



Alabama Technology Plan: Transform 2020

**Locust Fork High 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?

The Locust Fork High School district is located in the southeastern part of Blount County, Alabama, and is just north of Jefferson County and the suburbs of the city of Birmingham. The school district extends to the Jefferson County line and includes the incorporated town of Locust Fork and many unincorporated communities.

The Locust Fork school district is considered rural. There are many small businesses in Locust Fork and the surrounding communities; however, the majority of the people living in the area commute to Jefferson County and Birmingham to work. Both the elementary and the high school in Locust Fork are at the heart of the community and school events are often the main social focus of the community.

Locust Fork School was a K-12 school for many years. However, in the 2001-2002 school year, the elementary school became a separate school with its own administration. The schools still share the same campus, bookkeeper and lunchroom, but the high school only serves grades 7-12.

Locust Fork High School has an approximate enrollment of 500 students, 24 classroom teachers, 1 media specialist, 2 special education teachers, 1.5 counselors, and 2 administrators. Further, LFHS has 1 iNow manager, 1 office assistant and 3 instructional aides. Additionally, the school shares a lunchroom staff of 6 with Locust Fork Elementary and 2 custodians. Finally, LFHS and LFES share a bookkeeper, a nurse and a School Resource Officer from the Blount County Sheriff's department. Approximately 44% of LFHS students qualify for free or reduced lunch; therefore, LFHS receives Title 1 funding every year.

Locust Fork High School has three computer labs. One is used for ACCESS and online courses, one is used for intervention purposes and the third is used for career preparedness classes. The LFHS Media Center serves students in grades 7-12. The current collection numbers approximately 6300 books, class sets and multi-media materials offered to students and teachers through the Atrium automation system. The library offers 11 desktop PCs and one desktop PC dedicated to OPAC searching. Additionally, the library has one network printer for student use. The new media room in the library has 18 desktop PCs, a teacher PC, a Promethean interactive whiteboard, an interactive Promethean slate, 30 ActivVotes and 30 ActivExpression polling devices. The media room also has a surround sound system. The library offers 65 Nook tablets and 3 Mobi Interwrite pads for teacher check-out. The library also offers two laptop carts (30 laptops each) for teacher check-out. The Media Center hosts two Scholastic Book Fairs each year for our students and the community.

In 2015, after serving 28 years, long-time administrator of Locust Fork High School, Daniel Smith was promoted to Assistant Superintendent. Beginning in the fall of 2015, Locust Fork High School changed administration and is lead by Principal Thomas Smitherman and Assistant Principal Tammy McMinn.

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.

District Vision Statement for Technology:

Locust Fork High School Vision Statement:

The mission of Locust Fork High School is to provide students with the skills necessary to be confident, self-directed, lifelong learners so that they may become responsible citizens and productive members of society.

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.

In partnership with Birmingham Southern College and Blount County Schools and a grant provided by the Blount County Education Foundation and the Greater Birmingham Foundation, a new Blended Learning Classroom was added to Locust Fork High School in the summer of 2014. This classroom boasts two 80" flat screen televisions, one 80" Mondo board and high-end video conferencing equipment. The classroom also utilizes an Elmo and the Elmo student response system. The classroom primarily serves all students in the eleventh grade through their American history class. Teacher Toby Holmes provides on-going, daily interactive instruction utilizing the technology and often hosts guest speakers and lecturers through the video conferencing equipment. In addition, students often take virtual field trips to locations related to their daily history studies or questions.

The classroom is also used for a student mentoring program that connects a small group of LFHS seniors with a peer mentor from Birmingham Southern. The students meet with their mentor via video conferencing as well as in face to face meetings. This group focuses on college and career preparedness with an end goal of all students entering a college, university or technical training course after high school graduation. The pilot group was implemented with 21 juniors in the 2014-2015 school year. It is continuing with the same students (as seniors) in the 2015-2016 school year. A new group of juniors will start in January of 2016.

