad Mini) replaced the traditional textbooks, as 6-8 grade textbooks were downloaded to the devices. Our Technology Department handled the entire process of increasing bandwidth and preparing the devices for classroom instruction. This overall STEM program is referred to as the i3 Initiative for Inquiry, Innovation, and Impact. The first phase was the distribution of iPads (1:1 Initiative) which took place Fall of 2015, along with the piloting of an Engineering Lab at South Girard School. The second phase will be the construction of a STEM Center on the campus of Phenix City Intermediate School that will house the following STEM programs: Virtual Learning Lab, Engineering Lab, Coding Lab, and Digital Media Lab. The STEM labs at South Girard will include an Engineering Lab, Coding and Digital Media Lab, and a Robotics Lab. The STEM Center will also include at least three exterior labs: A Saltwater Aquarium, River Tank, and Digital Globe. The construction of the STEM Center should be completed by the Fall of 2016. Also by Fall of 2016, the 1:1 Initiative will be expanded to grades 9-12. The district plans to expand the STEM Initiative to all grades K-12 by next Fall, with students being exposed to various STEM-related activities on a weekly basis.

All of our school campuses have been equipped with surveillance equipment strategically placed in appropriate locations to monitor activity in and around the buildings. This technology allows administrators at all levels to remotely monitor activity in and around school and district sites. Live images may be viewed from the comfort of an office or on a laptop computer while sitting in a vehicle. This technology allows school officials, law enforcement, and safety personnel to view the surveillance cameras via the world-wide-web. In the event of an emergency, law enforcement personnel will have access to the security video before entering harm's way. This instant information gleaned from the video images will aid in decision-making and improve critical response time. Only school and central office administrators, law enforcement, and safety personnel have access to the password and images displayed on the surveillance cameras.

Another notable achievement is the strength of our Child Nutrition Program (CNP). During the past five years, the Child Nutrition Program has received several recognitions and grants. Over the past five years the school system has created content area pacing guides and has implemented a comprehensive process for continuous improvement. The Phenix City School District began the curriculum alignment process by forming curriculum committees that met several times during the school year and during summer break as needed. These committees were comprised of teachers, department leaders, instructional coaches, and administrators who have worked together to create pacing guides for reading, language arts with writing, math, science, social studies, and technology. These pacing guides are fluid documents that are annually reviewed and improved. The curriculum committees have also attempted to set up the pacing guides in an easy to read, visual format for the teachers to use in lesson planning. These pacing guides are posted to the Curriculum and Instruction page of the school district's website, www.pcboe.net.

The pacing guides ensure that horizontal alignment by teachers in a common grade level is achieved by providing teachers with a guide, or goal, for their instruction. The guides capture the content and skills every teacher in the school system is teaching. The guides address the educational needs of the entire student population being served and also helps students by ensuring that each student is adequately prepared for the next grade and state assessment.

The implementation of Alabama's College and Career Ready Standards supports the vertical alignment of curriculum across the grade levels, from Kindergarten through high school, building upon instruction based upon standards. The Phenix City School System has provided extensive professional development to teachers over the past two years on the interpretation, implementation, and application of Alabama's College and Career Ready Standards. This professional development is on-going and provides multiple opportunities for vertical alignment of content in an effort to improve student performance by decreasing the amount of instructional time consumed with re-teaching concepts. Additionally, vertical alignment is evaluated through state testing.
the curricula in the Phenix City School System is aligned with state standards, standardized tests and/or state tests, curriculum-embedded tests, student assignments, lesson plans, textbooks, and instruction. This process prevents teachers from overlapping or skipping content that is essential to meeting state and national standards. Curriculum alignment facilitates communication among educators as they plan for both horizontal and vertical alignment of the curriculum.

Another area of notable achievement is that Meadowlane Elementary was selected as an Alabama Torchbearer School in the 2009-2010 school year. The Torchbearer Schools Program was created to recognize high-poverty, high-performing public schools in Alabama. To be eligible for a monetary award, the Torchbearer School must make Adequate Yearly Progress (AYP) for two consecutive years and meet additional criteria.

During the next three years, it is the intent of Phenix City Schools to implement the school system's Five Year Strategic Plan by achieving the following desired results:
-Ensure a nurturing and safe environment
-Ensure high standards and a variety of engaging learning experiences
-Provide textbooks and all resource materials as appropriate
-Expand the technology infrastructure to accommodate the increased need for wireless connectivity
-Purchase technology hardware to accommodate the needs of a growing population of students
-Ensure students are empowered and inspired for continuous knowledge and post-secondary success
-Close the achievement gap between subgroups of students
-Ensure student and staff diversity is valued, respected, and embraced
-Extend efforts to recruit more highly qualified and certified minority staff
-Ensure that the community and families are actively engaged in the educational process
-Create more opportunities and a variety of opportunities for parent and community involvement

-Ensure that we have a caring and quality staff

Additional Information

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

NA

Improvement Plan Stakeholder Involvement

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.

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 Phenix City School System has operated under the parameters of a Technology Improvement Plan for academic growth. Each year a committee of educators who are identified by principals and others as technology leaders in their schools are chosen to help with the on-going development, implementation, and evaluation of the District Technology Improvement Plan. The composition of the committee reflects representation from the district and from various schools to ensure a broad range of perspective during this collaboration. Consideration for selection of committee members includes gender and racial balance as well as expertise in teaching and learning with technology.

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

The Technology Improvement Plan was collaboratively created by representatives from the district office (technology and curriculum departments) and representatives from local schools as well as a business representative. The information, data, strategy and activity ideas were gathered from various stakeholder groups with the Transform2020 Goals in mind. The district technology committee is made up of representation from most school sites in the district, including a mix of teachers, media specialists and administrators. Other feedback was taken from parent, teacher and student surveys as well as the final accreditation report from the 2015 AdvancEd review. The current year plan was aligned with guidelines set forth by the State Department of Education and Transform2020.

Committee Member Role   Representing
Tamara Sanders   Chair   Phenix City Schools - Instructional Technology Specialist
Jackie Sanes   Co-Chair   Phenix City Schools - Technology Coordinator
David Mathis   Member   Phenix City Schools - Technology Department Director
Brittaney Graf   Member   Phenix City Intermediate School - 5th Grade Teacher
Angel Findlater   Member   Meadowlane Elementary School - Media Specialist
Loretta Baber   Member   Central High School - Computer Applications Teacher
Jeremy Suchman   Member   Sherwood Elementary School - Principal
Brandon Averett   Member   South Girard School - STEM Teacher
David Jones   Chairman   Success Academy - Director

The committee has also added a community representative to assist with planning:

Dr. Griff Gordy   Physician Gordy Eye Care

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 final improvement plan has been, and will be distributed to the schools in the district via the district technology committee. The district Website and parent meetings hosted by the local schools will share information with students and parents about the District Technology Improvement Plan. The District Technology Improvement Plan will be used by local school level committees (made up of stakeholders) as a guide to create the local schools' Technology Improvement Plans.

