



# Alabama Technology Plan

Locust Fork Elementary School

Blount County Board of Education

Mrs. Amy Williamson  
155 School Road  
Locust Fork, AL 35097

# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information .....	8

## **Improvement Plan Stakeholder Involvement**

Introduction.....	10
Improvement Planning Process.....	11

## **Technology Diagnostic**

Introduction.....	13
Data.....	14
Needs Assessment.....	15
Professional Learning.....	23
Accountability Questions.....	28

## **Alabama Technology Plan: LFES 2018.2021**

Overview.....	33
---------------	----

Goals Summary ..... 34

- Goal 1: Engage and empower the learner through technology..... 35
- Goal 2: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it..... 36
- Goal 3: Prepare and support teachers and learners to graduate college-career ready students..... 36

Activity Summary by Funding Source ..... 39

# **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?**

Locust Fork Elementary School is a rural school located in Blount County, Alabama. The elementary school was established in 2001 due to an increase in population. Locust Fork School (K-12) branched off to form two separate schools Locust Fork High (7-12) and Locust Fork Elementary (K-6). Locust Fork Elementary was placed under the direct leadership and supervision of Mark Carter, elementary principal. Due to his retirement in 2010, our current administrator, Amy Williamson, was hired to take his place.

Currently, the elementary school is a K-6 school with approximately 523 students and has approximately 58% free and reduced lunches. The enrollment for Locust Fork Schools has declined over the past four years. This reduction in numbers is due to the expansion of Southeastern School from a K-8 school to a K-12 school. Locust Fork Schools share a campus and a lunchroom. The elementary and high school are divided by a set of double doors. The elementary and high school share a lunchroom; however, each school is equipped with their own gym.

The Locust Fork community consists of several small businesses such as a local pharmacy, dentist, legal office, bank, convenience stores, and various other local businesses. There is a community park located near the school. This park facilitates recreational sports such as baseball and softball for our community. Shopping areas are located more than 15 miles away.

Locust Fork Elementary consists of 46 faculty/staff members, 36 certificated faculty and 10 uncertified staff members. Locust Fork Elementary School has 26 regular education teachers, 1 counselor, one librarian, one instructional coach, one physical education teacher, two special education teachers, one speech pathologist, 1 assistant principal, and one principal. We have a part time teacher who serves students in Gifted and Talented Education and a part time teacher who serves students who are considered English Language Learners. A registered nurse serves both Locust Fork Elementary and Locust Fork High School. Of the 10 uncertified staff members, six work directly with students. Four serve as paraprofessionals and one is a half Title One Aide and paraprofessional.

Our students come from various backgrounds and socioeconomic status. Students from Locust Fork Elementary vary from living with both parents, to living with a single parent, living with grandparents, living in foster care, or living with other friends and/or family members. Some students are even considered to be living in a homeless situation. There are a variety of free services for any family considered homeless. We also have district level and outside resources to serve students who have a mental illness or a background of abuse. We are located approximately 30 miles from Birmingham; therefore, some students we receive are very transit. Many of these transit students come to Locust Fork Elementary with an Individualized Education Plan.

Locust Fork Elementary serves the needs of students living in/around Blount County. Our programs are diverse, intentionally seeking to meet the needs of a varied student body. We have implemented a positive behavior support system that recognizes students for good character and leadership skills through "Caught Being a Real Hornet." Our faculty has established PALS (Partnering at Locust Fork Schools) in order to give every student an advocate. PALS is based on student's interests and organized into clubs that meet once each 9 weeks. Teachers work with students on "SMART" goals and building community. This has been a positive change inside and outside our school community. Our faculty has established vertical Professional Learning Teams (PLT) in all subject areas in order to become experts in a subject area.

Community and parent volunteers have been involved in PLTs by volunteering their time. All of our fifth grade students participate in the Too  
SY 2018-2019

## Alabama Technology Plan

Locust Fork Elementary School

---

Good for Drugs Program which is led by our School Resource Officer. Students learn about the harmful effect of drugs, how to make good decisions, and how to deal with peer pressure. At the end of the program the students write an essay explaining what they have learned and the top two essays are shared at an assembly. A student representative in grades 2-6 serve on a Student Council-Student Government Association. These students meet with administration and a faculty sponsor once a month to voice their ideas for school improvement. Safety Patrol was created in 2014 to assist younger students to class in the morning or to buses or car riders in the afternoon. This program allows older class members to develop responsibility skills and younger students to interact with their peers. A parent advisory committee has been established in order to gain insights and ideas from parents. These parents meet monthly with administration to share ideas for school improvement.

The demographics for Locust Fork Elementary are:

	2017	2018
Male	50%	51%
Female	50%	49%
White	92%	95%
Black	3%	2%
Other	5%	3%

## 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.**

Locust Fork Elementary consists of a team of professionals who are passionate about teaching children and strive to help all students become 21st Century learners.

The mission of Locust Fork Elementary School is to instill in students a sense of Hornet pride and a love of learning. We are dedicated to helping students sharpen their problem-solving skills by encouraging them to think critically as they solve real-world problems.

## 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.**

Locust Fork Elementary School has several notable achievements. Locust Fork Elementary has received many grants to impact student achievement and improve communication with the outside community. Grants have been awarded not only from the local Blount County Education Foundation Program but also from Cawaco. The grants received from the Blount County Education Foundation have provided funding for not only technology, but also AMSTI science kits, math manipulatives and instructional resources, library and classroom books, swings for the playground, and resources for College and Career Readiness Standards. A grant also provided funding for an electronic sign out front to increase home/school communication. To receive AMSTI training, we made a commitment to provide substitutes for professional development for both math and science training. Our superintendent provided funds for the substitutes and Locust Fork Elementary wrote various grants and voted to use funds from the Continuous Improvement Plan to purchase science kits which totaled over \$20,000.00. These math and science kits have provided hands-on learning for all of our students. The benefits from this training and resources have been tremendous. Another notable achievement is the purchase of Chrome book Carts for grades 1-6.

Locust Fork Elementary has improved in both reading and math due to the ongoing professional development. In 2012, Locust Fork Elementary became an AMSTI school. Professional development in the area of Language Arts have consisted of Content Literacy, Literacy and Justice For All, Alabama Reading Initiative, ELA Common Core trainings by school, district, and state, vertical and grade level trainings, and professional learning teams. Math trainings have included AMSTI, Math Common Core trainings by school, district, and state, vertical and grade level trainings, and professional learning teams. In 2012, Locust Fork Elementary made a commitment to join the Instructional Coaching Pilot, Powerful Conversations Network and Key Leaders Network through Alabama Best Practices Center. This pilot has provided the necessary training and resources to both the instructional coach and principal in order to build leadership capacity and impact student achievement. This training is ongoing throughout the school year. The knowledge gained from attending various meetings and retreats has directly impacted our students. The infrastructure of Locust Fork Elementary has moved from an individualized atmosphere to a more collaborative partnership team approach. We were recognized for showing the most improved math scores in our district.

For the past few years, we have had an ambassador program that has been very successful. Students are nominated at the end of fifth grade. The students are required to write an essay and go through an interview process. Ten students are selected each year and serve as our school ambassadors throughout sixth grade. These student ambassadors are trained to greet visitors, to look people in the eye, and represent our school with pride and integrity. As ambassadors, they are in charge of reaching out to the community by organizing and participating in community service projects and assist in our summer camps. Our sixth graders also have an opportunity to participate on the newspaper staff. The newspaper staff interviews students and writes articles about news at the school. Students in grades 1-6 are nominated by their peers and elected to serve on the Student Government Association. These students meet once a month to discuss ways in which to improve our school and community.

