



# **Alabama Technology Plan: Transform 2020**

Hayden Elementary 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?**

Hayden Elementary is a third and fourth grade school with a student population of approx. 350. Hayden is a mixed rural/suburban community with only a few businesses in the area. Over the past three years, the student population has decreased slightly and as a result the school has lost several teaching units. One unit was added in the 2013-2014 school year to accommodate an increase in special education students with severe needs. Hayden Elementary School serves the needs of students living in/around the West Blount community. The current population of these areas is unknown because multiple zip codes are represented in the school zone and census data does not accurately represent the population for it. There is little diversity in the student population, with the majority being white. No ELL students are enrolled currently, with less than 7 Hispanic students total. Free and reduced lunch percentages equal approximately 43% of the student population.

One of the largest challenges for this school and related community is the location and its related lack of services. In the past two years, an urgent care office has located in Hayden, providing more accessible medical care. Mental health services are limited and a minimum of 30 minutes or more away. The closest public library is 15 minutes away.

The demographics for the school this school year are:

Male 160

Female 180

White 319

Black 10

Other 5

There are 21 certified teachers, 1 administrator and 4 1/2 time teachers that teach Speech, gifted, counselor, and reading coach.

## 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.**

At the beginning of the 2014-2015 school year, the faculty and staff of Hayden Elementary school revisited the school's vision, mission, and beliefs statement. Although these still reflect our beliefs about teaching and learning, it was decided that a slogan to describe these things was needed so that the meaning could be conveyed in a few words. In the end, "Love, learn, lead" was chosen as a slogan to summarize the beliefs and reflect the beginning of the school's study of The Leader in Me. The vision, mission, etc., were left intact, but the slogan is used for the sake of simplicity, especially with students and parents.

### Vision:

We are passionate about fostering a love of learning in students who will create a better world.

Although we are focused on quantitative data that shows student growth in academic areas, we are also very aware that a love of learning can not be represented by scores on an assessment. We continue to look for ways to make school an enjoyable place, and this is done through designing high-quality instruction with real-life application, as well as a focus on developing life-long habits, such as a love of reading. We offer many activities throughout the year, from theater and dance performances, our school talent show, school musical, and fun activities such as a Native American Festival, Body Alive, Reading and Writing Celebration Week, Great Depression Project and etc.

Mission Statement: Our purpose is to inspire students through learning to achieve their highest potential.

Every teacher at Hayden Elementary School has high expectations for student learning. Data is constantly assessed to determine if students are learning. Monthly meetings of the school's problem-solving team identify students of concern through screening assessments, grades, and behavior. Students and families are involved in this process. Plans are created, and feedback is given each month, or more often, depending on the student's needs. Behavior plans are used throughout the school with students who are struggling with behavior inside or outside the classroom. Reward systems are used for some students, while others are included in special activities to encourage their involvement.

### Our Beliefs:

- Teachers must be compassionate and passionate toward all students to inspire success.
- It is important for parents to be actively involved in their child's life.
- Learning is a life-long endeavor that happens in a variety of settings.
- Schools are integral parts of the community and must be safe, diverse, and challenging.
- Teachers have a responsibility to give their best to each child and help them discover their own self-worth.
- Students are unique individuals with varying interests and talents that require diverse instructional approaches.

These beliefs are seen in every classroom. Teachers prioritize relationships with students because they know that learning cannot take place if a positive relationship is not established. A huge effort is made to keep parents informed of what is going on with their child at school, ranging from class agendas and newsletters, personal phone calls and emails, the school's website and phone call system, as well as events that invite parents to participate in their child's learning. Recognizing that students learn in different ways, teachers have increased their knowledge of learning styles and brain-based research to provide more effective instruction. Students are taught to analyze their

personal learning style and recognize activities that maximize their learning potential. Students who need additional encouragement or support are identified and jobs around the school are given, whether it be morning announcements, afternoon helper duty, peer support, or student leadership.

Within our school we have private guiding beliefs that are referred to in our decision-making processes:

- What's best for kids comes before what's convenient for adults.
- Treat kids and their families how we would want schools to treat us and our kids.
- Building good relationships is essential to everything we do, everyday, and with every person.
- Assume good intentions but prepare for negative reactions.
- What we do affects forever; our actions should reflect it.