Technology Diagnostic

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.

Data

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

Response:

- •Board of Education actions
- •Compliance Monitoring Reports
- •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
- •Transform2020 Surveys (*Required)

Title I compliance observations

Network assessment

Technology inventory

Technology committee notes and products

AdvancEd surveys

School technology surveys

School and district web pages

District and school ACIP's

2015 AdvancEd exit report

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.

1. a.) Top Three Areas of Need Associated With Our Technology Infrastructure:

1. a. 1.) Update inadequate network switches to prepare for more bandwidth

1. a. 2.) Increased bandwidth now and plan for future growth

1. a. 3.) Update inadequate wireless network hardware to prepare for more bandwidth and wireless devices

1. b.) Top Three Areas of Strength Associated With Our Technology Infrastructure:

1. b. 1.) Infrastructure that provides responsive, high-speed, reliable access to the network and the Internet

1. b. 2.) An adequate and increasing supply of personal technology in schools

1. b. 3.) A district-level technology committee that aims at supporting technology at the student level

1. c) Data sources and data: work orders, walk-through forms; Network assessment; technology inventory; technology committee notes and documents; school technology surveys; AdvancEd surveys.

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.

1. a.) Top Three Areas of Need Associated With Our Technology Inventory:

1. a. 1.) Upgrade capability to serve the increased speed and wireless capabilities needed to serve students (Network Upgrades)

1. a. 2.) Increase technology in elementary schools and high school so there is a student device for every three students in every classroom

1. a. 3.) Plan for the long term capability to provide a one to one ratio of computers to students in every classroom

1. b.) Top Three Areas of Strength Associated With Our Technology Inventory:

1. b. 1.) The current network is adequate and scalable and serves LEA Ethernet devices well

1. b. 2.) Most classrooms have interactive whiteboards and projectors

1. b. 3.) While the supply of computers is not optimum, there is an adequate supply...and 98% of students in grades 6-8 have been assigned a personal learning device (iPad)

1. c) Data sources and data: network assessment; technology inventory; technology committee notes and documents; school technology surveys; AdvancEd surveys.

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.

1. a.) Top Three Areas of Need Associated With Our Technology And Student Learning:

1. a. 1.) Students do not consistently use technology to gather, evaluate, and /or use information for learning in classrooms

1. a. 2.) Students do not consistently use technology to conduct research, solve problems, and / or create original works in classrooms

1. a. 3.) Students do not consistently use technology to communicate and work collaboratively in classrooms

1. b.) Top Three Areas of Strength Associated With Our Technology And Student Learning:

1. b. 1.) Students in Phenix City use a wide variety of free and purchased software for individualized student and adult learning

1. b. 2.) The district technology committee has aligned the State Technology Course of Study with other school programs to ensure all students are taught appropriate technology skills

1. b. 3.) There is an ongoing effort to improve teacher skills regarding technology and learning

1. c) Data sources and data: walk-through forms, AdvancEd surveys; ELEOT results; STI PD logs; School and district web pages; Technology committee meeting minutes, notes, and products.

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.

1. a.) Top Three Areas of Need Associated With Our Technology Professional Learning Program:

1. a. 1.) Teachers and administrators need training for meeting ELEOT technology criteria.

1. a. 2.) There should be a formal plan to ensure that all newly hired teachers have all necessary technology training to use existing technology

1. a. 3.) Teachers need job-embedded opportunities to share useful technology tools with one another

1. b.) Top Three Areas of Strength Associated With Our Technology Professional Learning Program:

1. b. 1.) Most teachers and administrators are proficient users of technology to be productive and to direct teaching and learning

1. b. 2.) There are ongoing efforts to provide professional development for teachers and leaders.

1. b. 3.) An instructional technology specialist has been hired who has increased the amount of technology-related PD provided to all teachers

1. c) Data sources and data: ELEOT WalkThrough Form; AdvancEd Surveys; STI PD logs; local technology surveys and technology committee meeting minutes.

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.

1. a.) Top Three Areas of Need Associated With Our Technology Teacher Use For Teaching:

1. a. 1.) Teachers need ongoing training and appropriate modeling for using technology skills listed on the ELEOT

1. a. 2.) Teachers need regular opportunities to visit and observe other teachers who are proficient users of technology

1. a. 3.) Teachers need training for managing and operating within a 'Bring Your Own Device,' environment

1. b.) Top Three Areas of Strength Associated With Our Technology Teacher Use For Teaching:

1. b. 1.) Most teachers are proficient and regular users of technology to collect and analyze information and to solve their own problems both in and outside of school.

1. b. 2.) Teachers are beginning to envision students as users of technology both in and out of school to lead happier and more productive lives as well as to collect and analyze information and to solve their own problems.

1. b. 3.) Schools and the school district have put in place several online tools to assist students and teachers as they deliver an individualized learning plan for students. These tools include Renaissance Place, Criterion Writing, Study Island, the district web page, Wonders Reading, GMetrics, Certiport, Edgenuity and ACCESS distance learning.

1. c) Data sources and data: ELEOT Form; anecdotal evidence from principals; walk-through results;

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.

1. a.) Top Three Areas of Need Associated With Teachers Using Technology For Increased Productivity:

1. a. 1.) Teachers should use technology at all levels to keep students engaged

1. a. 2.) Teachers should use technology to individualize instruction

1. a. 3.) Teachers need a basic understanding of how to use integrated products such as Google Apps or Microsoft Office to collect, store, and analyze data and to produce relevant and coherent products

1. b.) Top Three Areas of Strength Associated With Teachers Using Technology For Increased Productivity:

1. b. 1.) Technology is available in most classrooms for teachers to use to meaningfully engage students

1. b. 2.) Technology is available in most classrooms for teachers to use for individualized instruction

1. b. 3.) There is a multitude of free applications used in Phenix City Schools and the school district provides Microsoft Office for every teacher so that teachers can use these things to increase productivity.

1. c) Data sources and data: walk-through forms, AdvancEd surveys, District Technology Committee meeting minutes; District and school ACIP's

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.

1. a.) Top Three Areas of Need Associated With Technology School Leaders Use:

1. a. 1.) School leaders need to be trained to evaluate the Technology component of the ELEOT improve instruction.

