



Alabama Technology Plan: Transform 2020

Southeastern School
Blount County Board of Education

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school 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, and the kinds of programs and services that a school implements to support student learning.

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

Description of the School

Describe the school'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 serves?

When Southeastern Elementary School opened in 1975, the faculty consisted of a principal, six regular teachers and two resource teachers. Southeastern was only a K-8th grade school for many years. Today, Southeastern is a K-12th grade school. Southeastern's first graduating class was the class of 2015. The student body has grown to approximately 728 students. The greatest growth being between the years of 2011 -2014 with the addition of an additional grade each year. The school currently has one principal, an assistant principal, a faculty and staff that is approximately 70 people.

Southeastern campus is located adjacent to highway 75 and sits on approximately forty-four acres in Remlap, AL. Remlap is a rural but rapid growing community. The name Southeastern was chosen due to the fact that it is located in the southeastern portion of Blount County.

School's Purpose

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

Our mission at Southeastern School is to provide all students with a challenging curriculum while providing a safe, supportive, and structured environment producing college and career ready citizens.

WE BELIEVE THAT.....

1. All students can learn
2. Student learning will be the main focus of Southeastern School.
3. Curriculum and instructional practices should incorporate diverse learning strategies.
4. A safe and nurturing environment promotes student learning.
5. Students learn best when they are actively engaged in the learning process.
6. All students should be given equitable opportunities for success.

Notable Achievements and Areas of Improvement

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

All teachers at Southeastern are highly qualified in their subject area. Classrooms are equipped with current technological devices including projectors, document cameras, a variety of interactive tablets, and smart-boards. All teachers have access to IVC equipment for classroom use. Teachers & Staff have received professional development on integrating technology as an instructional tool. Southeastern teachers received Alabama Math Science and Technology Initiative training.

Southeastern teachers will continue to pursue professional development to aid in continued implementation of College and Career Ready standards and the one-to-one initiative.

Additional Information

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

Our enrollment has increased to approximately 728 this year. Through this growth we have added varsity sports, developing athletic facilities, added distance learning courses. We have 3 computer labs, a business lab, and three mobile labs (90 nooks) allowing advanced and remedial educational opportunities. There are various clubs offered to students that address student interests and needs, and 2 media centers.

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 local school administration appointed members to serve on the school's leadership/technology team. The team consist of administrators, teachers, community members and parents. The teachers serving on the team also serve as pod leaders and have the responsibility of relaying and gathering information from teachers within that pod. Meetings were scheduled before and after school hours to accommodate differing schedules of stakeholders.

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

The teachers serving on the committee met with their pods and reviewed spring 2016 assessment data. The data was used to set goals, action steps and strategies for the 2016-2017school year. The plan was written by the team with assistance from the districts school improvement coordinator, special population representatives, and district federal programs coordinator. All stakeholders are given opportunity to review, make comments, suggestions and voice concerns before the plan is finalized.

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 plan was drafted and reviewed by stakeholders including teachers, parents, and community members for approval or revisions before the plan was finalized. The final plan is available in the front office of the school. Revisions to the plan are made through out the school year as needed for academic or budget needs.

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:

- Continuous Improvement Plan
- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- Principal Walk-Through Checklist
- Transform2020 Surveys (*Required)

Blount County Needs Assessment

Needs Assessment

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

Due to growth from K-8 to a K-12 school, the areas of need at Southeastern School is to expand and enhance computer labs by removing all obsolete computers, and equipment, update electrical access in the older classrooms, and increase the internet speed. Currently Southeastern has 12 computers using XP which will no longer be supported by Microsoft in April 2014, therefore eliminating most antivirus support. Internet WiFi needs to be enhanced to fill in dead spots on campus. Currently, the lunchroom, and the high school weight room are void of internet access. We have removed all XP's on campus, unless they could be updated to vista. The Weight room and high school gym now have been included in our wireless network

2015-2016 UPDATE: According to the Blount County Technology Inventory all XP computers have been replaced this year at Southeastern. All XP's computer have been replaced with HP 8100's. We received 60 new computers for the labs. The existing computers were reloaded and placed out into classrooms.

2016-2017 UPDATE: All XP's have been removed and replaced. We have now over 200 tablets (Nooks & Amazon Fire) students may use on our wireless network. Our lunchroom and gym now have adequate wireless. We have adapted BYOD this school year which has become a success.