Over the last few years, we have been able to install a LCD projector, document camera, Interactive Whiteboards, a new computer in each regular education classroom, and provide updated computers in our labs. We have purchased IXL, a systematic math program, MobyMax, and SPIRE to assist in Tier III intervention. In addition, we were able to create a new upper elementary lab for grades 4-6 which then enabled us to have a separate lab for K-3. In addition, we purchased ESGI, Splash Math, Reading Plus, Sadlier School ELA materials, and SPIRE Reading kits to meet our individual student learning needs. LFES continues to implement CCRS and has implemented Scantron Performance and Achievement Series as a formative assessment in reading, math, and science in grades 1-6. Our final and most important goal is continuing to improve our school culture by meeting the needs of ALL of our students. We have a plan in place for our RTI, PST, and struggling students. Student Government Association and a Parent Advisory Committee have been established to help improve student

leadership. We have also implemented a student advocacy program through PALS-Partnering at Locust Fork Schools. PALS day are held once every nine weeks. Students set goals and learn about their strengths and weaknesses by examining multiple sources of data. Students will lead their own data conference to parents and community members at the end of the year.

## Additional Information

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

Locust Fork Elementary has been working on family engagement. One area in which we have been working on is improving the communication efforts between school and home. We have developed a Facebook page and have updated our website to inform parents of upcoming events. Our Facebook page offers parents and the outside community a snapshot of what is taking place on a daily basis within our school walls. This snapshot includes not only daily instructional activities but also a glimpse of our school culture by recognizing students for "Caught Being a Real Hornet" and the academic achievements of our students. The results of our Parent Survey indicated that parents are willing to use technology to stay informed on their child's progress throughout the year.

90% had Internet Access

The written responses to the Emergency Call System (ECS) - One Call Now indicated that this is an excellent resource for notification of various events.

Remind 101 provides another form of communication with parents and the community. Text messages and/or emails are sent periodically to help parents stay informed.

# 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.**

All teachers met to discuss technology goals for the entire campus. Technology members for the year represented a variety of grade levels and content areas at Locust Fork Elementary. Technology members communicated through meetings, email and phone conversations to finalize the technology plan. After the committee agreed on the plan, the plan was presented to the principal and the entire staff for comments, suggestions and approval.

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

Technology members: Kindergarten teacher, First grade teacher, Second grade teacher, Third grade teacher, Fourth grade teacher, Fifth grade teacher, Sixth grade teacher, Instructional reading coach, Librarian, Assistant Principal, PTSO President, LFES student

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

After final approval, information was provided through faculty meetings and internal emails.

# 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
- Technology Plan Surveys (\*Required)

## 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.**

The top area of need in the Blount County school district is to enhance Internet speed. According to the Spring 2018 Alabama Transform 2020 Technology Survey, 88% of Administrators feel that we have a robust infrastructure to support management, operations, teaching, and learning. This is a 6% increase from the previous survey.

In 2015-2016, we updated the district's wireless network with Enterprise Wireless AC capable APs. This will meet the increasing need due to the Bring-Your-Own-Device and Chromebook initiatives.

Access points were installed in every classroom to support 50 devices. Additional access points were installed in 2017-2018 to fill in weak and/or dead spots on each campus. Gyms and lunchrooms were upgraded to accommodate 470 devices with no impact. Additionally, 90% of the switches and fiber have been upgraded to support up to 10 Gb connections. Contingent upon FY18 erate funds, WIRED, and the availability of local funds, we will complete this project in the 2018-2019 year.

iBoss was put in place to allow teachers and students access to video sharing websites and on-demand Internet streaming videos while continuing necessary activities such as VoIP, INow and Scantron testing.

According to the Alabama Technology Transform 2020 survey Spring 2018, only 67.49% of our teachers indicated that they have sufficient access to online digital resources (videos/podcasts, lesson plans, games, learning activities, etc.) aligned to the online Alabama Course of Study Standards. To meet this need, we have enhanced and expanded facilities and procedures for maintaining computers and other technology equipment by upgrading infrastructure and power supplies to accommodate present and future technologies through Erate and/or the WIRED initiative funds. This year that total had increased to 75.8%.

We purchased an IBOSS monitoring/reporting system in the 2015-2016 school year to implement new security measures, and monitor and control per device use, and bandwidth, replacing the current WAN optimizer. Bandwidth usage data is collected from AREN (Alabama Super Computer Authority) to determine needs, and based upon their reviews, we receive Bandwidth increases on a per school basis. Blount County Internet bandwidth has been increased from 400 Mb to 750 Mg.

Our school acquired an additional computer lab, in 2013, which is an asset for our school. This makes a total of two computer labs to increase fast and easy access to the network. Based on our Transform 2020 Technology Survey 2018 (qu.21, section C) results 74% of our teachers feel we have sufficient access to online digital resources aligned to the online Alabama Course of Study Standards. This is an decrease of 5% from last year. Based on this we are still in need of additional district staffing and training for our school technology coach. Additional classroom computers and server upgrades are also needed to increase our access and speed to the network to maintain these positive results.

**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.**

According to the Blount County Technology Inventory 2018-2019, local schools have at least 2-3 computer labs and most have additional mobile labs consisting of laptops, tablet devices or Chromebooks. Through grants awarded by the Blount County Education Foundation, many classrooms have 5+ tablet mini-labs to relieve scheduling issues in the computer labs. Many schools are working toward one-to-one Chromebook initiatives. The district Chromebook inventory total has increased from 2119 to 3003 in one year.

In 2018, Blount County schools implemented a 3rd grade Chromebook initiative to allow students easy access to technology without leaving the classroom. Plans are in place to add a grade level each year as funds allow. According to local schools CIP (Continuous Improvement Plan) and Title I/Title I Focus Schools budgets, schools plan on purchasing additional Chromebook carts (30) for each school as funds become available to increase device per student ratio. There are currently 67 Chromebook carts district wide.

During the 2018-2019 school year, one computer lab at each elementary school will be up updated. The Blount County Career Tech and Blount County Learning Center teacher computers will be replaced as well. The existing computers will be re-imaged and placed in classrooms to replace obsolete equipment. The following year, one lab will be upgraded at the high schools. This rotation helps maintain computers in classrooms where technology funds are not readily available.

According to the Blount County technology inventory, we are currently at one device per 1.5 students. Hayden Elementary and Southeastern schools are working toward One-to-One for their students.

Effective at the beginning of 2015-2016 school year, the Blount County Board of Education implemented a Bring Your Own Device Policy (BYOD). Students may have electronic communication devices and other digital devices in their possession such as iOS devices (MacBooks, iPhones/smart phones, iPads, iWatches/smart watches, iPods), Kindles, Nooks, tablets, Androids, Chromebooks, MP3 players, and laptops to be used for instructional purposes. Students will have basic technology available at school necessary to complete lessons and assignments as directed by the teacher. The purpose of the BYOD initiative is to enhance instruction and assist students in developing communication, problem-solving, and critical thinking skills necessary to meet the College and Career Readiness Standards.

PDQ Inventory has been purchased to aid with device identification/location and application control.