1. a. 2.) School leaders need to maintain fully functioning technology committees in schools

1. a. 3.) School leaders need a basic understanding of how to use integrated products such as Google Apps or Microsoft Office to collect, store, and analyze data and to produce relevant and coherent products

1. b.) Top Three Areas of Strength Associated With Technology School Leaders Use:

1. b. 1.) All school leaders have iPads, smartphones, and desktop computers. Most have laptop computers.

1. b. 2.) School leaders have a good grasp of technology basics and some are advanced users

1. b. 3.) School leaders seek to integrate technology into classrooms to improve teaching and learning.

1. c) Data sources and data: AdvancEd Surveys; ELEOT instrument; technology inventory; District Technology Committee meeting minutes.

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.

1. a.) Top Three Other Areas of Need Associated With Technology

1. a. 1.) All 9th grade students should operate in a one-to-one computer-to-student environment as funds are made available.

1. a. 2.) All 10th grade students should operate in a one-to-one computer-to-student environment as funds are made available.

1. a. 3.) All 11th grade students should operate in a one-to-one computer-to-student environment as funds are made available.

1. b.) Top Three Other Areas of Strength Associated With Technology

1. b. 1.) While there are plans to improve infrastructure to facilitate greater bandwidth, the current infrastructure is supporting current needs.

1. b. 2.) There are currently four computers available for every one student in grades K-5 and 9-12.

1. b. 3.) Teachers are willing and eager to improve teaching and learning through technology.

1. c) Data sources and data: AdvancEd Surveys; ELEOT instrument; technology inventory; District Technology Committee meeting minutes; staff development records;

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.

Phenix City teachers have a good understanding of the basic use of technology and address the technology course of study with their students. While this is necessary to effectively prepare learners for living and working in the digital world, it is not sufficient. The common thread throughout our technology needs assessment is the need for training in Digital Learning Environment indicators as listed on the ELEOT instrument. Specifically, making certain students do the following:

1. Use digital tools/technology to gather, evaluate, and/or use information for learning
2. Use digital tools/technology to conduct research, solve problems, and/or create original works for learning
3. Use digital tools/technology to communicate and work collaboratively for learning

The Instructional Technology Specialist (ITS) will provide bi-weekly PD session for teachers of grades 6-8. The purpose of this PD is to improve pedagogy and learning in the schools with 1:1 devices. Minimum PD time is five hours during the year, with additional after-school and Saturday sessions delivered to interested teachers.

In the non 1:1 schools, more formal PD is conducted by the ITS as well as outside experts in the field (ATIM, ALEX, etc.)...at least four hours per school year in a face-to-face setting.

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.

WAN Infrastructure - All schools are networked back to the central board of education office with a fiber optic backbone using single-mode fiber optic cable to all locations. Servers are centrally located in the Educational Services Center Server Room. Access Distance Learning Lab is available at the high school connected by a fiber-optic high-speed Internet connection.

LAN Infrastructure - All schools are further networked to the classroom level using multi-mode fiber optic cabling between network cabinets and enhanced Cat 5 Ethernet cabling to the classrooms. All schools have a minimum of 6 hardwired network drops per classroom. In addition, all classrooms will have wireless (WIFI) capabilities by the end of the 2015-16 school year.

Connectivity - Wired connections at all schools are managed using 10/100/1000 Cisco smart switches. Wireless connectivity is accomplished using multiple Cisco wireless access points strategically placed throughout the each building.

Bandwidth - All schools currently share 500MB of Internet bandwidth.

Internet Access - Our school district has adopted a Computer and Internet Acceptable use Policy; Parents are given the policy at registration and must sign the policy before students are allowed to use district-owned computers. All schools' Internet access is filtered using Lightspeed's high-speed content filtering appliance to ensure CIPA compliance. In addition, all students are systematically trained in the best practices of Internet Safety.

Information Security & Safety - All schools have a Microsoft domain controller for network logon and file access security. Each user's level of access to network resources is based on their individual logon credentials and controlled by the network administrator. All computers and servers are protected from malware and viruses using Symantec's Endpoint Protection software. In addition, our central office accounting and payroll departments use the McAleer (CSI) software system which has its own built-in account security.

Digital Content - The district currently uses the web-based Renaissance Place program to access Accelerated Reader, Accelerated Math, Star Reading and Star Math in grades K-7. Students at all schools can find standards-based resources utilizing Follett Destiny. Edgenuity (E2020) web-based learning system is used in the Dropout Recovery and Credit Recovery programs where students can earn a regular diploma in an alternative setting. Daily classroom instruction now includes virtual field trips, webquest participation, and student-created multimedia projects. Diagnostic testing is accomplished using the performance series web-based software by Global Scholar. Students in grades 9-12 have increased access to course offerings and instructors through the ACCESS Distance Learning Lab. Students in grades 6-8 use Carnegie Learning's Digital Ace app for math instruction.

Digital Tools - Our users use a variety of digital tools to help them in the classroom.

Google Drive - Office tools & file storage

Dropbox - File storage and synchronization service

YoutubeEDU - Educational video site

Google Search - Web search engine

Evernote - Productivity tool

Pinterest - Social bookmarking tool

TED Talks/ED - Inspirational Tools/lessons

WebEx - Web Conferencing software

GoToMeeting - Web meeting and conferencing tools

Flickr - Photo sharing site

Keynote - Presentation software

Survey Monkey - Survey Software

ITunes - Digital media player and course distribution platform

OneNote - Note taking software

Google Maps - Interactive Maps

Wikispaces - Wiki hosting platform

Nearpod - presentation app

AirServer - for mirroring iOS devices

Label	Assurance	Response	Comment	Attachment
2.	Did you complete the Inventory for each school in your school system?	Yes	Did not upload Inventory as per Jerome Browning. We are doing it on his 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:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

80% 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, Bottom 30%, 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 to use digital tools, individually and collaboratively, in and out of the classroom, to gather, organize, evaluate, and share and present information in the Arts, Mathematics, History, Science, and in English Language Arts by 06/30/2015 as measured by student products/portfolios, Global Scholar performance data, edmodo analytical usage reports, lesson plans, classroom observations, and Transform 2020 surveys..

Strategy1:

Technology Personnel - Provide support at the school level to increase teacher technology integration effectiveness and better prepare students to be college- and career-ready. The technology personnel will be mentoring and coaching teachers in both technology and best practices teaching strategies. This combination will be essential in allowing classroom teachers to move to new levels of successful technology integration and teaching practice that positively effect student achievement.