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

All schools district wide will be affected by the elimination of Windows XP from Microsoft on April 8, 2014. This elimination will affect multiple classrooms, administration offices, and media centers because they will no longer have anti-virus protection for those machines. District wide all of school computers will need to be replaced. Funding will be needed to replace computers district wide. We came to this conclusion from the district and local school technology inventory.

UPDATE 2015-2016: Source: Blount County Technology Inventory. These were replaced in November 2014.

UPDATE 2015-2016: As funds become available we will need to provide approximately 30% of our students with a digital device to address the need of BYOD. Plans are being made to update wireless access throughout the building, with each room having a wireless access point to support up to fifty devices as funds are made available. Data Sources: Blount County Needs Assessments

UPDATE 2016-2017: Source: Blount County Technology Inventory. With the wireless much improved across school campus and the students being able to B.Y.O.D. to school, our wireless use has definitely increased and serves our students well.

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

Continue to improve and maintain software programs to increase student learning with technology. Renaissance Place, A+, Academy, ACCESS, Kuder, Everfi, and Edmodo will be utilized in the labs, classrooms, and media center. Scores from the May 2013 8th Grade Technology Assessment show that students need additional technology instruction, collaboration with technology, keyboarding and connections with real life use of technology. According to the Blount County Needs Assessment almost 70.96% of the District faculty feels

that we need additional software titles to address instructional needs of the students. We added a Business Education High School class with a full lab included.

Data:

8th Grade Technology Assessment, Blount County Needs Assessment

UPDATE: Kuder will replace the 8th Grade Technology Assessment 2015-2106.

UPDATE: 2016-2017 Southeastern students K-8 are using a new program called Moby Max. This is a web based program that test students and their placement is based upon pretest in different subject matters.

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

According to our Transform 2020, only 54% of teachers are actively involved in Professional Development Learning Programs. The LEA Technology Integration Specialist will conduct more individual professional learning opportunities within the classroom as needed with classroom teacher and students. There will be additional resources on the District web page for teachers to have access to additional training for collaboration. One-on-one collaborative training in the classroom with School Tech Coach and classroom teacher is provided on a daily basis. Parental Specialist at Resource Center offers Internet safety, Microsoft office training and windows 7 overview for parents within the community. Train-the-trainer is also utilized as Technology Integration Specialist trains the Tech coach then collaborates with classroom teachers.

UPDATE : According to Transform 2020 Survey, 56% of SE teachers feel they have sufficient professional learning sessions to help them integrate technology and digital resources in their classrooms. (Question 23)

UPDATE: 2016 According to Transform 2020 Survey, only 41% teachers feel they have sufficient professional learning sessions to help them integrate technology and digital resources in their classrooms.

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

According to our recent Transform 20/20 Technology data, only 68% of teachers actively involve and engage students in digital learning District Wide. This is an area of weakness as identified in the Blount County Needs Assessment. In order to increase student learning through technology, teachers will increase use of student responders where available. Students will be provided with real world experiences which provide opportunities for technology use within the classroom. Also, teachers will utilize lessons which allow more student use of smart technologies. The addition of 156 Nook tablets for our teachers and students allows interactive learning in the classroom.

UPDATE: May 2015, On the Blount County Needs Assessment Survey 71.5 percent of the teachers felt that it was a top priority to enhance and expand technology equipment. We have added additional nooks to the total 213. Each classroom has been updated to include smart-boards.

According to the Transform Technology 2020 Survey 79.84 percent of students are actively engaged in digital learning.

UPDATE; MAY 2016. According to the Transform Technology 2020 Survey 56% of teachers feel they have adequate technology to teach in the classroom.

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

Our school utilizes various means of technology based resources to increase our productivity. INow Parent Portal allows parents to access student assignments and grades. Nearpod and LanSchool allows teachers to engage their students in learning activities to facilitate real- life experiences. Multiple shared network drive resources and Edmodo to increase productivity among grade level teachers. Renaissance Place provide a variety of student reports and data to allow teachers and parents to track student progress and productivity. Currently our needs include increase bandwidth, computer lab access and additional training

48% of our teachers routinely/frequently plan activities that promote individual and collaborative student learning using digital tools according to the Alabama Technology Transform 2020 Survey. This year's Alabama Technology Transform 2020 survey has dropped 26%.