According to our Alabama Technology Transform 2020 Survey 2018 (qu 26) data, 41% of our teachers said they had sufficient digital devices and tools to effectively integrate technology into their teaching. This remained the same as last year. Examples of digital devices or resources, from the Alabama Technology Transform 2020 Survey 2018 are iPads, computers, Interactive Whiteboards, 10 Chromebook carts, Online assessments, Digital games & interactives, etc.

**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.**

The Blount County school district will continue to improve and maintain software programs to increase student learning with technology. ACCESS, ABE-Alternative Behavior Education, Waterford Early Learning-EL and Special Education, Waterford Early Start Preschool, Dreambox-Math Instructional Online Adaptive K-8th, LearnBOP Math Instruction K-12-SMHS Pilot, MobyMax Adaptive Learning K-8, Predictive Assessment of Reading K-2, Reading Plus Personalized and Adaptive Reading Intervention, SPIRE Reading Intervention, Language Live, Passport, Moodle, Edmodo, Edmentum, Google Drive and Classroom will be utilized in the labs, classrooms, and media center. All students K-12 have a Gmail account. K-6 has access to all Google services except email. Personnel supporting these programs

are as follows: Tutors, District Reading Specialist, Math Instructional Coach, Literacy Instructional Coach, Technology Integration Specialist.

According to the Transform 2020 Technology Survey, 50.2% of the District faculty feels that they need additional digital devices to address instructional needs of the students. As notated in eGap, plans are in place to purchase and/or lease supplemental materials, supplies, software, equipment, and technology to support the implementation of SRB programs such as 21st Century Classrooms, Waterford, ARI, AMSTI, Language Live, Passport, Dreambox and Google Classroom to address the needs of at-risk students during Tier 1, 2, & 3 instruction. For continued sustainability, the District owns the rights to the following programs: A+ (50+ Course Titles), Renaissance Math Facts in a Flash, & Perfect Copy. Although this percentage has increased by 13% we still need to address this area of need.

The Bridges Academy virtual school will use Edmentum to meet the course credit requirements necessary to implement this new program. This software was piloted during the Blount County 2016 summer school session. A+ will be phased out and Edmentum will replace it for credit recovery in the JAG program at the Blount County Career Technical Center.

The Blount County Education Foundation is implementing a summer feeding program at Susan Moore Elementary School and will include a Migrant Tutoring Program to address an ever increasing number of students.

During the 2014-2015 school year, a cart of 20 Forte keyboarding devices was purchased for each elementary school to address the need in 3rd and 4th grade to begin keyboard instruction without taking valuable time away from the computer lab. Due to the success of the keyboarding initiative, an additional 15 units were purchased to expand the program in other grade levels & classrooms.

The system's graduation rate has improved by 25 percentage points over the past three years. Currently, the district four-year cohort graduation rate is 89%. In addition, all six high schools have shown improvement in graduation rate, with some improvement as high as 30%. Student assessment data shows our system's gains in reading and math. The Alabama Reading and Mathematics Test results show a 9% increase in the number of students who are proficient in math over the past three years. Reading also increased by five percent over the past three years. In addition to the increase in graduation rate and number of students who are proficient in reading and math, Blount County Schools has committed to increasing the number of courses available to students through the hiring of an ACCESS facilitator at each school. Approximately 8% of the student body is taking advantage of classes offered through ACCESS. Currently, we are targeting 7th and 8th grade math achievement, which demonstrates the area of highest priority. We will be partnering with the State Department of Education and the Southern Regional Education Board (SREB) to implement the Literacy Design Collaborative and the Mathematics Design Collaborative in our 7th and 8th grade classrooms. We will continue the Literacy Design Collaborative and Math Design Collaborative program in the 18-19 school year.

To increase student achievement in the area of computer programming and STEAM-related areas, we installed a Creative Learning Systems SmartLab targeting middle school students at Cleveland Elementary & High School. It is our hopes that these experiences will increase student motivation to explore computer programming and STEAM-related careers. We can also be hopeful that these experiences may improve student outcomes on standardized science assessments, but we will use additional disaggregated data to explore the impact that the STEAM Lab experience has on college and career choices. A second STEAM lab was added in September 2018 at Susan Moore Elementary School. As funds become available, we hope to install in all middle-grade configurations across the district in the coming months and years.

Our state summative assessment changed from ARMT to the ACT Aspire in 2014. In the 2017-2018 school year, it changed to Scantron. We will pilot a 4th summative assessment in the spring of 2019 for all Alabama learners in grades 2-8. According to the 2016-2017 Education report card (reported one year in arrears), Blount County Schools are above the State average in Academic Achievement, Academic Growth, Graduation Rate, and College and Career Readiness. Our overall score for Blount County was an '83' which equates to a 'B' on the

#### Education Report Card.

Our district ACT report is as follows: English improved .5 points, math is still showing a steady increase, reading had an increase of .7 points, science showed slight growth and the overall composite score moved .4 points.

Our school will continue to improve and maintain software programs to increase student learning with technology. Performance Series, MobyMax, Matific, IXL, Splashmath, Reading Plus, BrainPop, JumpStart, , and Google Classroom will be utilized in the labs, classrooms, and media center. The Technology Assessment shows that students still need additional technology instruction, collaboration with technology, and connections with real life use of technology. According to the Transform 2020 Technology Survey 2018 (qu. 2) almost 75% of our teachers feel that we need additional software titles to address instructional needs of the students. This is an increase of 6% from last year.

#### **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 Alabama Transform 20/20 Technology Survey data, only 43% of teachers are actively involved in Professional Development Learning Programs although 67% of our teachers were able to attend a sufficient number of professional learning sessions to help them successfully integrate technology and digital resources into the classroom.

The school technology coach and technology integration specialist will conduct individual professional learning opportunities within the classroom as needed with classroom teachers and students. There will be additional resources on the District web page, Edmodo, Google Drive/Team Drive and shared network drives for teachers to have access to additional training for collaboration.

One-on-one collaborative training in the classroom with school tech coach and classroom teachers is provided on a daily basis as needed. The technology integration specialist and parental involvement specialist offer workshops on Internet Safety for parents and guardians within the community. These programs were expanded in the 2016-2017 school year to include all family members.

The technology integration specialist provides professional learning opportunities on current topics and the school technology coaches uses the train-the-trainer method for additional training with classroom teachers. School-wide workshops are held during the teacher's preparation period on current and relevant real-world topics. Additional instruction is provided on a one-to-one and/or grade level basis for individualized professional development for teachers and administrators. Learning sessions are scheduled during prep time or after school to reduce interference with instruction. The school technology coaches will continue to provide training on school specific technology items. Many of the schools in the district utilize the professional development opportunities offered through Technology-in-Motion.

The Science Course of Study that is to be implemented in the fall is the key focus area of summer professional development. We will be expanding the Literacy Design Collaborative and Math Design Collaborative. Other workshop options include AMSTI Science & NASA STEM.

Teachers and Staff were provided professional development opportunities during the 2017-2018 school year focused on Google Suite. These sessions were provided by the technology integration specialist, software/hardware vendors, Athens State Technology-in-Motion, parental involvement specialist, and other LEA staff. Supporting documentation on file through STI PD.

#### Family Engagement Activities - School Year 2017-2018

This year the plan was to extend Parent Involvement Activities to include Grandparents/guardians and other family members in the education of their students.