Additional Information

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

The school communicates with students, parents and community stake holders via the school website, Facebook page and the One-Call system. Additionally, many teachers use Remind.com to communicate with students, parents and a variety of student groups and organizations (i.e. clubs and teams). Parents and students are also encouraged to utilize personal logins to the iNow system through the parent portal to monitor each student's academic progress.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The 16-17 CIP was reviewed 8/2016 for areas of success and weakness. An end of year reflection/projection faculty survey was conducted in 5/2016. Various team members analyzed different parts of the 15-16 CIP Planning Document with the final revision submitted to the central office in 5/2016. Further review was done on 9/2016, conducted by the CIP leadership team. The review process revealed areas of focus for the 16-17 CIP. This review process included faculty, staff, and other interested stakeholders such as community leaders and parents. All stakeholders had opportunities for input and opportunities to make recommendations to the School Leadership Team, which includes representation not only from school employees, but also from parents, and the community. A subcommittee of the School Leadership Team reviewed all of the data with more scrutiny and searched for trends from various data sources. Data sources included Renaissance, School Status Report; ACCESS and AMAO results for ELL students; STAR (math, reading); Needs Assessment Survey; EDUCATEAlabama; highly qualified status, attendance, qualifications and experience of faculty and staff; faculty turnover rate; the number of applications for teaching vacancies; School Impact Surveys; 15-16 end of year student report cards; PST referrals, student attendance (absences, tardies, and checkouts); student transiency; disciplinary office referrals, Disciplinary School Incident Reports, school demographics, including the number of students on free or reduced lunch, gender, migrant students, homeless students, ELL students, Special Education students; parents' perceptions and needs; literacy and education level of parents. The committee also considered current budgets and funding sources; curriculum alignment and pacing; instructional practices and strategies; availability of instructional materials and supplies; availability of current technologies and software; remediation and intervention strategies; gifted and enrichment opportunities; as well as, extended learning opportunities. When available, disaggregated data was reviewed to ensure that all student subgroups were progressing equitably. The Technology Coordinators met in May 2015 to begin work on the Technology Plan.

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

Faculty members, students, community stakeholders and administrators take part in the planning process of the school Improvement Planning.

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

All stakeholders had opportunities for input and to make recommendations to the School Leadership Team, which includes representation not only from school employees but also from parents, as well as, the community. Following this review process, a Core Leadership Team reviewed all of the data with more scrutiny and searched for trends from various data sources as they completed the CIP Planning Session in 9/2016. The plan will be made public through a School-wide Parent Meeting that will be held on October 6, 2016. Parents will be allowed to view budgets set for the school and received handouts of the PowerPoint.

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
- Discipline and Attendance Reports
- EducateAlabama Data
- Graduation Rates
- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- Principal Walk-Through Checklist
- 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.

A top priority for Locust Fork High School is to ensure that all classrooms are equipped with interactive white boards and teachers are trained and comfortable with using the technology in their everyday lessons to enhance learning and student engagement. In order to do so, professional development will be provided on a monthly basis.

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
SY 2016-2017

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

The district will provide an increased availability of bandwidth throughout the school. This increased bandwidth will allow teachers to utilize existing school devices (laptops, Nook tablets, iPads, and student response systems) to increase strategic teaching, student engagement and student achievement. This will also help teachers utilize the new BYOD policy for the 2016-2017 school year. As funds become available, LFHS will focus on providing enough tablet or interactive devices for check-out so that roughly 30% of our student population who may not have access to their own device will still be able to participate in BYOD activities in the classroom. .

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.

According to District guidelines, LFHS will work to utilize and implement software programs and web-based programs such as Renaissance Place, A+, Edmentum Bridges Academy, ACCESS, Kuder (for four year career plans), and Google Classroom will be utilized in the labs, classrooms, and media center. According to the LFHS CIP and spring screening STAR reading and math assessments, 43% of 7th grade students are below benchmark in reading and 52% of 8th grade students are below benchmark in reading. Further, 39% of 7th grade students are below benchmark in math and 49% of 8th grade students are below benchmark in math. Therefore, Tier III intervention is a priority for these students. One lab at LFHS will be dedicated to providing this Tier III intervention for middle school students in grades 7-8 struggling in reading and math by utilizing Language Live! and Dreambox.