UPDATE: May 2015- 51% of our teachers routinely/frequently plan activities that promote individual and collaborative student learning using digital tools according to the Alabama Technology Transform 2020 Survey. We are seeing an increase in the use of technology.

UPDATE: MAY 2016: 81% of our teachers promote, support, and model creative and innovative thinking and inventiveness using digital resources and tools in their classrooms according to the ALabama Technology Transform 2020 Survey.

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

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

According to the Transform 2020 Technology Survey (Question 29) 64.1% of our instructional leaders currently utilize programs such as Google docs, network resources, email, Edmodo and INOW to increase productivity. They collaboratively engage in the development, implementation and communication of our school technology plan and advocate the use of digital tools and online resources for both students and teachers. With training from our school technology coach, we will focus on improving our administrator's technology expertise by continuing to facilitate and participate in learning communities that support both teacher and other administrators in the study and use of technology. This year we had in school training at the beginning of the school year regarding the use of our smart boards Most teachers and both principals attended. Michael Peppers from Athens State University has continued to facilitate training sessions and technical support for our school throughout the year. We have already schedule training for the upcoming year.

UPDATE: May 2016, We plan on training more on the smartboards.

Identify the top 1-3 areas of need associated with other technology program areas. Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

We will enhance and expand facilities and procedures for maintaining computers and other technology equipment by upgrading infrastructure and power supply to accommodate present and future technologies. 76% of teachers in our district identified the need to enhance and expand facilities for maintaining computers and other technology equipment as a top priority in the Blount County Needs Assessment. This past year we have upgraded our 3rd grade units with Fortes for keyboarding skills.

UPDATE: May 2015 as funding becomes available, countywide wireless accessibility will be increased to one wireless point in each classroom to support 50 devices per room. Wireless will be expanded to include the lunchroom and gym.

UPDATE; MAY 2016-To correct all issues with wireless that was placed in our schools this year. Still spotty or poor service in some

areas of the building. Technology team from CO is still working on these problems

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.

Professional Learning

The Technology Integration Specialist for Blount County will conduct individualized professional learning opportunities with teachers at the local schools as needed. Local teachers will sign up for a 40 minute session with the Technology Integration Specialist. Resources such as webinars are provided through the Blount County website for teachers to utilize. Local teachers will view webinars during after school hours. The School Technology Coach will be trained by the Technology Integration Specialist in order to train local teachers (Train the Trainer) in specific areas. This training will take place during 40 minute sessions during the school day. The School Technology Coach and the Media Specialist will also conduct one-on-one collaboration with individual local teachers as needed. The local School Technology Coach will conduct these collaborations during after school hours or during 30 minute prep times. An Instruction trainer will visit our school to conduct Dual Board and Mobi training for teachers. Teachers will sign up for 30 minute training sessions during their daily prep time. We will be hosting additional training this school year for the teachers during their prep time.

Accountability Questions

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:

Engage and empower the learner through technology.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 to insure a sound understanding of technology concepts, systems and operations in Writing by 05/23/2018 as measured by Student portfolios, classroom/student observations. Implementation of Courses of Study-Lesson Plans.

Strategy1:

Keyboarding - We have multiple mini labs in classrooms and will use this to improve the keyboard skills during centers. We have included multiple Amazon Fires K-6th grade.

Category: Implement Community Based Support and Intervention System

Research Cited: Transform 2020 Surveys, Blount County 8th Grade Technology Assessment.

Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer lab manager will assist younger students with log in and log out procedures until student master this skill. Also, we will practice finding our programs we use everyday. (Question 6)	Technology	08/10/2016	05/25/2018	\$0 - No Funding Required	Teachers and Lab Manager and HS peer volunteers. Also will practice in classrooms.

Activity - Tablets Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize software using our Nooks and Amazon Fire to help with writing and keyboarding skills and research. Will also use these tablets for Star Testing. 1st through 8th will continue to work on Mobymax Program	Technology	05/17/2016	05/23/2018	\$0 - No Funding Required	Teachers and Media Specialist.

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:

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

Measurable Objective 1:

collaborate to insure all students and educators will have access to a comprehensive infrastructure for learning and productivity using digital tools, when and where they need it in order to fully support a society of learners in which learning is lifelong and lifewide by 05/23/2018 as measured by Digital readiness results, documented interviews with teachers, students and administrators. .