2 Grandparents As Parents (GAP) were started in local schools.

Sessions were offered throughout the year on Internet Safety, Safe Apps, Google Classroom, STI Parent Portal, Google Docs, Gmail, etc. These were presented by the technology integration specialist, parent involvement specialist, Blount County District Attorney, and School Resources Officers.

#### Girls/Boys Night Out Events

Three schools held their first annual "Girls/Boys Night Out" Program for 5th and 6th grade girls/boys using parents, counselors, and community stakeholders to plan, provide activities, and fund the event. The program is designed to address issues that young boys and girls face as they enter into high school. Activities that were provided were to address bullying issues, building relationships, team building and social media safety.

According to our Transform 2020 Technology Survey 2018 (qu. 23) data, 78% of teachers are actively involved in Professional Development Learning Programs. This is a decrease of 18% from last year. The Technology Integration Specialist will conduct more individual professional learning opportunities within the classroom as needed with classroom teachers and students. Additional resources will be shared through email or Google drive for teachers to have access. One-on-one collaborative training in the classroom with School Technology Coach and classroom teacher is provided on a daily basis as needed.

**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 Alabama Transform 20/20 Technology data, 73% of teachers actively involve and engage students in digital learning but 82% model creative and innovative thinking and inventiveness using digital tools and resources. This is a 34% increase from the previous year. With the added Chromebook purchases, teachers have increased use of student devices.

Our lead teachers, administrators, technology integration specialists, parent involvement specialist (2 teachers and 1 administrator from each campus) and other central office staff will attend G-Suite professional development beginning in January 2019. Two additional days are scheduled in March and August/September. The team will employ the train-the-trainer method at each school and present a PD session with their staff following each training day. The first 2 days consist of in depth training on Google Classroom, Drive, Docs, Forms & Chrome OS. The 3rd day is focused on applying those skills for creativity and integrating them into the curriculum. The final day will be scheduled at the end of the summer or the beginning of the 2019-2020 school year so the turn around training is relevant for the teachers and staff. (Many times we do not get the desired results from PD sessions due to the amount of time that elapses between the training and application in the classroom.)

Effective at the beginning of 2015-2016 school year, the Blount County Board of Education implemented a Bring Your Own Device Policy (BYOD). Students may have electronic communication devices and other digital devices in their possession such as iOS devices (MacBooks, iPhones/smart phones, iPads, iWatches/smart watches, iPods), Kindles, Nooks, tablets, Androids, Chromebooks, MP3 players, and laptops to be used for instructional purposes. Students will have basic technology available at school necessary to complete lessons and assignments as directed by the teacher. The purpose of the BYOD initiative is to enhance instruction and assist students in developing

communication, problem-solving, and critical thinking skills necessary to meet the College and Career Readiness Standards. This initiative should provide more opportunities for real-world technology use within the classroom. Most schools have purchased at least two carts (30) of tablet devices which should increase student engagement.

The FOCUS schools (Hayden High, Locust Fork High, Pennington High, Susan Moore High, and Susan Moore Elementary) in the district received an additional Chromebook cart of 30 devices to assist in closing the low achievement gap between the special education students and all students. Two additional carts were purchased for the high schools (Susan Moore and Pennington High School) with the highest poverty rate in the district with the Athens Inservice Center FOCUS Schools Grant. The FOCUS schools plan on purchasing additional Chromebook carts contingent upon award of FY18 FOCUS grant.

Beginning in the 2018-2019 school year, the district is implementing a 3rd grade one-to-one Chromebook initiative to increase the student to device ratio.

According to our Transform 2020 Technology Survey 2018 (qu.2) data, 75% of teachers actively involve and engage students in digital learning. This is an increase of 6%. Our teachers are currently using Interactive Boards, Chrombooks, Elmos, Hovercams, iPads, IPAD minis, computers, and LCD projectors. Students are provided with real world experiences which provide opportunities for technology use within the classroom. Also, teachers utilize lessons which allow more student use of smart technologies. The 3rd grade one-to-one Chromebook initiative to increase student to device ratio began 2018-2019 school year.

**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.**

According to our recent Alabama Transform 20/20 Technology data, only 9% of teachers often use their tablet devices/smart phones for immediate access to Internet resources. There was a 3% increase from the previous year. An increase in wireless access throughout the campus will greatly improve the utilization of these tools. The faster the teacher can find resources for a lesson, the more productive they will be in the classroom. There has been a 32% increase in number of tablet devices from the previous year according to the 2018 Technology Inventory.

We also found that 82% of our teachers use Gmail often throughout the day. Since the district initiative to create an educational Gmail account for all staff members, the use of Google Suite has been widely adopted. Teachers have increased productivity through the use of these digital tools. They work collaboratively on projects in their classroom or from home as indicated by the number of documents on the blountboe.net account and Google/Team Drive. With the student Gmail 2016-2017 implementation for grades 7 - 12, teachers are using Google Drive for collaborative projects. Google Drive/Docs is being used for collaboration in the CIP (Continuous Improvement Plan) budget, DIT (District Improvement Team), Transform 20/20 Technology Plan and Inventory, Professional Development Planning and RTI (Response to Instruction) to name a few. The special education teachers indicated an increase in productivity since they are now able to access SETS (Special Education Tracking System) from home. Lesson plans indicated that teachers are utilizing the assessment for instructional planning, to measure growth and mastery of skills, progress monitoring for RTI or other purposes, identifying at-risk students, and much more.

Our school utilizes various means of technology based on resources to increase our productivity. According to the Transform 2020 Technology Survey 2018 (qu.28) 97% of our teachers use digital devices and resources such as email, interactive whiteboards, Ipads, online assessments, videos, podcasts, etc. This is an increase of 12% from last year. Professional development, maintaining classroom computers and technology, and additional training will still be needed for productivity.

**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 Alabama Transform 2020 Technology Survey Alignment, 70% of our instructional leaders currently utilize resources such as Google docs, network resources, email, 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 and technology integration specialist, 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. According to the technology survey, 70% of our administrators participated in these trainings. (Last year's average was 26%). Through interviews during walk-throughs, we discovered that the low percentage was due to the fact that most training opportunities were held off-site so principals did not participate. Additional training opportunities were offered locally by the technology integration specialist and school technology coach to increase administrator participation.

During the 2014-2015 school year, we implemented quarterly instructional principal's meetings that include site visits to area schools to observe technology integration and project-based learning as well as other Best Practices. As a result of these experiences, we plan to continue improving our administrator understanding of technology integration in order to better support it at the classroom level. We have expanded this program in the 2018-2019 school year. Technology Professional Development was embedded in the monthly principal meetings in the 2017-2018 school year to prepare administration for full implementation into Google Suite. All documentation and forms have been digitized and shared with principals through Google Team Drive. Additional training was provided throughout the year to expand the use of Google Drive, Docs, Sheets, Classroom etc. 95% of administrators are using Google Classroom for lesson plan submission, tracking of PLU's through Educator Effectiveness and the CIP (Continuous Improvement Plan).

According to the Transform 2020 Technology Survey 2018 (qu. 29), 67% of our instructional leaders currently utilize programs such as Google docs, network resources, email, and INOW to increase productivity. This is an increase of 3%. Our administration collaboratively engages in the development, implementation and communication of our school technology plan and advocates 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. Our administrators rarely participated in these trainings because they were held off-site, and on-site school training will address this need. The use of e-mail, texting, and Google Classroom by administrators proves to be useful to communicate with teachers and other staff.