Discussions are held often to make sure that our faculty's response to students and parents reflect the spirit of our school and what we want to accomplish for students.

## 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.**

Instructionally, one of the big areas of improvement in the past few years has been a restructure of how students are taught, specifically departmentalization. Teachers now either teach a combination of math and science or English/Language Arts and social studies. Departmentalization has allowed teachers to specialize their professional learning and avoid overload and burnout. Professional learning teams for math were already in existence and ELA were added for the 2013-2014 school year. These occur monthly and provide teachers time for professional development, collaborative planning, and dialogue.

Departmentalization has produced more consistent instruction across the school, especially in math. This has occurred primarily because of intense collaboration and peer support. Although ELA classrooms are departmentalized, they are in the second year of the new standards and have not developed the level of consistency that math has accomplished, although they achieved a great deal in the first year. Establishing this in math has been an important culture shift in the school, with common lesson plans, projects, and assessments. The desire for consistency has to be balanced with the ability to adapt to individual classes and students' needs and learning styles. This continues to be a problem of practice for our school, especially in English/ Language Arts, as the new standards are implemented. Third grade still has as a primary component of instruction teaching students how to read, which is highly individualized. Math teachers committed to standard-based reports to parents every nine weeks regarding their child's progress on learning specific standards.

In the area of technology, the past few years have added a variety of new equipment. We have added an additional computer lab for 3rd grade students. We have also added about 6 touchboards and many IPAD and nook devices for teachers and students. Every classroom is equipped with an ELMO document camera and a LCD projector. Two classrooms have classroom response systems. We are continually writing new grants to add more technology such as more IPADs, Nooks, and Touchboards. This year we also plan to get a cart or chromebooks.

School safety has increased dramatically within the past 4 years, with the addition of security cameras and a buzzer for the entrance of the school. New radios were purchased, and faculty and staff have increased their knowledge of emergency procedures. A tabletop scenario was conducted with multiple agencies in the fall of 2013, and a second tabletop is planned for October 2014. A safety committee was formed to make procedures across the school more consistent and effective. A panic button system was installed, and reliability measures were put in place to ensure student safety. The Office of the Attorney General of Alabama selected this school to receive an Award of Excellence for School Safety.

## Additional Information

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

Hayden Elementary, through its association and work with AMSTI (Alabama Math, Science, and Technology Initiative), continues to be part of a professional learning team grant, with funds provided for monthly meetings, specialized training, and administrator training. Several Hayden Elementary teachers were selected to be trainers for AMSTI, and they trained numerous teachers, both from Blount County and outside the school district, in AMSTI methods.

The loss of our previous instructional coach has been replaced with a half-time unit shared with Hayden Primary School. This has brought a different focus to instruction since she is a certified language consultants. Because of this, she is spending part of her time at our school in an intervention role.

Hayden Elementary faculty and teachers continue to attend technology training and workshops. They are bringing this information back and applying it in their instruction. They continue to use and share new technology with their students and allow students to use the technology during class. The technology coach at the school conducts workshops and holds informal sessions to assist teachers with new technology.

# 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.**

At the beginning of the 2015-2016 school year, parents completed a survey which includes a place for them to include their contact information and willingness to serve on school committees. Those names were used to ask for volunteers for serving on the school's continuous improvement committee. The school's continuous improvement committee selected one of those volunteers to serve on the continuous improvement committee. The committee asked this representative to serve on the committee.

The school's Community Advisory Board, which is made up of community members, is provided periodic updates on activities at the school and invited into the school for events. A member of the community advisory board is selected by the school's continuous improvement committee to serve on the committee. A member of the committee invited this person.

Faculty and staff were given the opportunity to volunteer to serve on the team for continuous improvement. Grade level teachers, resource teachers, and support staff representatives were chosen based on these volunteers.

Meetings of the continuous improvement committee are held at times agreed upon by all committee members. Communication is conducted through email and by phone.

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

Parent stakeholder group - Parent Vickie Prince - member of the continuous improvement committee

Community stakeholder group - Community member Mandi Green - member of the continuous improvement committee

Teachers stakeholder group - Grade level members were chosen as well as those representing resource team members, such as special education and counselor

Administration - principal

All of these members have attended meetings, discussed options, and voted on budgets and decisions regarding the direction of the school.