Category:

Research Cited: http://www.instructionalcoach.org/images/downloads/ISTE_Whitepaper_June_Final_Edits.pdf

Activity - Appy Hour	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology personnel will provide embedded professional development during the school day and on professional development days.	Professional Learning	01/05/2015	06/30/2016	$0 - No Funding Required	EARIC, AMSTI, School technology personnel

Strategy2:

Technology Integration - Classroom teachers will provide students opportunities to utilize technology on a frequent basis. Students will use a variety of technology tools including, but not limited to, Leapfrogs, iPads, laptops, netbooks, eReaders, SmartBoards, multimedia projectors, etc. to work individually and collaboratively. Students will also develop projects, portfolios, and products that demonstrate understanding of the CCRS upon which lesson plans are focused.

Category:

Research Cited: http://www.iste.org/docs/excerpts/NETTB2-excerpt.pdf

Activity - Purchase Additional Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools purchase technology in an attempt to have one personal learning device for every student in grades 6-12. Greater availability will enhance access to CCRS resources.	Academic Support Program	08/20/2014	06/30/2016	$510000 - General Fund $40000 - Title I Part A	Principals, Director of Federal Programs, Director of Technology

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan lessons that ensure students will utilize technology in the classroom and in the overall learning process with a focus on achieving CCRS Standards.	Policy and Process	08/20/2014	06/30/2016	$0 - No Funding Required	Selected classroom teachers

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:

Implement an i3 STEM Initiative across the district to prepare students for 21st century college and career expectations

Measurable Objective 1:

80% of All Students will achieve college and career readiness through implementation of STEM activities across the district in science, technology, engineering, and in Mathematics by 05/22/2020 as measured by Grades K-2: lesson plans; Grades 3-5: STEM courses in the master schedule; Grades 9-12: incremental implementation of a 1:1 electronic device initiative.

Strategy1:

STEM Education Pedagogy - The Phenix City School System implemented an i3 STEM Initiative for students in grades 6 & 8 at the beginning of the 2015-2016 school year with the creation of a Phenix City Schools STEM Center consisting of coding, digital media, engineering, and virtual science labs on the campus of Phenix City Intermediate School. The i3 Initiative is a long-range initiative that includes implementation of a 1:1 Electronic Device Initiative in grades 6-12, STEM related curriculum and courses in grades 6-12, and a state-of-the art STEM Center that will house multiple STEM related labs and learning centers at Phenix City Intermediate School. Digital media/coding, robotics, and engineering labs will be created at South Girard Junior High School in the near future. Students at the primary and elementary levels will be introduced to STEM learning through lessons and activities embedded in the core curriculum areas. These types of lessons will also be woven into all core academic areas at the secondary level.

Category:

Research Cited: https://www.dropbox.com/s/3af7wmzzsqifkwb/STEM%20Education%20Initiative.pdf?dl=0

Activity - STEM Lessons and Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate STEM lessons and activities in K-5 and 9-12 to support major STEM rollout in grades 6-8	Academic Support Program	08/10/2015	05/22/2020	$1200000 - Other	William R. Wilkes, Donna Ash, Darrell Seldon

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:

90% of Teachers and Leaders Will Be Prepared to Use Technology to Help Graduate College- and Career-Ready Students.

Measurable Objective 1:

collaborate to help teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources by 08/01/2016 as measured by Educate Alabama reports and principal and district walk-through data.

Strategy1:

Professional Learning Train the Trainer - Provide Professional Learning Train-the-Trainer and End-User training that promotes professional growth in the use of current and transformative technologies and digital content specifically geared to engage learners and improve student achievement.

Category:

Research Cited:

Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Alabama Standards for Instructional Leaders (ALSIL). Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Alabama Continuum for Instructional Leader Development (ALCILD)

Alabama Continuum for Teacher Development (ALCTD)

Alabama School Librarian Continuum (ALSLC)

Alabama Quality Teaching Standards (ALQTS)

International Society for Technology in Education (ISTE) Adapted from NETS-A: Retrieved from http://www.iste.org/docs/pdfs/NETS-a-standards.pdf?sfvrsn=2

International Society for Technology in Education (ISTE) Adapted from NETS-C: Retrieved from http://www.iste.org/docs/pdfs/NETS-c-standards.pdf?sfvrsn=2

International Society for Technology in Education (ISTE) Adapted from NETS-T: Retrieved from http://www.iste.org/docs/pdfs/NETS-t-standards.pdf?sfvrsn=2

National Council for Accreditation of Teacher Education (NCATE): Standards. Retrieved from

http://www.ncate.org/standards/tabid/107/default.aspx

Activity - Technology in Motion Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for administrators to better understand how to use technology in classrooms to improve achievement of CCRS objectives..	Professional Learning	10/30/2014	08/01/2015	$0 - No Funding Required	Technology Director, Curriculum Director, Technology Coordinator, Principals

Strategy2:

Professional Learning - Provide Professional Learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.

Category:

Research Cited:

Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Alabama Standards for Instructional Leaders (ALSIL). Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

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International Society for Technology in Education (ISTE) Adapted from NETS-C: Retrieved from http://www.iste.org/docs/pdfs/NETS-c-standards.pdf?sfvrsn=2

International Society for Technology in Education (ISTE) Adapted from NETS-T: Retrieved from http://www.iste.org/docs/pdfs/NETS-t-standards.pdf?sfvrsn=2

National Council for Accreditation of Teacher Education (NCATE): Standards. Retrieved from http://www.ncate.org/standards/tabid/107/default.aspx

Activity - Teacher Leaders Train Others	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district and local schools will promote venues in which teacher leaders trained by Technology in Motion can train others in their schools.	Professional Learning	10/30/2014	08/01/2016	$15000 - Other	Technology Director, Curriculum Director, Technology Coordinator

Strategy3:

Professional Development - The district will provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Category:

Research Cited:

Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Alabama Standards for Instructional Leaders (ALSIL). Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Alabama Continuum for Instructional Leader Development (ALCILD)

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International Society for Technology in Education (ISTE) Adapted from NETS-A: Retrieved from http://www.iste.org/docs/pdfs/NETS-a-standards.pdf?sfvrsn=2

International Society for Technology in Education (ISTE) Adapted from NETS-C: Retrieved from http://www.iste.org/docs/pdfs/NETS-c-standards.pdf?sfvrsn=2

International Society for Technology in Education (ISTE) Adapted from NETS-T: Retrieved from http://www.iste.org/docs/pdfs/NETS-t-standards.pdf?sfvrsn=2

National Council for Accreditation of Teacher Education (NCATE): Standards. Retrieved from http://www.ncate.org/standards/tabid/107/default.aspx

Activity - Technology in Motion Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will partner with Technology in Motion to provide specific training to help teachers understand how to use technology to improve CCRS achievement.	Professional Learning	10/30/2014	08/01/2016	$0 - No Funding Required	Technology Director, Curriculum Director, Technology Coordinator

Measurable Objective 2:

collaborate to help Instructional Leaders provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources by 08/01/2015 as measured by Lead and Educate Alabama reports and evidence.