**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.**

Keyboarding proficiency for all students will be driven to the forefront due to increased rigor in writing and assessments for the new college and career ready standards. Forte keyboarding devices and carts were purchased for every elementary school in the 2014-2015 year to address the need for keyboard instruction beginning in the third grade. This allowed each 3rd and 4th grade school access to Forte's for every student. An additional 15 devices per school were purchased to expand the instruction into upper grade levels. According to the CIP

budget, additional schools are using Title I funds to purchase additional Forte sets and other software to address these issues in individual classrooms. in addition to the Forte's,

In 2018, all elementary schools received a Chromebook cart of 30 devices to alleviate scheduling conflicts in the computer labs during the 2016-2017 school year. Several of our schools plan on purchasing additional carts this year as Title I funds become available. According to the CIP additional Chromebook carts (30) will be purchased for the following: AHS - 2 carts, BES - 2 carts, CES - 2 carts and an additional computer lab (30), CHS - 1 cart, HES - 3 carts, LFES - 2 carts, PHS - 1 cart, SES - 1 cart, SMES - 1 cart, SMHS 2 carts. Teachers throughout the district are applying for the Blount County Education Foundation grants to purchase Chromebooks for their classroom. Each individual grant would allow them to purchase 3 devices and a collaborative grant would provide funds for a grade level cart of 30. Teachers will utilize web based keyboarding programs with the Chromebooks in the classroom.

The district has implemented a 3rd grade Chromebook one-to-one initiative in the fall of 2018. Contingent upon funding, we plan to add a grade level per year.

All schools have at least 2 computer labs but much of the scheduled time is allotted to assessments and research so teachers have a difficult time addressing this issue during regular scheduled lab time. All high schools within the district will get a lab upgrade in the fall of 2018. Every year labs are replaced on a rotating basis as funds are available. Existing computers are re-loaded and placed in classrooms to replace obsolete equipment.

The need for keyboarding proficiency has increased as the rigor in writing and assessments for CCRS as increased. To address this need, the 3rd grade Chromebook initiative of one-to-one allows each student in third grade to have a device to practice Keyboarding regularly with the use of the online program TypingClub.

## 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.**

The technology coordinator, technology integration specialist, school technology coaches, assistant technology coaches, secondary/primary curriculum coordinators and experienced teachers serve as mentors to their peers to provide on-going professional development.

Professional development workshops are offered during summer, after school, and onsite that address weaknesses as identified in the Alabama Transform 2020 Technology Survey. Professional development will continue to be offered at the local schools to provide training as needed to meet the individual needs of the teachers and to align the technology expertise with the local school technology objectives as identified in the Continuous Improvement Plan (CIP.)

Professional development is offered during prep time or after school to alleviate the need for substitutes. In-house mentors facilitate by modeling technology-rich instructional strategies and providing hands-on activities. The ultimate goal is for teachers to become comfortable with digital tools and how to integrate them seamlessly into the classroom.

We strive to promote a professional development program placing technology in the context of student-centered instructional practices. Focusing on the relationship between the professional learning activity and teachers' use of technology in the classroom and their general instructional practices. We offer many professional learning opportunities facilitated by our professional development department. These are conducted by both internal and external presenters. Due to lack of funds available for professional development and substitutes, we have increased utilization of the Technology-in-Motion trainer at many schools.

The district technology department, technology integration specialist, parental involvement specialist, and school tech coaches, hosted a Google Bytes Summit in July on Gmail, Calendar, Classroom, Docs, Drive, etc. for teachers. These sessions were geared toward participants with a beginning or moderate knowledge level.

Our lead teachers, administrators, technology integration specialist, (2 teachers and 1 administrator from each campus) and other central office staff will attend G Suite professional development beginning in January 2019. Two additional days are scheduled in March and August/September. The team will employ the train-the-trainer method at each school and present a PD session with their staff following each training day. The first 2 days consist of in-depth training on Google Classroom, Drive, Docs, Forms & Chrome OS. The 3rd day is focused on applying those skills for creativity and integrating them into the curriculum. The final day will be scheduled at the end of the summer or the beginning of the 2019-2020 school year so the turn around training is relevant for the teachers and staff. (Many times we do not get the desired results from PD sessions due to the amount of time that elapses between the training and application in the classroom.)

K-6 Cohort & 7-12 Cohort - 8:30 -3:30 - Tech Leaders, Administrators, Central Office Staff, Technology Staff, 50 total participants  
Contingent on Title I & Title V funding, we are contracting with EdTech Team, Inc. to provide Blount County Schools (BCS) with the following high-quality professional development sessions:

Day 1

Google Classroom/Drive/Docs

Google Classroom to communicate with students

Engaging elementary students with Hyperdocs

Drive organization and sharing best practices

---

Google Classroom/Drive/Docs

SY 2018-2019

© 2018 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Review of Drive: organizing Drive

Docs: add-ons, assistive tools, tables, hyperlinks, HyperDocs,

Drawings: insert drawings in Docs and the stand-alone Drawings app

Classroom: review and best practices

Day 2

Google Forms and the Chrome OS

Extensions and Chromebook tips to help your early learners

Formative/Summative assessment using Google Forms

Manipulating data in the elementary classroom

Google Forms and the Chrome OS

Chromebook tips and Extensions

Chrome OS organization and best practices

Forms: quiz features

Visualizing data using charts in Sheets

Day 3

G Suite for Creativity

Google Slides for interactive presentations and digital portfolios

Google Drawings for graphic organizers and writing prompts

Chromebook apps for video and image editing

G Suite for Creativity

Interactive Slides for class efficiency and collaboration

Sites for Digital Portfolios

YouTube channel, playlists and uploading

Chromebook apps for video and image editing - screencasting

The district plans to host a Google Summit in July 2020 in conjunction with Oneonta City Schools. We will utilize our tech leaders for a portion of these sessions using the train-the-trainer method of delivery. These individuals will be selected following the G Suite Professional Development beginning January 2019.

Beginning in 2018, SimpleK12 was purchased to meet the state and federal mandatory requirements for the following: Bullying Prevention, Health Safety, Mandatory Reporting, School Safety Procedures, Standard Precautions, and Required Safety Training. This online teacher training platform also provides individualized training based on teacher need and interest on subjects such as Google G Suite, Microsoft Suite, etc.

Teachers and school leaders also take advantage of national, state, and regional workshops such as AETA, AETC, FETC and ISTE. STI PD is being utilized to register and document professional development activities in the district. Several members of the technology team will attend workshops during the 2017-2018 year as follows:

AETA (Alabama Educational Technology Association) - June 2018 - School Technology Coaches, Blount County Career Tech Instructors, Administrators

ISTE (International Society for Technology Education) - June 2018 - Technology Coordinator, Technology Technician, Technology

Integration Specialist, Parent Involvement Specialist

FETC (Future of Technology Conference) - January 2019 - Technology Coordinator, Technology Technician, Technology Integration Specialist, Local School Technology Coach/ACCESS facilitator. Locust Fork High School principal, media specialist, and school technology coach.

The technology integration specialist will focus on basic Chromebook skills and Google Classroom instruction for 3rd - 8th grade teachers and students. These sessions provide the basic skills to promote ease of use for teachers using Google Suite products in a collaborative setting. Google Classroom introduces basic navigation skills for a learning management system.

Professional learning opportunities are on-going for teachers and administrators through one-on-one instruction provided by the technology integration specialist as needed. Each school has a School Technology Coach and Assistant to provide additional tech and training support as needed on a daily basis.