**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 full improvement plan, and a summary of the plan, were communicated through the school's website. A summary was distributed to all faculty and staff, as well as committee members. Feedback on the plan was sought through the school's website as well. Although the progress is regularly communicated to committee members and faculty and staff, the process for the parent stakeholder and community stakeholder is less defined. Communication remains one of the larger challenges for the community as a whole, and that has been

discussed as an issue for this type of process.

# 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
- Principal Walk-Through Checklist
- Professional Learning Evaluations, Lesson Plans
- Student Achievement Data
- Transform2020 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 2016 Alabama Transform 2020 Technology Survey, 60% of Administrators feel that we have a robust infrastructure to support management, operations, teaching, and learning.

Our current Wi-Fi solution had reached a maxed capacity due to being only 2.4 GHz. Due to this low wireless spectrum, all wireless devices experienced collisions with each other, causing very slow connections. In 2015-2016, we awarded a bid using Erate and local funds to update the district's wireless network with Enterprise Wireless AC capable APs. This will meet the increasing need due to the Bring-Your-Own-Device initiative.

Access points were installed in every classroom to support 50 devices. Additional access points were installed to fill in weak and/or dead spots on each campus. Gyms and lunchrooms were upgraded to accommodate 470 devices with no impact. Additionally, switches and fiber were upgraded to support up to 10 Gb connections.

A Bandwidth Optimizer 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 Aspire testing.

According to the Alabama Technology Transform 2020 survey, 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 will enhance and expand facilities and procedures for maintaining computers and other technology equipment by upgrading infrastructure and power supplies to accommodate present and future technologies as funds become available through Erate and/or the WIRED initiative. We have applied for erate funding to replace all remaining switches in the district during the 2016-2017 school year. When this project is complete, all switches within the district will be updated.

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.

2016-2017

Older computers are being replaced as needed. More IPAD and chromebook devices are being purchased. The district continues to update the wifi as money is available. Wifi access is now available in our gym as of this year.. At the district level, they will continue to support schools by updating internet speed and broadband as well as wifi as money is available.

**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 2016-2017, local schools have at least 2-3 computer labs and most have additional mobile labs consisting of laptops or tablet devices. Through grants awarded from the Blount County Education Foundation, many classrooms have a 5+ tablet mini-labs to relieve scheduling issues in the computer labs.

Plans are in place to purchase Chromebook carts (30) for each school as funds become available to increase device per student ratio.

According to the Blount County technology inventory, we are currently at one device per 2 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, Blackberrys, 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

2016-2017

The district continues to update the wifi as money is available. Wifi is now available in the gym. At the district level, they will continue to support schools by updating internet speed and broadband as well as wifi as money is available. We will also work to provide 30% of our students with a device to address the BYOD device initiative as funds become available. We also plan to add a chromebook mobile lab this school year.

Source: Blount County Technology Inventory

**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. Renaissance Place, STAR Reading, Math, & Early Literacy, A+, , ACCESS, ABE, Waterford, Dreambox, Language Live, Passport, Moodle, Edmodo, Edmentum and Google Drive and Classroom will be utilized in the labs, classrooms, and media center. Google for Education email will be implemented for all students grades 7 - 12. According to the Transform 2020 Technology Survey, 37% 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, A+, Waterford, ARI, AMSTI, Renaissance, Language Live, Passport, and Dreambox 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.

The Bridges Academy virtual school will use Edmentum to meet the course credit requirements necessary to implement this new program. This software will be piloted during the Blount County 2016 summer school session. A+ will be phased out and Edmentum will replace it for credit recovery at the Career Academy in the 2017-2018 school year.

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%. The number of dropouts has also decreased over the past three years. We have had 24 high school dropouts during the 2013-2014 school year. 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 in the fall of 2015.

Our testing changed from ARMT to ACT Aspire in 2014. We currently have 2 years of data for this assessment. From 2014 to 2015, the number of students who were proficient in math grew by 1%. Reading scores did not increase but stayed steady at 37%.

We have implemented the Literacy Design Collaborative and Math Design Collaborative program for one year and will continue to grow both programs in the fall of 2016.

Continue to improve and maintain software programs to increase student learning with technology. Renaissance Place, A+, Academy, and Edmodo will be utilized in the labs, classrooms, and media center. A class set of the Forte keyboarding system will also be purchased to address the keyboarding skills need as addressed on the Technology Course of Study for 3rd and 4th grade students. According to the Blount County Needs Assessment Question 2, almost 72% of the District faculty feels that we need additional software titles to address instructional needs of the students as funds become available.