Strategy1:

Develop variety of methods and formats for providing high quality professional development - The district will develop and disseminate a variety of methods and formats for providing high-quality professional development, such as online, face-to-face, professional learning communities, etc.

Category:

Research Cited:

Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Alabama Standards for Instructional Leaders (ALSIL). Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Alabama Continuum for Instructional Leader Development (ALCILD)

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International Society for Technology in Education (ISTE) Adapted from NETS-C: Retrieved from http://www.iste.org/docs/pdfs/NETS-c-standards.pdf?sfvrsn=2

International Society for Technology in Education (ISTE) Adapted from NETS-T: Retrieved from http://www.iste.org/docs/pdfs/NETS-t-standards.pdf?sfvrsn=2

National Council for Accreditation of Teacher Education (NCATE): Standards. Retrieved from http://www.ncate.org/standards/tabid/107/default.aspx

Activity - Technology in Motion Training and Colaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs.	Professional Learning	10/30/2014	08/01/2016	$0 - No Funding Required	Technology Director, Curriculum Director, Technology Coordinator

Activity - Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training and discussions about technology and technology planning will be a part of every district leadership meeting.	Technology	10/01/2014	06/30/2016	$0 - No Funding Required	District leadership team; Superintendent.

Goal 2:

All Teachers Will Engage and Empower the Learners Through Technology

Measurable Objective 1:

demonstrate a proficiency in student creative and critical thinking expertise and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments by 08/01/2016 as measured by principal's reports using Classroom Student Observation Tools, such as, ELEOT, Educate Alabama Observations and District Walkthroughs.

Strategy1:

Professional Development - The district will coordinate with Technology In Motion to develop training for all teachers in each of the following three areas:

1. Use digital tools/technology to gather, evaluate, and/or use information for learning
2. Use digital tools/technology to conduct research, solve problems, and/or create original works for learning
3. Use digital tools/technology to communicate and work collaboratively for learning

Technology In Motion will train selected teachers from each school who will train and support their peers in improving each of these skills.

Category:

Research Cited:

Strategy taken from AdvancEd technology competencies contained in the ELEOT instrument.

Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

International Society for Technology in Education. (2009). NETS for students: Global learning in a digital age. Retrieved from http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS_for_Students.htm

State Superintendent of Public Instruction Education Technology Task Force, Education Technology Task Force Work Group. (2012). Education technology task force recommendations. Retrieved from: http://www.cde.ca.gov/eo/in/documents/efftmemo.pdf

Activity - Lead Teachers Train Others	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who are trained by Technology In Motion will lead training and support at all local schools so that all teachers at every school are able to improve in the use of technology to help students master CCRS standards.	Professional Learning	10/30/2014	08/01/2016	$0 - No Funding Required	Technology Coordinator, School Principals, Lead Technology Teachers, Media Specialists

Activity - ELA CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will encourage and provide opportunities for students to use technology to demonstrate proficiency in CCRS language arts standards.	Academic Support Program	12/19/2014	08/01/2016	$0 - No Funding Required	Principals; classroom teachers

Activity - Math CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide encouragement and opportunities for students to use technology to meet the College and Career Ready math standards.	Academic Support Program	12/19/2014	08/01/2016	$0 - No Funding Required	Principals

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:

All Teachers Will Engage and Empower the Learners Through Technology

Measurable Objective 1:

demonstrate a proficiency in student creative and critical thinking expertise and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments by 08/01/2016 as measured by principal's reports using Classroom Student Observation Tools, such as, ELEOT, Educate Alabama Observations and District Walkthroughs.

Strategy1:

Professional Development - The district will coordinate with Technology In Motion to develop training for all teachers in each of the following three areas:

1. Use digital tools/technology to gather, evaluate, and/or use information for learning

2. Use digital tools/technology to conduct research, solve problems, and/or create original works for learning

3. Use digital tools/technology to communicate and work collaboratively for learning

Technology In Motion will train selected teachers from each school who will train and support their peers in improving each of these skills.

Category:

Research Cited:

Strategy taken from AdvancEd technology competencies contained in the ELEOT instrument.

Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved from

http://www.alsde.edu/home/general/plan_2020_esea.aspx

International Society for Technology in Education. (2009). NETS for students: Global learning in a digital age. Retrieved from

http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS_for_Students.htm

State Superintendent of Public Instruction Education Technology Task Force, Education Technology Task Force Work Group. (2012).

Education technology task force recommendations. Retrieved from: http://www.cde.ca.gov/eo/in/documents/efftmemo.pdf

Activity - Lead Teachers Train Others	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who are trained by Technology In Motion will lead training and support at all local schools so that all teachers at every school are able to improve in the use of technology to help students master CCRS standards.	Professional Learning	10/30/2014	08/01/2016	$0 - No Funding Required	Technology Coordinator, School Principals, Lead Technology Teachers, Media Specialists

Goal 2:

90% of Teachers and Leaders Will Be Prepared to Use Technology to Help Graduate College- and Career-Ready Students.

Measurable Objective 1:

collaborate to help Instructional Leaders provide digital-age leadership and management to continuously improve the organization through

the effective use of information and technology resources by 08/01/2015 as measured by Lead and Educate Alabama reports and evidence.

Strategy1:

Develop variety of methods and formats for providing high quality professional development - The district will develop and disseminate a

variety of methods and formats for providing high-quality professional development, such as online, face-to-face, professional learning

communities, etc.

Category:

Research Cited:

Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved from

http://www.alsde.edu/home/general/plan_2020_esea.aspx

Alabama Standards for Instructional Leaders (ALSIL). Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Alabama Continuum for Instructional Leader Development (ALCILD)

Alabama Continuum for Teacher Development (ALCTD)

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International Society for Technology in Education (ISTE) Adapted from NETS-C: Retrieved from http://www.iste.org/docs/pdfs/NETS-c-standards.pdf?sfvrsn=2

International Society for Technology in Education (ISTE) Adapted from NETS-T: Retrieved from http://www.iste.org/docs/pdfs/NETS-t-standards.pdf?sfvrsn=2

National Council for Accreditation of Teacher Education (NCATE): Standards. Retrieved from http://www.ncate.org/standards/tabid/107/default.aspx

Activity - Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training and discussions about technology and technology planning will be a part of every district leadership meeting.	Technology	10/01/2014	06/30/2016	$0 - No Funding Required	District leadership team; Superintendent.

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:

90% of educators and 80% of students in Phenix City Schools will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to Ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data (educators) by 08/01/2016 as measured by Bandwidth Traffic Reports.