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.

Needs Assessment - Professional Learning

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.

According to the 2016 Blount County Needs Assessment, the staff of LFHS will continue school-based professional development in the use of technology to enhance student learning and engagement in their everyday lessons. Through the North Alabama Regional Inservice Center and Technology in Motion, professional development will be provided to teachers on a monthly basis to help teachers better utilize interactive white boards, tablets, student response systems, BYOD etc. in their classroom on a daily basis.

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.

Through professional development and technology coaching, teachers will be instructed and encouraged to utilize a variety of resources (i.e. laptops, tablets, BYOD and Google Classroom) in the classroom to help students engage in collaborative learning and to produce authentic, virtual work products that demonstrate problem solving skills, communication skills, innovation, shared decision making, and 21st century digital citizenship skills.

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.

Through the North Alabama Regional Inservice Center and Technology in Motion, professional development will be provided to teachers on a monthly basis to help teachers better utilize tools to communicate with students, parents administrators and each other and to enhance teacher 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, 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.

LFHS Instructional leaders promote the use of programs 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 other professional development resources, 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.

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. 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. According to the 2016 Technology Inventory, there has been a 41% increase in tablet devices in the district so this should alleviate some of the computer lab scheduling issues.

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 CIP (Continuous Improvement Plan). 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 the 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. We have increased utilization of the Technology-in-Motion trainer at many schools due to lack of funds available for professional development and substitutes. Teachers and school leaders also take advantage of national, state, and regional workshops such as AETA, AETC, and ISTE. STI PD is being utilized to register and document professional development activities in the district.

Beginning in 2015-2016, all students grades 7 - 12 at the pilot schools (HHS, AHS, LFHS), had access to a Google Apps for Education email account. Since its implementation, many teachers are utilizing Google Classroom and Drive with their students. During the summer of 2016, all remaining students will be added. The entire district will transition from Rackspace IMAP webmail to Google Apps for Education Gmail on July 1, 2016. Every school received professional development during March, April, and May 2016 on the following topics: Google Gmail, Calendar, Drive, Add-Ons, Docs, Sheets, Slides, etc. These sessions were led by the technology integration specialist, local technology coaches or Technology-in-Motion. Additional workshops are being offered throughout the summer to maximize the usage of Google Apps for Education.

Additionally, the students are provided technology focused summer camps through the Blount County Education Foundation. (All student sessions are 3 hours) Face-to-Face (FTF)

Student 2016 professional learning topics are as follows:

June 6 Digital Photography - Grades 9-12 , FTF, PHS, LEA Career Coach

June 7 Graphic Design - Grades 6-12 , FTF, PHS, Community Business

June 8 Engineering Camp - Grades 6-12, FTF, SMES, Ala Power Rep

June 9 Digital Photography - Grades 5-7, FTF, PHS, Prof Photographer

June 9 Digital Photography - Grades 2-4, FTF, PHS, Prof Photographer

June 13-16 CSI: Solve the crime? - Grades 1-6, FTF, SMES, Teacher

June 21 Journalism - Grades 3-8, FTF, LFES, Teacher

June 21 Virtual Reality - Grades 2-6, FTF, PHS, Tech Integration Specialist

July 21 Virtual Reality 1.0 - Grades 7-12, FTE, PHS, Tech Coordinator

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. Interactive Video Conferencing equipment was purchased in June 2014 for the elementary and middle schools so that additional sessions may be offered for students and teachers in all schools. The IVC equipment was also replaced at 4 of our high schools. The remaining three high schools IVC equipment was replaced during the 2014-2015 school year. Continued IVC training will be provided by the school technology coach and the LEA technology integration specialist on an ongoing basis. This equipment was placed in the Library and the media specialist has received training on a monthly basis by the technology integration specialist during the 2014-2015 and 2015-2016 school years.