Strategy1:

Goal Ready - 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.

Update: County wide system goal for 2015-2016 school year is to improve wireless capability by providing each area of the school with wireless points in classrooms.

Category:

Research Cited: Transform 2010 Plan, Digital Readiness Scale, Interviews with teachers, students and administrators

Activity - Reaching out	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Connecting with students and parents using the One-Call Now, INOW Parent portal, and Edmodo.	Technology	08/17/2015	05/16/2018	\$0 - No Funding Required	Administrators, classroom teachers.

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:

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

Measurable Objective 1:

collaborate to plan, implement, and evaluate authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world context by 05/23/2018 as measured by Alabama Transform 2020 Technology Survey.

Strategy1:

Real Life Experiences - Teachers will use technology and resources to provide standards-based instruction in authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning. Resources needed: access to computers in lab, library, or classroom. This will be monitored during walk-throughs at local schools.

Category:

Research Cited: Alsde: Alabama college and career ready initiative (alabama common core standards). (n.d.). Retrieved from

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<http://www.alsde.edu/home/General/alccs.aspx>

Activity - Digital Classroom Experience	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology Integration Specialist and School Technology Coaches will collaborate with teachers to better utilize Skype and/or Interactive Video Conferencing lab to bring professionals and professors into the classroom to discuss relevant, real-world content. This may include virtual field trips.	Technology	08/17/2015	05/23/2018	\$0 - No Funding Required	Technology Integration Specialist, Technology Coach and Teachers

Activity - Technology Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide support and fund stipends for School Technology Coaches to increase technology integration in the classroom to better prepare students to be college and career-ready.	Professional Learning	08/17/2015	05/23/2018	\$1500 - Title II Part A	Federal Programs, Technology Coordinator, Technology Integration Specialist.

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
State, District, or Local staff will plan and deliver professional develop for teachers to create effective, challenge-based lessons and units that require students to apply content through real-world experiences. Teachers receiving training will collaborate and share with colleagues through data meetings and shared network resources.	Professional Learning	08/10/2015	05/23/2018	\$0 - No Funding Required	Athens State Technology in Motion, Technology Integrational Specialist, Curriculum Coordinator, School Technology Coach and Teachers,

Plan for Alabama Technology Plan: Transform 2020

Overview

Plan Name

Plan for Alabama Technology Plan: Transform 2020

Plan Description

SES Technology Plan 2013-2016

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: 3	Academic	\$1400
2	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
3	Prepare and Support Teachers and Leaders to Graduate College-and Career-Ready Students.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$1500

Goal 1: Engage and empower the learner through technology.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh 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 to insure a sound understanding of technology concepts, systems and operations in Writing by 05/18/2016 as measured by Student portfolios, classroom/student observations. Implementation of Courses of Study-Lesson Plans.

(shared) Strategy 1:

Keyboarding - Provide a variety of different keyboarding programs and resources to increase student proficiency in this real life experience.

Category:

Research Cited: Transform 2020 Surveys, Blount County 8th Grade Technology Assessment.

Activity - No More Pecking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have additional keyboarding practice during computer lab times with keyboard covers and typing software.	Technology	10/09/2013	05/23/2016	\$1400	Title I Schoolwide	Classroom teachers.
Activity - Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school student volunteers to assist with computer skills for at risk students.	Technology	11/01/2013	05/23/2016	\$0	No Funding Required	Teachers and high school peer volunteers.
Activity - Nook Learning with Apps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize software using our Nooks to help with writing and keyboarding skills.	Technology	11/01/2013	05/23/2016	\$0	No Funding Required	Teachers and Media Specialist.

Goal 2: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to insure all students and educators will have access to a comprehensive infrastructure for learning and productivity using digital tools, when and where they need it in order to fully support a society of learners in which learning is lifelong and lifewide by 05/23/2016 as measured by Digital readiness results, documented interviews with teachers, students and administrators. .

Strategy 1:

Goal Ready - 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.

Category:

Research Cited: Transform 2010 Plan, Digital Readiness Scale, Interviews with teachers, students and administrators

Activity - Reaching out	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Connecting with students and parents using the One-Call Now, INOW Parent portal, and Edmodo.	Technology	11/01/2013	05/23/2016	\$0	No Funding Required	Administrators, classroom teachers.