Blount County will continue to provide teachers with the skills needed to utilize 21st Century equipment for enrichment. We will conduct individual and small group learning activities for teachers and administrators at the local schools to meet an increasing need of onsite PD requests. Calendly (scheduling app) has been purchased for the technology integration specialist to facilitate ease of scheduling for requests. ([calendly.com/canoles](http://calendly.com/canoles))

Our Educator Effectiveness Rubrics Self-Evaluations were set up in Google Classroom and assignments began September 2017 and continued for nine weeks at the beginning of the school year. This format immersed teachers and administrators in this learning platform and sparked an interest in utilizing this resource in their own classrooms. We will continue to use this platform in the coming years.

After the successful roll out of Google Classroom, many administrators are transitioning from hard copy documentation to digital copies through the use of Google Drive, Team Drive, & Classroom.

With the implementation of Google Apps for Education, teachers and staff requested in-depth training during prep-times and after school. Teachers are eager to use Google Drive & Classroom with their students and provide an easy collaborative experience.

With the District re-branding, we upgraded the website to meet ADA (Americans with Disabilities Act) regulations. This will allow us to manage a district Facebook & Twitter feed. Extensive training will occur so that each school will be able to build/maintain their own web pages.

Workshops were conducted by the technology integration specialist (TIS), software vendors, Athens State Technology-in-Motion, parental involvement specialist, and other LEA staff during the 2018-2019 school year on the following:

Subject - Location - Date - Length of Training - Trainer - Participants - Attendees - Total Hours

Google Bytes - CHS - 7-18-18 - 1 Hour - Trainers: Technology Staff, Parental Involvement Specialist - K-12 Teachers - 33

Tech Tips - 8-6-18 Resource Center (RC) - 8-6-18 - 1 Hour - Technology Integration Specialist (TIS) - K-12 New Teachers - 42

Computer Imaging - 8-1-18 - LFHS - 2 Hours - TIS - Media Specialist, School Tech Coach - 2

Chromebook Into & Google Classroom - 8-6-18 - RC - 6 Hours - TIS - 3rd Grade Teachers - 21 - 126

Google Classroom - 8-14-18 - BES - 1 Hour - 4th Grade Teacher - 1

Chromebook & Google Classroom - 8-14-18 - BES - 6 Hours - TIS - 3rd Grade Teacher - 6

Chromebook & Google Classroom - 8-14-18 - BES - 1 Hour - TIS - 3rd Grade Students - 76

Chromebook & Google Classroom - 8-15-18 - HES - 3 Hours - TIS - 3rd Grade Students - (44 students) Total 132, Teacher 6 Hours

Chromebook & Google Classroom - 8-16-18 - HES - 3 Hours - TIS - 3rd Grade Students - (39 students) Total 117, Teacher 6 Hours

Chromebook & Google Classroom - 8-21-18 - HES - 3 Hours - TIS - 3rd Grade Students - (40 students) Total 120, Teacher 6 Hours

## Alabama Technology Plan

Locust Fork Elementary School

---

Chromebook & Google Classroom - 8-22-18 - HES - 3 Hours - TIS - 3rd Grade Students - (44 students) Total 132, Teacher 6 Hours  
Chromebook & Google Classroom - 8-23-18 - HES - 3 Hours - TIS - 3rd Grade Students - (45 students) Total 135, Teacher 6 Hours  
Chromebook & Google Classroom - 8-29-18 - HES - 3 Hours - TIS - 3rd Grade Students - (44 students) Total 132, Teacher 6 Hours  
Chromebook & Google Classroom - 9-4-18 - BES- 1 Hour - TIS -2nd Grade Teacher - 1

These Face-to-Face training sessions provided by the Technology Integration Specialist are continuing throughout the year and scheduled through [calendly.com/canoles](https://calendly.com/canoles). With the implementation of the 3rd grade Chromebook One-to-One initiative, these sessions provide the base-knowledge for the students and teachers to integrate this technology into the curriculum.

Student Technology Sessions are offered by the Blount County Education Foundation. Their focus for the past summer was, Welcome to the Summer of STREAM!!!!

Science \* Technology \* Reading \* Engineering \* Arts \* Math

We served a total of 1,230 students. They attended 3, 304 sessions. We had 30 camps and 10 library programs.

Elementary Sessions:

June 7 - Graphic Design 1.0 - 3.5 Hours - PHS - Richard Phillips, Business Owner - Say What Logo & Print Design  
June 8 - Engineering Camp - 4 Hours - SMES - David Osborne, Alabama Power - What Does an Engineer Do?  
June 9 - Digital Photography - 2.5 - PHS - Theresa Burns, Wallace State Instructor - Basic Camera, cropping, & lighting  
June 13-17 - Theater Camp - 7 per day - PHS, Carron Clem, Covered Bridge Players - Scene work, light/sound, etc.  
June 13 - 16 - CSI: Can you Solve the Crime - 4 Hours - SMES - STEAM Lab Teacher - Analyze fingerprints, bite marks, etc.  
June 13 - 16 - The Great Art, Science, Math, & Music - 4 Hours per day - Elementary Teachers - Science cooking experiments  
June 13 - Law Camp - 3 Hours - SMES - 3 Hours - Pamela Casey, District Attorney - Nation's Legal System  
June 16 - Wild About Art - 3 Hours - LFES - Laura Walker, Wallace State Instructor - Art Projects with Recycled Materials  
June 21 - 23 - Journalism, Yearbook - 4 Hours - LFES - Elementary Teacher - Research, Interview, Writing & More  
June 21 - Virtual Reality - 3.5 Hours - PHS - Tech Integration Specialist - Create your own virtual reality experience  
July 11 - 14 - Science Fun - 3.5 Hours - CHS - Career Tech Teacher - STEM activities  
July 12 - Law Enforcement Camp - 2 Hours - PHS - Lt Russ Claburn, School Resource Officer Supervisor - Forensics

High School Sessions

June 1 - AP Literature & College Writing - 4 Hours - BCCTC - Teacher - Advance/College Writing  
June 6 - Digital Photography - 6 Hours - PHS - Career Coach - Photography, Adobe Photoshop, LightRoom, & More  
June 7 - Graphic Design 1.0 - 3.5 Hours - PHS - Richard Phillips, Business Owner - Say What Logo & Print Design  
June 8 - Engineering Camp - 4 Hours - SMES - David Osborne, Alabama Power - What Does an Engineer Do?  
June 9 - Digital Photography - 6 Hours - PHS - Career Coach - Photography, Adobe Photoshop, LightRoom, & More  
June 13 - Law Camp - 3 Hours - SMES - 3 Hours - Pamela Casey, District Attorney - Nation's Legal System  
June 14 - 16 - Firefighter Camp - 6 Hours Day - PHS - Blount County Fire & EMA - First Responder Training  
June 15, 22, 29 - Leadership Camp - 6 Hours - BOE - Aimee Wilson, Chamber of Commerce & Business Leaders  
June 21 - 23 - Journalism, Yearbook - 4 Hours - LFES - Elementary Teacher - Research, Interview, Writing & More  
June 30 - Marketing Yourself: Business & College - LFHS - Dr Stoney Beavers, Asst Superintendent, Peyton Hazelrig, CHS graduate  
July 11 - 14 - Science Fun - 3.5 Hours - CHS - Career Tech Teacher - STEM activities  
June 21 - Virtual Reality - 3.5 Hours - PHS - Tech Integration Specialist. Tech Coordinator - Create your own virtual reality experience

Summer Program 2018 Partners: Alabama Power Foundation, Appalachian Regional Commission, Blount County Literacy Council, Cawaco RC&D, Inc., Community Foundation of Greater Birmingham, Daniel Foundation of Alabama, Hometown Bank, Peoples Bank of Alabama, United Way of Central Alabama

Locust Fork Elementary's school technology coach and the technology integration specialist will provide on-going professional development opportunities for teachers, students, staff, and administration. Areas already being addressed are implementation of Seesaw and Google Classroom. Opportunities for G-suite training for students with the assistance from the technology integration specialist. One-on-one training from the school technology coach or the technology integration specialist for the teachers or administration.