Strategy1:

Increase Bandwidth - The district will purchase increased bandwidth and begin to replace outdated switches with new, scalable switches to

handle both needed and projected increases in bandwidth.

Category:

Research Cited: Technology Readiness for College- and Career-Ready Teaching, Learning and Assessment. (2102). Retrieved from www.setda.org.

Horizon Report. (2012). Retrieved from http://www.educause.edu/library/resources/2012-horizon-report.

The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org.

National Education Technology Plan (NET Plan): Transforming American Education, Learning Powered by Technology. (2012) Retrieved from http://www.ed.gov/technology/netp-2010.

California Educational Technology Blueprint. (2012). Retrieved from www.cde.ca.gov/eo/in/documents/efftmemo.pdf

Activity - Replace Switches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Replace switches to handle increased bandwidth at school / building sites throughout the district	Technology	10/01/2015	08/01/2016	$500000 - Other	Technology DIrector and Technology Coordinator

Activity - Increase Bandwidth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will plan for and purchase increased bandwidth in order to deliver enhanced content focuses on meeting CCRS standards. Bandwidth will be doubled by the end of 2016 and will continue to be monitored for improvement.	Technology	10/01/2015	08/01/2016	$30000 - Other	Technology Director and Technology Coordinator

Activity - WiFi	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To increase the availability of enhanced digital content related to CCRS via wireless connections from 20 MB to 100 MB and increase the number of allowable active users on wireless connections, a new wireless controller and access points will be installed to service the school district.	Technology	10/01/2015	06/01/2016	$90000 - General Fund	Technology Department

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:

90% of educators and 80% of students in Phenix City Schools will have tools to access a comprehensive viable infrastructure when and

where they need it.

Measurable Objective 1:

collaborate to Ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data (educators) by 08/01/2016 as measured by Bandwidth Traffic Reports.

Strategy1:

Increase Bandwidth - The district will purchase increased bandwidth and begin to replace outdated switches with new, scalable switches to handle both needed and projected increases in bandwidth.

Category:

Research Cited: Technology Readiness for College- and Career-Ready Teaching, Learning and Assessment. (2102). Retrieved from www.setda.org.

Horizon Report. (2012). Retrieved from http://www.educause.edu/library/resources/2012-horizon-report.

The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org.

National Education Technology Plan (NET Plan): Transforming American Education, Learning Powered by Technology. (2012) Retrieved from http://www.ed.gov/technology/netp-2010.

California Educational Technology Blueprint. (2012). Retrieved from www.cde.ca.gov/eo/in/documents/efftmemo.pdf

Activity - WiFi	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To increase the availability of enhanced digital content related to CCRS via wireless connections from 20 MB to 100 MB and increase the number of allowable active users on wireless connections, a new wireless controller and access points will be installed to service the school district.	Technology	10/01/2015	06/01/2016	$90000 - General Fund	Technology Department

Activity - Replace Switches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Replace switches to handle increased bandwidth at school / building sites throughout the district	Technology	10/01/2015	08/01/2016	$500000 - Other	Technology DIrector and Technology Coordinator

Activity - Increase Bandwidth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will plan for and purchase increased bandwidth in order to deliver enhanced content focuses on meeting CCRS standards. Bandwidth will be doubled by the end of 2016 and will continue to be monitored for improvement.	Technology	10/01/2015	08/01/2016	$30000 - Other	Technology Director and Technology Coordinator

Activity - Tech Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Six employees in the technology department will actively work to be responsive to technology work orders and keep all necessary hardware and infrastructure in good repair for the successful delivery of enhanced content related to CCRS standards.	Technology	10/01/2015	06/01/2016	$293000 - General Fund	Technology Director

Goal 2:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

80% 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, Bottom 30%, 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 to use digital tools, individually and collaboratively, in and out of the classroom, to gather, organize, evaluate, and share and present information in the Arts, Mathematics, History, Science, and in English Language Arts by 06/30/2015 as measured by student products/portfolios, Global Scholar performance data, edmodo analytical usage reports, lesson plans, classroom observations, and Transform 2020 surveys..

Strategy1:

Technology Integration - Classroom teachers will provide students opportunities to utilize technology on a frequent basis. Students will use a variety of technology tools including, but not limited to, Leapfrogs, iPads, laptops, netbooks, eReaders, SmartBoards, multimedia projectors, etc. to work individually and collaboratively. Students will also develop projects, portfolios, and products that demonstrate understanding of the CCRS upon which lesson plans are focused.

Category:

Research Cited: http://www.iste.org/docs/excerpts/NETTB2-excerpt.pdf

Activity - Purchase Additional Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools purchase technology in an attempt to have one personal learning device for every student in grades 6-12. Greater availability will enhance access to CCRS resources.	Academic Support Program	08/20/2014	06/30/2016	$40000 - Title I Part A $510000 - General Fund	Principals, Director of Federal Programs, Director of Technology

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		Pcboe District Assurances.pdf

2015-16 Technology Plan

Overview

Plan Name

2015-16 Technology Plan

Plan Description

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	90% of educators and 80% of students in Phenix City Schools will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$913000
2	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 2 Activities: 3	Academic	$550000
3	Implement an i3 STEM Initiative across the district to prepare students for 21st century college and career expectations	Objectives: 1 Strategies: 2 Activities: 4	Academic	$4515000

Goal 1: 90% of educators and 80% of students in Phenix City Schools will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to Ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data (educators) by 08/01/2016 as measured by Bandwidth Traffic Reports.

Strategy 1:

Increase Bandwidth - The district will purchase increased bandwidth and begin to replace outdated switches with new, scalable switches to handle both needed and projected increases in bandwidth.

Category:

Research Cited: Technology Readiness for College- and Career-Ready Teaching, Learning and Assessment. (2102). Retrieved from www.setda.org.

Horizon Report. (2012). Retrieved from http://www.educause.edu/library/resources/2012-horizon-report.

The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org.

National Education Technology Plan (NET Plan): Transforming American Education, Learning Powered by Technology. (2012) Retrieved from http://www.ed.gov/technology/netp-2010.