LFHS will work towards implementing Google Classroom and the use of Google Apps for Education school-wide during the 2016-2017 school year. The Media Specialist will be Google Level 1 certified and will continue taking courses in Google Education. Three teachers will attend the AETC in June and will focus on bringing back knowledge to share with the faculty. Mini workshops will be offered during faculty meetings and the Media Specialist will hold workshop for students and parents in Google Apps for Education both during the summer and the school year.

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:

85% of Ninth grade students will demonstrate a proficiency using a sound understanding of technology concepts, systems, and operations in Career & Technical by 05/24/2019 as measured by the online Career Preparedness course and Kuder.

Strategy1:

Student-Centered Instructional Environment - Engage all students and intervene at-risk and struggling students by maintaining a student-centered environment in which students are actively engaged in the learning process in every classroom and the school media center through a variety of digital tools, equipment and online resources.

Category:

Research Cited: International Society for Technology in Education, . N.p.. Web. 25 Sep 2013. <<http://www.iste.org/standards/nets-for-students>>.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development and support utilizing interactive white boards, other digital tools and online resources to successfully engage and enhance student learning in the classroom.	Professional Learning	05/20/2016	05/24/2019	\$0 - No Funding Required	School Administration, Media Specialist and School Technology Coach

Activity - Media Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize media center for strategic collaborative teaching and technology instruction to assist teachers in moving from static, text based resources to dynamic, interactive, adaptive multi-media content. The media center will also promote 21st Century learning skills and digital citizenship skills for all students.	Tutoring Field Trip Career Preparation/ Orientation Professional Learning Direct Instruction Academic Support Program Technology	05/20/2016	05/24/2019	\$0 - No Funding Required	Technology Coach, Library/Media Specialist, Teachers and Administrators

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Locust Fork High School

Activity - BYOD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BYOD--Bring Your Own Device	Technology	05/20/2016	05/24/2019	\$0 - No Funding Required	Teachers will take advantage of the BYOD policy to enhance student learning, productivity and engagement in the classroom by designing lessons and activities that promote the use of student devices to enhance the content of the lesson and course.

Activity - Interactive Whiteboard and Laptop Support/Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using State Technology Enhancement funds we will purchase usb splitters, networkable laser printers and replacement ink cartridges to support the use of the interactive whiteboards in each classroom and the two laptop carts available for teacher check-out.	Technology	05/20/2016	05/24/2019	\$1978 - State Funds	Vicki Wallis and Grindl Weldon

Activity - Mobile Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Laptop Carts, Chromebook Carts, Nook carts and additional mobile or tablet devices	Technology	05/20/2016	05/24/2019	\$0 - No Funding Required	Teachers will utilize mobile device carts to enhance student learning, productivity and engagement in the classroom by designing lessons and activities that promote the use of student devices to enhance the content of the lesson and cours

Strategy2:

21st Century Skills and Digital Citizenship - Teachers will use interactive whiteboards, digital tools, tablets, the BYOD initiative and other online resources to provide strategic, standards-based instruction in authentic learning activities in all content areas to facilitate relevant and authentic learning experiences that teach and promote 21st Century skills and Digital Citizenship.

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 Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development and support utilizing interactive white boards, other digital tools and online resources to successfully engage and enhance student learning in the classroom.	Professional Learning	05/20/2016	05/24/2019	\$0 - No Funding Required	Administrators, School Technology Coach, Media Specialist and Teachers

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Activity - Student-Centered, Strategic Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On a daily basis, provide strategic, standards based instruction in the classroom utilizing interactive white boards, digital tools, tablets and online resources to promote 21st Century Skills and digital citizenship. Provide students with an opportunity to collaborate and problem solve using digital tools and resources.	Direct Instruction Technology	05/01/2015	05/25/2018	\$0 - No Funding Required	Central Office Technology Department, Faculty and Administration.

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 to a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to provide equitable access to the internet for students, teachers, administrators and community stakeholders to online resources and tools such as digital content, video streaming, online assessments, professional development and parental communications by 05/24/2019 as measured by Alabama Transform 2020 Technology Survey and Parental Involvement Surveys.