Activity - Continue Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to support Internet access through Alabama Super Computer. Technology coach and technology assistant will supply support and training for students and staff as needed.	Technology	11/01/2013	05/23/2016	\$0	No Funding Required	Administrators, Technology Integration Specialist, District Technology Team, Technology Coach and Technology Assistant.

Activity - You're a STAR!	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Renaissance Place, Star Reading and Math reports to track student progress and provide intervention as needed.	Technology	10/09/2013	05/23/2016	\$0	No Funding Required	Classroom teachers, Instruction support staff, Reading Coach.

Activity - It's All About Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will use and share digital teaching and learning resources through shared network drives to show student progress.	Technology	10/09/2013	05/23/2016	\$0	No Funding Required	Reading coach, classroom teachers, Media Specialist, Technology Coach and Instructional Support Staff.
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Goal 3: Prepare and Support Teachers and Leaders to Graduate College-and Career-Ready Students.

Measurable Objective 1:

collaborate to plan, implement, and evaluate authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world context by 05/23/2016 as measured by Alabama Transform 2020 Technology Survey.

Strategy 1:

Real Life Experiences - Teachers will use technology and resources to provide standards-based instruction in authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning. Resources needed: access to computers in lab, library, or classroom. This will be monitored during walk-throughs at local schools.

Category:

Research Cited: Alsde: Alabama college and career ready initiative (alabama common core standards). (n.d.). Retrieved from <http://www.alsde.edu/home/General/alccs.aspx>

Activity - Technology Coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide support and fund stipends for School Technology Coaches to increase technology integration in the classroom to better prepare students to be college and career-ready.	Professional Learning	10/09/2013	05/23/2016	\$1500	Title II Part A	Federal Programs, Technology Coordinator, Technology Integration Specialist.

Activity - Digital Classroom Experience	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Southeastern School

Technology Integration Specialist and School Technology Coaches will collaborate with teachers to better utilize Skype and/or Interactive Video Conferencing lab to bring professionals and professors into the classroom to discuss relevant, real-world content. This may include virtual field trips.	Technology	10/09/2013	05/23/2016	\$0	No Funding Required	Technology Integration Specialist, Technology Coach and Teachers
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Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
State, District, or Local staff will plan and deliver professional develop for teachers to create effective, challenge-based lessons and units that require students to apply content through real-world experiences. Teachers receiving training will collaborate and share with colleagues through data meetings and shared network resources.	Professional Learning	10/09/2013	05/23/2016	\$0	No Funding Required	Athens State Technology in Motion, Technology Integrational Specialist, Curriculum Coordinator, School Technology Coach and Teachers,

Activity - Primary Sources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will provide a central location for teachers to access primary sources needed for teaching Alabama College and Career-Ready standards. This will be monitored through periodic review of web resource links on the district web page, walk-throughs and lesson plans at local schools.	Academic Support Program	10/09/2013	05/23/2016	\$0	No Funding Required	Technology Coordinator, Curriculum coordinator, School Improvement Specialist, and School Technology Coach.

Activity - Learning Management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Edmodo to share educational content and have students engage in conversations about classroom topics. Teachers also engage in professional development with a global community of educators	Technology	10/09/2013	05/16/2016	\$0	No Funding Required	Curriculum Coordinator, Technology Integration Specialist, School Technology Coach and Teachers

Strategy 2:

Technology Leadership - Administrators will promote an environment professional learning and innovation that empowers educators to enhance student learning

through the use of technology in the classroom. Administrators, District Technology Committee, and District Improvement Team members will work to provide resources for teacher use in the classroom, as well as time for teachers to collaborate regarding technology integration.

Category:

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will collaborate with teachers and other administrators within the local school or throughout the district to share best practice strategies through technology integration. Instructional leaders will engage in an ongoing collaborative process to develop, implement, and communicate the schools' technology plan.	Professional Learning	10/09/2013	05/23/2016	\$0	No Funding Required	Technology Coordinator, Technology Specialist, School Technology Coach.