Data:

Blount County Needs Assessment

2016-2017

IVC equipment is still in place and being used on a regular basis for virtual field trips. Dreambox software is also being utilized for our at-risk students.

**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 39% of teachers are actively involved in Professional Development Learning Programs although 61% 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, 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 will be 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 use 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 trainings are 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. Teachers and Staff were provided professional development opportunities during the 2015-2016 school year focused on Gmail and Google Drive.

The school technology coaches will continue to provide training on school specific technology items. Most 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.

**2016-2017**

According 2016 Transform 20/20 Technology data, only 50% of teachers are teaching students about the responsibilities of digital citizenship through global/cultural awareness and using digital tools to communicate about/with other people in other cultures. Only 88% of our teachers model with their students creative and innovative thinking and inventiveness using digital resources and tools. Only 61% of teachers model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments. This year, we plan to utilize our new IVC equipment to meet all of these needs. We will continue to use the IVC equipment to meet all of these needs.

**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, 75% of teachers actively involve and engage students in digital learning but only 48% model creative and innovative thinking and inventiveness using digital tools and resources. In order to increase student learning through technology, teachers will increase use of student devices, interactive whiteboards and/or tablets where available. The BYOD initiative should provide more opportunities for real-world technology use within the classroom. Most schools have purchased at least one cart (30) of tablet devices which should increase student engagement. Effective at the beginning of 2015-2016 school year, the Blount County Board of Education will implement 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, Blackberrys, 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.

The FOCUS schools (Hayden High, Locust Fork High, Pennington High, Susan Moore High, and Susan Moore Elementary) in the district will receive a Chromebook cart of 30 devices to assist in closing the low achievement gap between the special education students and all students.

Two additional carts will be purchased for the high schools (Susan Moore and Pennington High School) with the highest poverty rate in the district, contingent upon award for the Athens Inservice Center FOCUS Schools Grant.

2016-2017

According to our recent Transform 20/20 Technology data 75% of our teachers are interested in having a one to one student technology ratio. The district has recently adopted a BYOD initiative that will have helped to meet this need. Nooks and other devices will be utilized by students in the classroom. This year we plan to use Title funds to purchase a mobile chromebook lab. Grants will also be written to purchase more devices. We will work to provide more devices as funds become available.

**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 4% of teachers often use their tablet devices/smart phones for immediate access to Internet resources. An increase in wireless access throughout the campus will greatly improve the utilization of this tool. The faster the teacher can find resources for a lesson, the more productive they will be in the classroom. There has been a 41% increase in number of tablet devices from the previous year according to the 2016 Technology Inventory.

We also found that 82% of our teachers use email/gmail often throughout the day. Since the district initiative to create an educational gmail account for all staff members, the use of Google Drive has been widely adopted. Teachers have found it easier to work collaboratively on projects in their classroom or from home as indicated by the number of documents on the blountcountyschools.net account. With the student gmail 2016-2017 implementation for grades 7 - 12, teachers are planning to use Google Drive for collaborative projects. Google docs is being used for collaboration in the CIP (Continuous Improvement Plan) budget, 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. Renaissance STAR reports and 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.

According to our school needs assessment, our teachers routinely/ frequently utilize various means of technology based resources to increase our productivity. INow Parent Portal allows parents to access student assignments and grades. Multiple shared network drive resources and Edmodo are used to increase productivity among grade level teachers. Renaissance Place provides a variety of student reports and data to allow teachers and parents to track student progress and productivity.

2016-2017

According to the Blount County Needs Assessment Survey, 72% of our teachers feel that expanding technology equipment is a top priority for the upcoming year. Teachers will continue to receive training on our current software and hardware. New teachers will also receive training for these tools as needed.

**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, 62% 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, our administrators never/rarely participated in these trainings. Through interviews during walk-throughs we discovered that it was due to the fact that most training opportunities were held off-site so principals did not participate. Additional training opportunities will be 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 improve our administrator understanding of technology integration in order to better support it at the classroom level. We have expanded this program in the 2015-2016 school year. Technology Professional Development will be embedded in the monthly principal meetings in the 2016-2017 school year to prepare administration to transition from Rackspace IMAP webmail to Google Apps for Education during the summer of 2016. Additional training will be provided throughout the year to expand the use of Google Drive, Docs, Sheets, etc.