Strategy1:

Use Technology Tools to Increase Student, Faculty and Parent Communication - Promote increased student communication through the use of individual Gmail and Google Drive accounts for students, EDMODO, and other educational web 2.0 tools. Further, all faculty and staff will promote the teaching of the legal and ethical use of technology and the current Technology Responsible Use Policy (RUP) and BYOD policy.

Category:

Research Cited: International Society for Technology in Education, . N.p.. Web. 25 Sep 2013. <<http://www.iste.org/standards/nets-for-students>>.

Activity - Student Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be instructed on the proper and ethical use of the Student username and passwords for network accessibility to support the achievement of the districts learning goals.	Direct Instruction	05/01/2015	05/25/2018	\$0 - No Funding Required	STC and Faculty and staff.

Activity - Google Classroom and Student Google Accounts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide all students in grades 7-12 with a Gmail and Google Drive account so that all teachers can use Google Classroom to facilitate the workflow of classwork and communication. In the 2014-2015 school year, this program was tested with all seniors and their government and economics classes with teacher Donnie Taylor.	Technology	05/01/2015	05/25/2018	\$0 - No Funding Required	Technology Coach and Library Media Specialist

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Activity - Social Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maintain school website, Facebook and Twitter account to keep students, parents, faculty, and staff up to date of all school related activities.	Technology	05/01/2015	05/25/2018	\$0 - No Funding Required	STC and Administration

Activity - Parent Portal Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructing parents how to access iNow Portal through the Blount County secured network.	Parent Involvement	05/01/2015	05/25/2018	\$0 - No Funding Required	STC and iNow Specialists

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

Goal 1:

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

Measurable Objective 1:

collaborate to promote, support and model creative and innovative thinking and inventiveness using digital resources and tools while engaging students in real-world issues and authentic problem solving using digital tools and resources based upon the ALCOS and CCRSS by 05/25/2018 as measured by the Alabama Transform 2020 Technology Survey: Teachers.

Strategy1:

Authentic Learning Experiences - On a daily basis, teachers will provide strategic, standards based instruction in the classroom utilizing interactive white boards, digital tools, tablets, the BYOD initiative, and online resources to promote 21st Century Skills and Digital Citizenship. Provide students with an opportunity to collaborate and problem solve using digital tools and resources.

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 - Digital Classroom Experience	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology Integration Specialist and School Technology Coaches will collaborate with teachers to better utilize laptops, tablets, digital tools and the BYOD initiative to engage students in the learning process, provide an opportunity for student collaboration and authentic problem solving.	Direct Instruction Tutoring Technology	05/01/2015	05/25/2018	\$0 - No Funding Required	Technology Coaches, Media Specialist and Faculty

Alabama Technology Plan: Transform 2020

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Activity - Technology Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide support and fund stipends for School Technology Coaches to increase technology integration in the classroom to better prepare students to be college and career-ready.	Professional Learning	05/01/2015	05/25/2018	\$1500 - Title II Part A	Technology Coordinator and School Resource Coaches

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
State, District, or Local staff will plan and deliver professional develop for teachers to create strategic, standards based, engaging lessons and allow for student collaboration and problem solving.	Professional Learning	05/01/2015	05/25/2018	\$0 - No Funding Required	Technology Coach, Technology Integration Specialists, Curriculum Coordinators, Technology in Motion, Media Specialist and Faculty

Activity - Teacher and Student Productivity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize resources such as Google Classroom and Edmodo to manage and promote collaboration within the classroom to promote problem solving and authentic learning opportunities for students.	Technology Academic Support Program Direct Instruction	05/01/2015	05/25/2018	\$0 - No Funding Required	Technology Integration Specialist, Curriculum Coordinator, Technology Coaches, Media Specialist and Faculty

Strategy2:

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 collaboration with teachers and other administrators within the local school or throughout the district to share best practice strategies through technology integration. Instructional leaders will engage in an ongoing collaborative process to develop, implement, and communicate the schools's technology plan.	Professional Learning	05/01/2015	05/25/2018	\$0 - No Funding Required	Technology Integration Specialist, Tech Coordinator, Curriculum Coordinator, Tech Coach

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Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide technology oriented professional development for the following: Training for intervention tools for teachers Training for technicians on hardware Training of principals/teachers, and school technology coaches by Technology Integration Specialist and Technology in Motion. Training of district technology coordinator, technology integration specialist, network administrator, technology technicians, and school technology coaches will be offered as funds are available through AETA & ISTE.	Professional Learning	05/01/2015	05/25/2018	\$0 - No Funding Required	Technology Coordinator, Curriculum Coordinator, Technology Integration Specialist, Technology Coach

Plan for Alabama Technology Plan: Transform 2020

Overview

Plan Name

Plan for Alabama Technology Plan: Transform 2020

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: 2 Activities: 5	Academic	\$8350
2	All educators and students will have tools to access to a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 5	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:

70% of Eighth grade students will demonstrate a proficiency using a sound understanding of technology concepts, systems, and operations. in Career & Technical by 05/23/2014 as measured by 8th Grade Technology Assessment.

Strategy 1:

Student Centered Instructional Environment - Engage and intervene at-risk and struggling students by maintaining a student centered environment in which students are actively engaged in the learning process in every classroom and the school media center. Every classroom should have at least one student computer and the media center will increase number of computer stations to accommodate at least a class of 30 students.

Category:

Research Cited: International Society for Technology in Education, . N.p.. Web. 25 Sep 2013. <<http://www.iste.org/standards/nets-for-students>>.

Activity - Media Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize media center for strategic collaborative teaching and technology instruction to assist teachers in moving from static, text based resources to dynamic, interactive, adaptive multi-media content.	Academic Support Program	10/01/2013	05/23/2014	\$5850	Title I Schoolwide, Other	Technology Coach and Library/Media Specialist and others

Activity - Teacher Training on Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train 7th and 8th grade teachers in using technology in the classroom.	Professional Learning	10/01/2013	05/22/2014	\$0	No Funding Required	School Administration and STC

Strategy 2:

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 - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be exposed to collaborative ways to integrate technology into the 21st Century classroom using real life experiences.	Professional Learning	10/01/2013	05/20/2016	\$0	No Funding Required	Teachers and Administration

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with opportunities to use technology through everyday experiences within the 21st Century classroom.	Technology	10/01/2013	05/20/2016	\$0	No Funding Required	Central Office Technology Department, Faculty and Administration

Activity - Continued Implementation of Modern Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The continued pursuit of cutting edge technology within the 21st Century Classroom including a revolving inventory of computers that are less than five years old, acquisitions of Nooks for students, iPads, projectors and Student Response Systems to reflect real life experience.	Technology	10/01/2013	10/20/2016	\$2500	Title I Schoolwide	Faculty and Staff

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

Measurable Objective 1:

collaborate to provide equitable access to the internet for students, teachers, administrators and community stakeholders to online resources and tools such as digital content, video streaming, online assessments, professional development and parental communications by 05/23/2014 as measured by Alabama Transform 2020 Technology Survey and Parental Involvement Surveys.

Strategy 1:

Use Technology Tools to Increase Student, Faculty and Parent Communication - Promote increased student communication through the use of individual Gmail and Google Drive accounts for students, EDMODO, current social media tools such as facebook, Twitter, Instagram and Vine (as allowed by Board Policy), SKYPE and webpages/blogs. Further, promote the teaching of the legal and ethical use of technology.

Category:

Research Cited: International Society for Technology in Education, . N.p.. Web. 25 Sep 2013. <<http://www.iste.org/standards/nets-for-students>>.