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide technology oriented professional development for the following: Training for intervention tools for teachers Training for technicians on hardware Training of principals/teachers, and school technology coaches by Technology Integration Specialist and Technology in Motion. Training of district technology coordinator, technology integration specialist, network administrator, technology technicians, and school technology coaches will be offered as funds are available through AETA & ISTE.	Professional Learning	10/09/2013	05/23/2016	\$0	No Funding Required	Technology Coordinator, Technology Specialist, School Technology Coach.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
No More Pecking	Students will have additional keyboarding practice during computer lab times with keyboard covers and typing software.	Technology	10/09/2013	05/23/2016	\$1400	Classroom teachers.
Total					\$1400	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
You're a STAR!	Utilize Renaissance Place, Star Reading and Math reports to track student progress and provide intervention as needed.	Technology	10/09/2013	05/23/2016	\$0	Classroom teachers, Instruction support staff, Reading Coach.
Digital Classroom Experience	Technology Integration Specialist and School Technology Coaches will collaborate with teachers to better utilize Skype and/or Interactive Video Conferencing lab to bring professionals and professors into the classroom to discuss relevant, real-world content. This may include virtual field trips.	Technology	10/09/2013	05/23/2016	\$0	Technology Integration Specialist, Technology Coach and Teachers
Continue Support	Continue to support Internet access through Alabama Super Computer. Technology coach and technology assistant will supply support and training for students and staff as needed.	Technology	11/01/2013	05/23/2016	\$0	Administrators, Technology Integration Specialist, District Technology Team, Technology Coach and Technology Assistant.

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Primary Sources	The District will provide a central location for teachers to access primary sources needed for teaching Alabama College and Career-Ready standards. This will be monitored through periodic review of web resource links on the district web page, walk-throughs and lesson plans at local schools.	Academic Support Program	10/09/2013	05/23/2016	\$0	Technology Coordinator, Curriculum coordinator, School Improvement Specialist, and School Technology Coach.
Learning Management	Teachers will utilize Edmodo to share educational content and have students engage in conversations about classroom topics. Teachers also engage in professional development with a global community of educators	Technology	10/09/2013	05/16/2016	\$0	Curriculum Coordinator, Technology Integration Specialist, School Technology Coach and Teachers
Nook Learning with Apps	Students will utilize software using our Nooks to help with writing and keyboarding skills.	Technology	11/01/2013	05/23/2016	\$0	Teachers and Media Specialist.
Reaching out	Connecting with students and parents using the One-Call Now, INOW Parent portal, and Edmodo.	Technology	11/01/2013	05/23/2016	\$0	Administrators, classroom teachers.
It's All About Learning	Staff will use and share digital teaching and learning resources through shared network drives to show student progress.	Technology	10/09/2013	05/23/2016	\$0	Reading coach, classroom teachers, Media Specialist, Technology Coach and Instructional Support Staff.
Collaboration	Administrators will collaborate with teachers and other administrators within the local school or throughout the district to share best practice strategies through technology integration. Instructional leaders will engage in an ongoing collaborative process to develop, implement, and communicate the schools's technology plan.	Professional Learning	10/09/2013	05/23/2016	\$0	Technology Coordinator, Technology Specialist, School Technology Coach.

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Professional Learning	Provide technology oriented professional development for the following: Training for intervention tools for teachers Training for technicians on hardware Training of principals/teachers, and school technology coaches by Technology Integration Specialist and Technology in Motion. Training of district technology coordinator, technology integration specialist, network administrator, technology technicians, and school technology coaches will be offered as funds are available through AETA & ISTE.	Professional Learning	10/09/2013	05/23/2016	\$0	Technology Coordinator, Technology Technology Specialist, School Technology Coach.
Professional Learning	State, District, or Local staff will plan and deliver professional develop for teachers to create effective, challenge-based lessons and units that require students to apply content through real-world experiences. Teachers receiving training will collaborate and share with colleagues through data meetings and shared network resources.	Professional Learning	10/09/2013	05/23/2016	\$0	Athens State Technology in Motion, Technology Integrational Specialist, Curriculum Coordinator, School Technology Coach and Teachers,
Small Group	High school student volunteers to assist with computer skills for at risk students.	Technology	11/01/2013	05/23/2016	\$0	Teachers and high school peer volunteers.
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Coaches	The district will provide support and fund stipends for School Technology Coaches to increase technology integration in the classroom to better prepare students to be college and career-ready.	Professional Learning	10/09/2013	05/23/2016	\$1500	Federal Programs, Technology Coordinator, Technology Integration Specialist.
Total					\$1500	