## 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:**

40% of Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a behavior of sound understanding of technology concepts, systems and operations in Mathematics by 05/25/2018 as measured by increased scores on Performance Series reports.

**Strategy1:**

Digital tools - Teachers will utilize interactive boards, LCD projectors, and document cameras to support a variety of styles for students. These will be used to increase student engagement for at-risk students. Level of student engagement can be noted in walk through observations by the level of student conversation and active participation.

Category:

Research Cited: (NETS-S 6, CCRS Literacy Standards, Plan 2020 p.14, 54)

Activity - Forte Keyboarding Mobile Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students benefit from the use of the Fortes as seen in their writing and keyboarding skills.	Technology	08/01/2016	05/22/2020	\$4200 - District Funding	Becky Canoles, Wendi Smith, Kristen Ingram

Activity - Chromebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students benefit from the use of the Chromebooks through individualized instruction, reinforcing skills, and remediation with the use of these devices.	Technology	08/01/2017	05/22/2020	\$8000 - General Fund	Becky Canoles, Wendi Smith, Sonya Roberts, Joanna McCay, Cathy Holley

Activity - Interactives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will utilize MobyMax along with an interactive board/ interwrite tablet to use the virtual tools to allow students to manipulate different math tools such as place value blocks to develop and practice the concept of place value. (Purchase additional interactive boards to strengthen core instruction)	Academic Support Program	08/01/2016	05/22/2020	\$13000 - Title I Schoolwide \$1268 - Title I Schoolwide	K-6 Math teachers and Technology coach

**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 ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the internet, digital learning resources, productivity tools, on-line assessments, and data(educators) by 05/25/2018 as measured by the Alabama Transform 2020 Technology Survey.

**Strategy1:**

Web resources - Teachers will utilize a variety of web-based resources such as WIKI's, Blogs, and school/teacher webpages to increase communication among educators, students, and parents/community to improve learning. This will be monitored by the increased usage results on the technology survey.

Category:

Research Cited: (NETS -S CCRS Literacy Standards Plan 2020)

Activity - Get the Word Out	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One-Call Now system provides a quick and easy delivery system to get news, notifications, updates, and school closings to parents, students, and teachers.	Community Engagement	08/01/2016	05/22/2020	\$0 - No Funding Required	Principal, vice-Principal, Superintendent

Activity - INOW	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide an INOW portal with home access for parents, students and teachers to access grades and attendance. This portal gives up-to-date information on each student with opportunities for teacher to make comments on student progress.	Community Engagement	08/01/2016	05/22/2020	\$0 - No Funding Required	Classroom Teachers, Principal, INOW Coordinator

**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:**

Engage and empower the learner through technology.

## Alabama Technology Plan

Locust Fork Elementary School

---

### Measurable Objective 1:

40% of Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a behavior of sound understanding of technology concepts, systems and operations in Mathematics by 05/28/2021 as measured by increased scores on Performance Series reports.

### Strategy1:

Digital tools - Teachers will utilize interactive boards, LCD projectors, and document cameras to support a variety of styles for students. These will be used to increase student engagement for at-risk students. Level of student engagement can be noted in walk through observations by the level of student conversation and active participation.

Category:

Research Cited: (NETS-S 6, CCRS Literacy Standards, Plan 2020 p.14, 54)

Activity - Chromebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students benefit from the use of the Chromebooks through individualized instruction, reinforcing skills, and remediation with the use of these devices.	Technology	08/01/2017	05/22/2020	\$8000 - General Fund	Becky Canoles, Wendi Smith, Sonya Roberts, Joanna McCay, Cathy Holley

### 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 ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the internet, digital learning resources, productivity tools, on-line assessments, and data(educators) by 05/28/2021 as measured by the Alabama Transform 2020 Technology Survey.

### Strategy1:

Web resources - Teachers will utilize a variety of web-based resources such as WIKI's, Blogs, and school/teacher webpages to increase communication among educators, students, and parents/community to improve learning. This will be monitored by the increased usage results on the technology survey.

Category:

Research Cited: (NETS -S CCRS Literacy Standards Plan 2020)

Activity - Google Apps for Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provides a safe and easy way for teachers to connect, collaborate, share ideas and content across grade levels. It is also available for students.	Professional Learning	08/01/2016	05/01/2019	\$0 - No Funding Required	teachers students

**Goal 3:**

Prepare and support teachers and learners to graduate college-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 05/28/2021 as measured by Alabama Transform 2020 Technology Survey: Teachers.

**Strategy1:**

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	Funding Amount & Source	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 ongoing collaborative process to develop, implement, and communicate the school and district technology plan.	Technology	08/01/2016	05/22/2020	\$0 - No Funding Required	LEA Coordinators, Principal, Asst Principal

Activity - Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will promote the need for increased technologies to support the changes required by Alabama College and Career Readiness Standards and Plan 2020. The district will maintain and upgrade technology infrastructure by upgrading computer labs on a three-year cycle as funds become available. Computers in existing classrooms will be re-imaged and reallocated to classrooms as needed. During the 2016-2017 school year, the district plans to add a Chromebook cart dependent upon WIRED funding. Maintenance and upgrades to servers and switches on an on-going basis.	Technology	08/01/2016	05/22/2020	\$0 - No Funding Required	Technology Coordinator and Principals

# Alabama Technology Plan: LFES 2018.2021

## **Overview**

### **Plan Name**

Alabama Technology Plan: LFES 2018.2021

### **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	Engage and empower the learner through technology.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$26468
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: 3	Organizational	\$0
3	Prepare and support teachers and learners to graduate college-career ready students.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0

## Goal 1: Engage and empower the learner through technology.

### Measurable Objective 1:

40% of Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a behavior of sound understanding of technology concepts, systems and operations in Mathematics by 05/28/2021 as measured by increased scores on Performance Series reports.

### (shared) Strategy 1:

Digital tools - Teachers will utilize interactive boards, LCD projectors, and document cameras to support a variety of styles for students. These will be used to increase student engagement for at-risk students. Level of student engagement can be noted in walk through observations by the level of student conversation and active participation.