Activity - Student Google Accounts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide all students in grades 7-12 with a Gmail and Google Drive account	Technology	01/01/2014	05/23/2014	\$0	No Funding Required	Technology Coach and Library Media Specialist

Activity - Social Media	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Maintain a Facebook and Twitter account to keep students, parents, faculty, and staff up to date of all school related activities.	Technology	10/01/2013	10/03/2016	\$0	No Funding Required	STC and Administration
Activity - Parent Portal Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructing parents how to access iNow Portal through the Blount County secured network.	Parent Involvement	10/03/2016	10/20/2016	\$0	No Funding Required	STC and iNow Specialists
Activity - Student Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be instructed on the proper and ethical use of the Student username and passwords for network accessibility to support the achievement of the districts learning goals.	Direct Instruction	10/01/2013	05/20/2016	\$0	No Funding Required	STC and Faculty and staff.
Activity - Star Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Renaissance Place Star Testing will be conducted three times a year to provide data for school improvement team, intervention, and system wide needs assessment.	Academic Support Program	10/01/2013	05/20/2016	\$0	No Funding Required	All faculty and staff

Goal 3: Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.

Measurable Objective 1:

collaborate to 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 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 - Technology Coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district will provide support and fund stipends for School Technology Coaches to increase technology integration in the classroom to better prepare students to be college and career-ready.	Professional Learning	10/09/2013	05/20/2016	\$1500	Title II Part A	Technology Coordinator and School Resource Coaches
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	10/09/2013	05/20/2016	\$0	No Funding Required	Technology Coaches and Teachers
Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
State, District, or Local staff will plan and deliver professional develop for teachers to create effective, challenge-based lessons and units that require students to apply content through real-world experiences. Teachers receiving training will collaborate and share with colleagues through data meetings and shared network resources.	Professional Learning	10/09/2013	05/20/2016	\$0	No Funding Required	Technology Coach, Technology Integration Specialists, Curriculum Coordinators, Technology in Motion,
Activity - Primary Sources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will provide a central location for teachers to access primary sources needed for teaching Alabama College and Career-Ready standards. This will be monitored through periodic review of web resource links on the district web page, walk-throughs and lesson plans at local schools.	Academic Support Program	10/09/2013	05/20/2016	\$0	No Funding Required	Tech Coordinator, Technology Integration, School Improvement Specialist, Technology Coaches, School Improvement Specialist
Activity - Learning Management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Edmodo to share educational content and have students engage in conversations about classroom topics. Teachers also engage in professional development with a global community of educators	Technology	10/09/2013	05/20/2016	\$0	No Funding Required	Technology Coordinator, Curriculum Coordinator, Technology Coaches,

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's technology plan.	Professional Learning	10/09/2013	05/20/2016	\$0	No Funding Required	Technology Integration Specialist, Tech Coordinator, Curriculum Coordinator, Tech Coach

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide technology oriented professional development for the following: Training for intervention tools for teachers Training for technicians on hardware Training of principals/teachers, and school technology coaches by Technology Integration Specialist and Technology in Motion. Training of district technology coordinator, technology integration specialist, network administrator, technology technicians, and school technology coaches will be offered as funds are available through AETA & ISTE.	Professional Learning	10/09/2013	05/20/2016	\$0	No Funding Required	Technology Coordinator, Curriculum Coordinator, Technology Integration Specialist, Technology Coach