2016-2017

School tech coach will continue to train administrator as needed on new technologies as they come available. According to the Transform 20/20 Technology Survey he feels that her technology needs are being met 100%.

**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 for Question 8.

2016-2017

Last school year our wireless infrastructure was improved. The infrastructure and wireless will continue to be enhanced during the upcoming school year.

## 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 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 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 Einstruction 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. Blount County offers a Parental Specialist housed at the county's Resource Center to offer internet safety, computer and office training to community stakeholders and parents.

2016-2017

Google workshops and training will be provided for teachers this year. All teachers email accounts will be moved to gmail. Training on google docs, google forms and google drive will be given during the school year by the Technology Integration Specialist as well as the school technology coach.

## 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:

100% of Third and Fourth 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 complete a portfolio or performance students will demonstrate a sound understanding of technology concepts, systems, and operations. in Science by 05/23/2018 as measured by Alabama TRansform 2020 Technology Survey: Teachers.

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

Activity - Continued updating of Modern technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will continue to improve students accessibility to IPADS, Nooks, classroom response systems and touchboards to reflect real-life experiences with a focus on providing more technology for our special need population.	Technology	08/17/2015	05/23/2018	\$2000 - Title I School Improvement (ISI)	School Technology Specialist, Technology Committee and School Administrator, Special Education Teachers

Activity - Forte Keyboarding Mobile Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will learn basic keyboarding skills and improve their writing through the use of the Forte keyboarding program.	Technology	08/17/2015	05/23/2018	\$4695 - Title I School Improvement (ISI)	Classroom teachers with assistance from the School Technology Coach

# Alabama Technology Plan: Transform 2020

Hayden Elementary School

Activity - Students will utilize digital tools and resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction on Edmodo in the computer labs. They will learn how to collaborate with teachers and peers using this program.	Technology	08/17/2015	05/23/2018	\$0 - No Funding Required	Classroom teachers with the assistance of technology coaches and county technology integration 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 locate and promote the use of high-quality, cost effective, complete and supplemental managed interactive, digital content curriculum materials with text aligned with Alabama's College and Career Ready Standards. by 05/23/2018 as measured by Alabama Transform 2020 Technology Survey: Teachers.

### Strategy1:

Professional Learning - Teachers will receive technology learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge and empower students to learn in a variety of ways. 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 in Motion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers continue writing grants for additional technology for their classrooms. More training will be provided for technology integration of these devices.	Professional Learning	08/17/2015	05/23/2018	\$0 - No Funding Required	Athens State Technology, School Integration Specialist, School Technology Coach

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To increase parental communication parents are provided with handout on how to access INOW Home Portal and Renaissance Home Connect. One-Call Now also keeps parents informed of events and activities around the school. Our school website offers email links for every teacher and staff so that parents can contact their child's teacher via email.	Parent Involvement	08/17/2015	05/23/2018	\$0 - No Funding Required	Principals, Classroom teachers, School Technology Coach

# Alabama Technology Plan: Transform 2020

Hayden Elementary School

Activity - Nook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The School Technology Coach will provide Nook training for teachers as needed.	Technology	08/17/2015	05/23/2018	\$0 - No Funding Required	School Technology Coach

Activity - AVL Training/Internet Safety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The library media specialist will provide AVL training for both students and teachers to use in their research and lesson development. Internet safety lessons will also be provided by the library media specialist.	Professional Learning	08/17/2015	05/23/2018	\$0 - No Funding Required	School Technology Coach, Library Media Specialist

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

### Goal 1:

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

### Measurable Objective 1:

collaborate to locate and promote the use of high-quality, cost effective, complete and supplemental managed interactive, digital content curriculum materials with text aligned with Alabama's College and Career Ready Standards. by 05/23/2018 as measured by Alabama Transform 2020 Technology Survey: Teachers.