Category:

Research Cited: (NETS-S 6, CCRS Literacy Standards, Plan 2020 p.14, 54)

Activity - Interactives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will utilize MobyMax along with an interactive board/interwrite tablet to use the virtual tools to allow students to manipulate different math tools such as place value blocks to develop and practice the concept of place value. (Purchase additional interactive boards to strengthen core instruction)	Academic Support Program	08/01/2016	05/22/2020	\$14268	Title I Schoolwide, Title I Schoolwide	K-6 Math teachers and Technology coach
Activity - Forte Keyboarding Mobile Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students benefit from the use of the Fortes as seen in their writing and keyboarding skills.	Technology	08/01/2016	05/22/2020	\$4200	District Funding	Becky Canoles, Wendi Smith, Kristen Ingram
Activity - Chromebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students benefit from the use of the Chromebooks through individualized instruction, reinforcing skills, and remediation with the use of these devices.	Technology	08/01/2017	05/22/2020	\$8000	General Fund	Becky Canoles, Wendi Smith, Sonya Roberts, Joanna McCay, Cathy Holley

## 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 ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the internet, digital learning resources, productivity tools, on-line assessments, and data(educators) by 05/28/2021 as measured by the Alabama Transform 2020 Technology Survey.

### Strategy 1:

Web resources - Teachers will utilize a variety of web-based resources such as WIKI's, Blogs, and school/teacher webpages to increase communication among educators, students, and parents/community to improve learning. This will be monitored by the increased usage results on the technology survey.

Category:

Research Cited: (NETS -S CCRS Literacy Standards Plan 2020)

Activity - INOW	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide an INOW portal with home access for parents, students and teachers to access grades and attendance. This portal gives up-to-date information on each student with opportunities for teacher to make comments on student progress.	Community Engagement	08/01/2016	05/22/2020	\$0	No Funding Required	Classroom Teachers, Principal, INOW Coordinator
Activity - School Messenger	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Messenger system provides a quick and easy delivery system to get news, notifications, updates, and school closings to parents, students, and teachers.	Community Engagement	08/01/2016	05/22/2020	\$0	No Funding Required	Principal, vice-Principal, Superintendent
Activity - Google Apps for Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provides a safe and easy way for teachers to connect, collaborate, share ideas and content across grade levels. It is also available for students.	Professional Learning	08/01/2016	05/01/2019	\$0	No Funding Required	teachers students

## Goal 3: Prepare and support teachers and learners to graduate college-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 05/28/2021 as measured by Alabama Transform 2020 Technology Survey: Teachers.

**Strategy 1:**

Real Life Experiences - How Strategy Will Work

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 - 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 using Google Apps for Education. Teachers receiving training will collaborate and share with colleagues through data meetings and shared network resources	Professional Learning	08/01/2016	05/01/2019	\$0	No Funding Required	Technology Integration Specialist, Athens State Curriculum Coordinator, teachers, Technology Coach

Activity - Primary Sources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We provide a central location for teachers to access primary sources needed for teaching Alabama College and Career-Ready standards through Google Drive.	Academic Support Program	08/01/2016	05/01/2019	\$0	No Funding Required	Tech Coordinator, tech. Integration Specialist, curriculum coordinator, school improvement specialist

Activity - Learning Management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

**Alabama Technology Plan**

Locust Fork Elementary School

Teachers will utilize Google Classroom 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	08/01/2016	05/22/2020	\$0	No Funding Required	curriculum coordinator, tech. specialist coordinator, school tech. coordinator, 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 - Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will promote the need for increased technologies to support the changes required by Alabama College and Career Readiness Standards and Plan 2020. The district will maintain and upgrade technology infrastructure by upgrading computer labs on a three-year cycle as funds become available. Computers in existing classrooms will be re-imaged and reallocated to classrooms as needed. During the 2016-2017 school year, the district plans to add a Chromebook cart dependent upon WIRED funding. Maintenance and upgrades to servers and switches on an on-going basis.	Technology	08/01/2016	05/22/2020	\$0	No Funding Required	Technology Coordinator and Principals

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 ongoing collaborative process to develop, implement, and communicate the school and district technology plan.	Technology	08/01/2016	05/22/2020	\$0	No Funding Required	LEA Coordinators, Principal, Asst Principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Chromebooks	Students benefit from the use of the Chromebooks through individualized instruction, reinforcing skills, and remediation with the use of these devices.	Technology	08/01/2017	05/22/2020	\$8000	Becky Canoles, Wendi Smith, Sonya Roberts, Joanna McCay, Cathy Holley
<b>Total</b>					\$8000	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
INOW	Provide an INOW portal with home access for parents, students and teachers to access grades and attendance. This portal gives up-to-date information on each student with opportunities for teacher to make comments on student progress.	Community Engagement	08/01/2016	05/22/2020	\$0	Classroom Teachers, Principal, INOW Coordinator
Learning Management	Teachers will utilize Google Classroom 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	08/01/2016	05/22/2020	\$0	curriculum coordinator, tech. specialist coordinator, school tech. coordinator, teachers
School Messenger	School Messenger system provides a quick and easy delivery system to get news, notifications, updates, and school closings to parents, students, and teachers.	Community Engagement	08/01/2016	05/22/2020	\$0	Principal, vice-Principal, Superintendent

**Alabama Technology Plan**

Locust Fork Elementary School

Resources	Administrators will promote the need for increased technologies to support the changes required by Alabama College and Career Readiness Standards and Plan 2020. The district will maintain and upgrade technology infrastructure by upgrading computer labs on a three-year cycle as funds become available. Computers in existing classrooms will be re-imaged and reallocated to classrooms as needed. During the 2016-2017 school year, the district plans to add a Chromebook cart dependent upon WIRED funding. Maintenance and upgrades to servers and switches on an on-going basis.	Technology	08/01/2016	05/22/2020	\$0	Technology Coordinator and Principals
Google Apps for Education	Provides a safe and easy way for teachers to connect, collaborate, share ideas and content across grade levels. It is also available for students.	Professional Learning	08/01/2016	05/01/2019	\$0	teachers students
Primary Sources	We provide a central location for teachers to access primary sources needed for teaching Alabama College and Career-Ready standards through Google Drive.	Academic Support Program	08/01/2016	05/01/2019	\$0	Tech Coordinator, tech. Integration Specialist, curriculum coordinator, school improvement specialist
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 using Google Apps for Education. Teachers receiving training will collaborate and share with colleagues through data meetings and shared network resources	Professional Learning	08/01/2016	05/01/2019	\$0	Technology Integration Specialist, Athens State Curriculum Coordinator, teachers, Technology Coach
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 ongoing collaborative process to develop, implement, and communicate the school and district technology plan.	Technology	08/01/2016	05/22/2020	\$0	LEA Coordinators, Principal, Asst Principal
<b>Total</b>					<b>\$0</b>	

**District Funding**

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

**Alabama Technology Plan**

Locust Fork Elementary School

Forte Keyboarding Mobile Lab	Students benefit from the use of the Fortes as seen in their writing and keyboarding skills.	Technology	08/01/2016	05/22/2020	\$4200	Becky Canoles, Wendi Smith, Kristen Ingram
<b>Total</b>					<b>\$4200</b>	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interactives	Math teachers will utilize MobyMax along with an interactive board/ interwrite tablet to use the virtual tools to allow students to manipulate different math tools such as place value blocks to develop and practice the concept of place value. (Purchase additional interactive boards to strengthen core instruction)	Academic Support Program	08/01/2016	05/22/2020	\$1268	K-6 Math teachers and Technology coach
Interactives	Math teachers will utilize MobyMax along with an interactive board/ interwrite tablet to use the virtual tools to allow students to manipulate different math tools such as place value blocks to develop and practice the concept of place value. (Purchase additional interactive boards to strengthen core instruction)	Academic Support Program	08/01/2016	05/22/2020	\$13000	K-6 Math teachers and Technology coach
<b>Total</b>					<b>\$14268</b>	