California Educational Technology Blueprint. (2012). Retrieved from www.cde.ca.gov/eo/in/documents/efftmemo.pdf

Activity - Increase Bandwidth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will plan for and purchase increased bandwidth in order to deliver enhanced content focuses on meeting CCRS standards. Bandwidth will be doubled by the end of 2016 and will continue to be monitored for improvement. Schools: All Schools	Technology	10/01/2015	08/01/2016	$30000	Other	Technology Director and Technology Coordinator

Activity - Replace Switches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Replace switches to handle increased bandwidth at school / building sites throughout the district Schools: All Schools	Technology	10/01/2015	08/01/2016	$500000	Other	Technology DIrector and Technology Coordinator

Activity - Tech Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Six employees in the technology department will actively work to be responsive to technology work orders and keep all necessary hardware and infrastructure in good repair for the successful delivery of enhanced content related to CCRS standards. Schools: All Schools	Technology	10/01/2015	06/01/2016	$293000	General Fund	Technology Director

Activity - WiFi	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To increase the availability of enhanced digital content related to CCRS via wireless connections from 20 MB to 100 MB and increase the number of allowable active users on wireless connections, a new wireless controller and access points will be installed to service the school district. Schools: All Schools	Technology	10/01/2015	06/01/2016	$90000	General Fund	Technology Department

Goal 2: Engage and Empower the Learner Through Technology

Measurable Objective 1:

80% 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, Bottom 30%, 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 to use digital tools, individually and collaboratively, in and out of the classroom, to gather, organize, evaluate, and share and present information in the Arts, Mathematics, History, Science, and in English Language Arts by 06/30/2015 as measured by student products/portfolios, Global Scholar performance data, edmodo analytical usage reports, lesson plans, classroom observations, and Transform 2020 surveys..

Strategy 1:

Technology Integration - Classroom teachers will provide students opportunities to utilize technology on a frequent basis. Students will use a variety of technology tools including, but not limited to, Leapfrogs, iPads, laptops, netbooks, eReaders, SmartBoards, multimedia projectors, etc. to work individually and collaboratively. Students will also develop projects, portfolios, and products that demonstrate understanding of the CCRS upon which lesson plans are focused.

Category:

Research Cited: http://www.iste.org/docs/excerpts/NETTB2-excerpt.pdf

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will plan lessons that ensure students will utilize technology in the classroom and in the overall learning process with a focus on achieving CCRS Standards.

Schools: All Schools | Policy and Process | 08/20/2014 | 06/30/2016 | $0 | No Funding Required | Selected classroom teachers |

Activity - Purchase Additional Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools purchase technology in an attempt to have one personal learning device for every student in grades 6-12. Greater availability will enhance access to CCRS resources. Schools: All Schools	Academic Support Program	08/20/2014	06/30/2016	$550000	General Fund, Title I Part A	Principals, Director of Federal Programs, Director of Technology

Strategy 2:

Technology Personnel - Provide support at the school level to increase teacher technology integration effectiveness and better prepare students to be college- and career-ready. The technology personnel will be mentoring and coaching teachers in both technology and best practices teaching strategies. This combination will be essential in allowing classroom teachers to move to new levels of successful technology integration and teaching practice that positively effect student achievement.

Category:

Research Cited: http://www.instructionalcoach.org/images/downloads/ISTE_Whitepaper_June_Final_Edits.pdf

Activity - Appy Hour	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology personnel will provide embedded professional development during the school day and on professional development days. Schools: All Schools	Professional Learning	01/05/2015	06/30/2016	$0	No Funding Required	EARIC, AMSTI, School technology personnel

Goal 3: Implement an i3 STEM Initiative across the district to prepare students for 21st century college and career expectations

Measurable Objective 1:

80% of All Students will achieve college and career readiness through implementation of STEM activities across the district in science, technology, engineering, and in Mathematics by 05/22/2020 as measured by Grades K-2: lesson plans; Grades 3-5: STEM courses in the master schedule; Grades 9-12: incremental implementation of a 1:1 electronic device initiative.

Strategy 1:

1:1 Electronic Device Initiative - A 1:1 electronic device initiative was implemented in grades 6-8 at the beginning of the 2015-2016 school year. The following plan will be implemented in subsequent years:

- 2016-2017: 80% of 9th graders
- 2017-2018: 80% of 9th graders; 82% of 10th graders
- 2018-2019: 80% of 9th graders; 82% of 10th graders; 84% of 11th graders
- 2019-2020: 80% of 9th graders; 82% of 10th graders; 84% of 11th graders; 86% of 12th graders

Category:

Research Cited: https://www.dropbox.com/s/7xsk3c4czgfdi0q/1-1%20Electronic%20Device%20Initiative%20Research.pdf?dl=0

Activity - Electronic Textbooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Download textbooks to iPads and teach all standards via digital platform Schools: Central High School, Phenix City Intermediate School, South Girard School, Central Freshman Academy	Academic Support Program	08/10/2015	05/22/2020	$100000	District Funding	William R. Wilkes, David Mathis, Tamara Sanders

Strategy 2:

STEM Education Pedagogy - The Phenix City School System implemented an i3 STEM Initiative for students in grades 6 & 8 at the beginning of the 2015-2016 school year with the creation of a Phenix City Schools STEM Center consisting of coding, digital media, engineering, and virtual science labs on the campus of Phenix City Intermediate School. The i3 Initiative is a long-range initiative that includes implementation of a 1:1 Electronic Device Initiative in grades 6-12, STEM related curriculum and courses in grades 6-12, and a state-of-the art STEM Center that will house multiple STEM related labs and learning centers at Phenix City Intermediate School. Digital media/coding, robotics, and engineering labs will be created at South Girard Junior High School in the near future. Students at the primary and elementary levels will be introduced to STEM learning through lessons and activities embedded in the core curriculum areas. These types of lessons will also be woven into all core academic areas at the secondary level.

Category:

Research Cited: https://www.dropbox.com/s/3af7wmzzsqifkwb/STEM%20Education%20Initiative.pdf?dl=0

Activity - STEM Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The STEM Academy provides selected students in grades 6-8 with accelerated classes in the STEM content areas. Schools: Phenix City Intermediate School, South Girard School	Academic Support Program	08/10/2015	05/22/2020	$15000	Other	William R. Wilkes, Donna Ash, Darrell Seldon

Activity - STEM Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Create STEM labs for grades 6-8 designed to teach and enhance STEM concepts Schools: Phenix City Intermediate School, South Girard School	Academic Support Program	08/10/2015	05/22/2020	$3200000	District Funding	William R. Wilkes, Donna Ash, Darrell Seldon

Activity - STEM Lessons and Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate STEM lessons and activities in K-5 and 9-12 to support major STEM rollout in grades 6-8 Schools: All Schools	Academic Support Program	08/10/2015	05/22/2020	$1200000	Other	William R. Wilkes, Donna Ash, Darrell Seldon