### Strategy1:

Professional Learning - Teachers will receive technology learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge and empower students to learn in a variety of ways. 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 in Motion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers continue writing grants for additional technology for their classrooms. More training will be provided for technology integration of these devices.	Professional Learning	08/17/2015	05/23/2018	\$0 - No Funding Required	Athens State Technology, School Integration Specialist, School Technology Coach

Activity - Nook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The School Technology Coach will provide Nook training for teachers as needed.	Technology	08/17/2015	05/23/2018	\$0 - No Funding Required	School Technology Coach

**Alabama Technology Plan: Transform 2020**Hayden Elementary School

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Activity - AVL Training/Internet Safety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The library media specialist will provide AVL training for both students and teachers to use in their research and lesson development. Internet safety lessons will also be provided by the library media specialist.	Professional Learning	08/17/2015	05/23/2018	\$0 - No Funding Required	School Technology Coach, Library Media Specialist

# Plan for Alabama Technology Plan: Transform 2020

## **Overview**

### **Plan Name**

Plan for Alabama Technology Plan: Transform 2020

### **Plan Description**

HES 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: 4	Academic	\$6695
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:

100% of Third and Fourth 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 complete a portfolio or performance students will demonstrate a sound understanding of technology concepts, systems, and operations. in Science by 05/23/2016 as measured by Alabama TRansform 2020 Technology Survey: Teachers.

### 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 - Students will utilize digital tools and resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction on Edmodo in the computer labs. They will learn how to collaborate with teachers and peers using this program.	Technology	08/16/2013	05/23/2016	\$0	No Funding Required	Classroom teachers with the assistance of technology coaches and county technology integration specialist

Activity - Forte Keyboarding Mobile Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn basic keyboarding skills and improve their writing through the use of the Forte keyboarding program.	Technology	01/01/2014	05/23/2016	\$4695	Title I School Improvement (ISI)	Classroom teachers with assistance from the School Technology Coach

Activity - Continued updating of Modern technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Alabama Technology Plan: Transform 2020**

Hayden Elementary School

We will continue to improve students accessibility to IPADS, Nooks, classroom response systems and touchboards to reflect real-life experiences with a focus on providing more technology for our special need population.	Technology	08/16/2013	05/23/2016	\$2000	Title I School Improvement (ISI)	School Technology Specialist, Technology Committee and School Administrator, Special Education Teachers
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Activity - Powerpoint/Photostory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Powerpoint or Photostory software to create a digital presentation.	Technology	08/16/2013	05/23/2016	\$0	No Funding Required	Classroom teachers and School Technology Coaches

## 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 locate and promote the use of high-quality, cost effective, complete and supplemental managed interactive, digital content curriculum materials with text aligned with Alabama's College and Career Ready Standards. by 05/23/2016 as measured by Alabama Transform 2020 Technology Survey: Teachers.

**Strategy 1:**

Professional Learning - Teachers will receive technology learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge and empower students to learn in a variety of ways. 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 - A+ Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Technology Coach will provide A+ training for teachers on the use of the A+ program.	Technology	08/16/2013	05/23/2016	\$0	No Funding Required	School Technology Coach

## Alabama Technology Plan: Transform 2020

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Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To increase parental communication parents are provided with handout on how to access INOW Home Portal and Renaissance Home Connect. One-Call Now also keeps parents informed of events and activities around the school. Our school website offers email links for every teacher and staff so that parents can contact their child's teacher via email.	Parent Involvement	08/16/2013	05/23/2016	\$0	No Funding Required	Principals, Classroom teachers, School Technology Coach
Activity - Technology in Motion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers continue writing grants for additional technology for their classrooms. More training will be provided for technology integration of these devices.	Professional Learning	08/16/2013	05/23/2016	\$0	No Funding Required	Athens State Technology, School Integration Specialist, School Technology Coach
Activity - AVL Training/Internet Safety	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The library media specialist will provide AVL training for both students and teachers to use in their research and lesson development. Internet safety lessons will also be provided by the library media specialist.	Professional Learning	08/16/2013	05/23/2016	\$0	No Funding Required	School Technology Coach, Library Media Specialist

## 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: Teachers.

### 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>

**Alabama Technology Plan: Transform 2020**

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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	08/16/2013	05/23/2016	\$1500	Title II Part A	Technology Coordinator, Technology Integration Specialist, Federal Programs
Activity - Digital Classroom Experience	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	08/16/2013	05/23/2016	\$0	No Funding Required	Athens State Technology in Motion, Technology Integration Specialist, Technology Curriculum Coordinator, School Technology Coaches
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	08/16/2013	05/23/2016	\$0	No Funding Required	School Technology Coordinators, Athens State Technology in Motion, Technology Integration Specialist, Classroom Teachers, Curriculum Coordinator
Activity - Primary Sources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**Alabama Technology Plan: Transform 2020**