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase Additional Technology	Schools purchase technology in an attempt to have one personal learning device for every student in grades 6-12. Greater availability will enhance access to CCRS resources.	Academic Support Program	08/20/2014	06/30/2016	$40000	Principals, Director of Federal Programs, Director of Technology
				Total	$40000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Replace Switches	Replace switches to handle increased bandwidth at school / building sites throughout the district	Technology	10/01/2015	08/01/2016	$500000	Technology DIrector and Technology Coordinator
STEM Academy	The STEM Academy provides selected students in grades 6-8 with accelerated classes in the STEM content areas.	Academic Support Program	08/10/2015	05/22/2020	$15000	William R. Wilkes, Donna Ash, Darrell Seldon
STEM Lessons and Activities	Incorporate STEM lessons and activities in K-5 and 9-12 to support major STEM rollout in grades 6-8	Academic Support Program	08/10/2015	05/22/2020	$1200000	William R. Wilkes, Donna Ash, Darrell Seldon
Increase Bandwidth	The district will plan for and purchase increased bandwidth in order to deliver enhanced content focuses on meeting CCRS standards. Bandwidth will be doubled by the end of 2016 and will continue to be monitored for improvement.	Technology	10/01/2015	08/01/2016	$30000	Technology Director and Technology Coordinator
				Total	$1745000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Appy Hour	Technology personnel will provide embedded professional development during the school day and on professional development days.	Professional Learning	01/05/2015	06/30/2016	$0	EARIC, AMSTI, School technology personnel
Lesson Planning	Teachers will plan lessons that ensure students will utilize technology in the classroom and in the overall learning process with a focus on achieving CCRS Standards.	Policy and Process	08/20/2014	06/30/2016	$0	Selected classroom teachers
				Total	$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
WiFi	To increase the availability of enhanced digital content related to CCRS via wireless connections from 20 MB to 100 MB and increase the number of allowable active users on wireless connections, a new wireless controller and access points will be installed to service the school district.	Technology	10/01/2015	06/01/2016	$90000	Technology Department
Purchase Additional Technology	Schools purchase technology in an attempt to have one personal learning device for every student in grades 6-12. Greater availability will enhance access to CCRS resources.	Academic Support Program	08/20/2014	06/30/2016	$510000	Principals, Director of Federal Programs, Director of Technology
Tech Support	Six employees in the technology department will actively work to be responsive to technology work orders and keep all necessary hardware and infrastructure in good repair for the successful delivery of enhanced content related to CCRS standards.	Technology	10/01/2015	06/01/2016	$293000	Technology Director
				Total	$893000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STEM Labs	Create STEM labs for grades 6-8 designed to teach and enhance STEM concepts	Academic Support Program	08/10/2015	05/22/2020	$3200000	William R. Wilkes, Donna Ash, Darrell Seldon
Electronic Textbooks	Download textbooks to iPads and teach all standards via digital platform	Academic Support Program	08/10/2015	05/22/2020	$100000	William R. Wilkes, David Mathis, Tamara Sanders
				Total	$3300000	

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
Increase Bandwidth	The district will plan for and purchase increased bandwidth in order to deliver enhanced content focuses on meeting CCRS standards. Bandwidth will be doubled by the end of 2016 and will continue to be monitored for improvement.	Technology	10/01/2015	08/01/2016	$30000	Technology Director and Technology Coordinator
Replace Switches	Replace switches to handle increased bandwidth at school / building sites throughout the district	Technology	10/01/2015	08/01/2016	$500000	Technology DIrector and Technology Coordinator
Lesson Planning	Teachers will plan lessons that ensure students will utilize technology in the classroom and in the overall learning process with a focus on achieving CCRS Standards.	Policy and Process	08/20/2014	06/30/2016	$0	Selected classroom teachers
Purchase Additional Technology	Schools purchase technology in an attempt to have one personal learning device for every student in grades 6-12. Greater availability will enhance access to CCRS resources.	Academic Support Program	08/20/2014	06/30/2016	$550000	Principals, Director of Federal Programs, Director of Technology
Appy Hour	Technology personnel will provide embedded professional development during the school day and on professional development days.	Professional Learning	01/05/2015	06/30/2016	$0	EARIC, AMSTI, School technology personnel
Tech Support	Six employees in the technology department will actively work to be responsive to technology work orders and keep all necessary hardware and infrastructure in good repair for the successful delivery of enhanced content related to CCRS standards.	Technology	10/01/2015	06/01/2016	$293000	Technology Director
WiFi	To increase the availability of enhanced digital content related to CCRS via wireless connections from 20 MB to 100 MB and increase the number of allowable active users on wireless connections, a new wireless controller and access points will be installed to service the school district.	Technology	10/01/2015	06/01/2016	$90000	Technology Department
STEM Lessons and Activities	Incorporate STEM lessons and activities in K-5 and 9-12 to support major STEM rollout in grades 6-8	Academic Support Program	08/10/2015	05/22/2020	$1200000	William R. Wilkes, Donna Ash, Darrell Seldon

		Total	$2663000

South Girard School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Electronic Textbooks	Download textbooks to iPads and teach all standards via digital platform	Academic Support Program	08/10/2015	05/22/2020	$100000	William R. Wilkes, David Mathis, Tamara Sanders
STEM Academy	The STEM Academy provides selected students in grades 6-8 with accelerated classes in the STEM content areas.	Academic Support Program	08/10/2015	05/22/2020	$15000	William R. Wilkes, Donna Ash, Darrell Seldon
STEM Labs	Create STEM labs for grades 6-8 designed to teach and enhance STEM concepts	Academic Support Program	08/10/2015	05/22/2020	$3200000	William R. Wilkes, Donna Ash, Darrell Seldon
				Total	$3315000	

Phenix City Intermediate School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Electronic Textbooks	Download textbooks to iPads and teach all standards via digital platform	Academic Support Program	08/10/2015	05/22/2020	$100000	William R. Wilkes, David Mathis, Tamara Sanders
STEM Academy	The STEM Academy provides selected students in grades 6-8 with accelerated classes in the STEM content areas.	Academic Support Program	08/10/2015	05/22/2020	$15000	William R. Wilkes, Donna Ash, Darrell Seldon
STEM Labs	Create STEM labs for grades 6-8 designed to teach and enhance STEM concepts	Academic Support Program	08/10/2015	05/22/2020	$3200000	William R. Wilkes, Donna Ash, Darrell Seldon
				Total	$3315000	

Central High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Electronic Textbooks	Download textbooks to iPads and teach all standards via digital platform	Academic Support Program	08/10/2015	05/22/2020	$100000	William R. Wilkes, David Mathis, Tamara Sanders
				Total	$100000	

Central Freshman Academy

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Electronic Textbooks	Download textbooks to iPads and teach all standards via digital platform	Academic Support Program	08/10/2015	05/22/2020	$100000	William R. Wilkes, David Mathis, Tamara Sanders
				Total	$100000	