Hayden Elementary School

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	08/16/2013	05/23/2016	\$0	No Funding Required	School Improvement Specialist, Technology Integration Specialist, Technology Coordinator, School Technology Coaches
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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	08/16/2013	05/23/2016	\$0	No Funding Required	Curriculum Coordinator, School Technology Coaches and Technology Integration Specialist

**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.	Technology	08/16/2013	05/23/2016	\$0	No Funding Required	Principals, LEA Coordinators, Assistant Principals

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Alabama Technology Plan: Transform 2020**

Hayden Elementary School

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	08/16/2013	05/23/2016	\$0	No Funding Required	School Technology Coaches, School Integration Specialist, Technology Coordinators
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### 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	08/16/2013	05/23/2016	\$1500	Technology Coordinator, Technology Integration Specialist, Federal Programs
<b>Total</b>					\$1500	

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Continued updating of Modern technology	We will continue to improve students accessibility to IPADS, Nooks, classroom response systems and touchboards to reflect real-life experiences with a focus on providing more technology for our special need population.	Technology	08/16/2013	05/23/2016	\$2000	School Technology Specialist, Technology Committee and School Administrator, Special Education Teachers
Forte Keyboarding Mobile Lab	Students will learn basic keyboarding skills and improve their writing through the use of the Forte keyboarding program.	Technology	01/01/2014	05/23/2016	\$4695	Classroom teachers with assistance from the School Technology Coach
<b>Total</b>					\$6695	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**Alabama Technology Plan: Transform 2020**

Hayden Elementary School

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	08/16/2013	05/23/2016	\$0	Athens State Technology in Motion, Technology Integration Specialist, Technology Curriculum Coordinator, School Technology Coaches
A+ Training	The School Technology Coach will provide A+ training for teachers on the use of the A+ program.	Technology	08/16/2013	05/23/2016	\$0	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	08/16/2013	05/23/2016	\$0	School Technology Coordinators, Athens State Technology in Motion, Technology Integration Specialist, Classroom Teachers, Curriculum Coordinator
AVL Training/Internet Safety	The library media specialist will provide AVL training for both students and teachers to use in their research and lesson development. Internet safety lessons will also be provided by the library media specialist.	Professional Learning	08/16/2013	05/23/2016	\$0	School Technology Coach, Library Media Specialist
Parent Communication	To increase parental communication parents are provided with handout on how to access INOW Home Portal and Renaissance Home Connect. One-Call Now also keeps parents informed of events and activities around the school. Our school website offers email links for every teacher and staff so that parents can contact their child's teacher via email.	Parent Involvement	08/16/2013	05/23/2016	\$0	Principals, Classroom teachers, 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	08/16/2013	05/23/2016	\$0	Curriculum Coordinator, School Technology Coaches and Technology Integration Specialist

**Alabama Technology Plan: Transform 2020**

Hayden Elementary School

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	08/16/2013	05/23/2016	\$0	School Improvement Specialist, Technology Integration Specialist, Technology Coordinator, School Technology Coaches
Technology in Motion	Teachers continue writing grants for additional technology for their classrooms. More training will be provided for technology integration of these devices.	Professional Learning	08/16/2013	05/23/2016	\$0	Athens State Technology, School Integration Specialist, School Technology Coach
Students will utilize digital tools and resources	Students will receive instruction on Edmodo in the computer labs. They will learn how to collaborate with teachers and peers using this program.	Technology	08/16/2013	05/23/2016	\$0	Classroom teachers with the assistance of technology coaches and county technology integration specialist
Powerpoint/Photostory	Students will use Powerpoint or Photostory software to create a digital presentation.	Technology	08/16/2013	05/23/2016	\$0	Classroom teachers and School Technology Coaches
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	08/16/2013	05/23/2016	\$0	School Technology Coaches, School Integration Specialist, Technology Coordinators

**Alabama Technology Plan: Transform 2020**

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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.	Technology	08/16/2013	05/23/2016	\$0	Principals, LEA Coordinators, Assistant Principals
<b>Total</b>					\$0	