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Media Center	Utilize media center for strategic collaborative teaching and technology instruction to assist teachers in moving from static, text based resources to dynamic, interactive, adaptive multi-media content.	Academic Support Program	10/01/2013	05/23/2014	\$2100	Technology Coach and Library/Media Specialist and others
Continued Implementation of Modern Technology	The continued pursuit of cutting edge technology within the 21st Century Classroom including a revolving inventory of computers that are less than five years old, acquisitions of Nooks for students, iPads, projectors and Student Response Systems to reflect real life experience.	Technology	10/01/2013	10/20/2016	\$2500	Faculty and Staff
Total					\$4600	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Media Center	Utilize media center for strategic collaborative teaching and technology instruction to assist teachers in moving from static, text based resources to dynamic, interactive, adaptive multi-media content.	Academic Support Program	10/01/2013	05/23/2014	\$3750	Technology Coach and Library/Media Specialist and others
Total					\$3750	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Coaches	The district will provide support and fund stipends for School Technology Coaches to increase technology integration in the classroom to better prepare students to be college and career-ready.	Professional Learning	10/09/2013	05/20/2016	\$1500	Technology Coordinator and School Resource Coaches
Total					\$1500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	State, District, or Local staff will plan and deliver professional develop for teachers to create effective, challenge-based lessons and units that require students to apply content through real-world experiences. Teachers receiving training will collaborate and share with colleagues through data meetings and shared network resources.	Professional Learning	10/09/2013	05/20/2016	\$0	Technology Coach, Technology Integration Specialists, Curriculum Coordinators, Technology in Motion,
Social Media	Maintain a Facebook and Twitter account to keep students, parents, faculty, and staff up to date of all school related activities.	Technology	10/01/2013	10/03/2016	\$0	STC and Administration
Collaboration	Administrators will collaboration with teachers and other administrators within the local school or throughout the district to share best practice strategies through technology integration. Instructional leaders will engage in an ongoing collaborative process to develop, implement, and communicate the schools's technology plan.	Professional Learning	10/09/2013	05/20/2016	\$0	Technology Integration Specialist, Tech Coordinator, Curriculum Coordinator, Tech Coach
Parent Portal Access	Instructing parents how to access iNow Portal through the Blount County secured network.	Parent Involvement	10/03/2016	10/20/2016	\$0	STC and iNow Specialists
Student Google Accounts	Provide all students in grades 7-12 with a Gmail and Google Drive account	Technology	01/01/2014	05/23/2014	\$0	Technology Coach and Library Media Specialist
Learning Management	Teachers will utilize Edmodo to share educational content and have students engage in conversations about classroom topics. Teachers also engage in professional development with a global community of educators	Technology	10/09/2013	05/20/2016	\$0	Technology Coordinator, Curriculum Coordinator, Technology Coaches,
Professional Development	Teachers will be exposed to collaborative ways to integrate technology into the 21st Century classroom using real life experiences.	Professional Learning	10/01/2013	05/20/2016	\$0	Teachers and Administration
Star Testing	The Renaissance Place Star Testing will be conducted three times a year to provide data for school improvement team, intervention, and system wide needs assessment.	Academic Support Program	10/01/2013	05/20/2016	\$0	All faculty and staff

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Direct Instruction	Provide students with opportunities to use technology through everyday experiences within the 21st Century classroom.	Technology	10/01/2013	05/20/2016	\$0	Central Office Technology Department, Faculty and Administration
Teacher Training on Technology	Train 7th and 8th grade teachers in using technology in the classroom.	Professional Learning	10/01/2013	05/22/2014	\$0	School Administration and STC
Professional Learning	Provide technology oriented professional development for the following: Training for intervention tools for teachers Training for technicians on hardware Training of principals/teachers, and school technology coaches by Technology Integration Specialist and Technology in Motion. Training of district technology coordinator, technology integration specialist, network administrator, technology technicians, and school technology coaches will be offered as funds are available through AETA & ISTE.	Professional Learning	10/09/2013	05/20/2016	\$0	Technology Coordinator, Curriculum Coordinator, Technology Integration Specialist, Technology Coach
Primary Sources	The District will provide a central location for teachers to access primary sources needed for teaching Alabama College and Career-Ready standards. This will be monitored through periodic review of web resource links on the district web page, walk-throughs and lesson plans at local schools.	Academic Support Program	10/09/2013	05/20/2016	\$0	Tech Coordinator, Technology Integration, School Improvement Specialist, Technology Coaches, School Improvement Specialist
Student Network	Students will be instructed on the proper and ethical use of the Student username and passwords for network accessibility to support the achievement of the districts learning goals.	Direct Instruction	10/01/2013	05/20/2016	\$0	STC and Faculty and staff.
Digital Classroom Experience	Technology Integration Specialist and School Technology Coaches will collaborate with teachers to better utilize Skype and/or Interactive Video Conferencing lab to bring professionals and professors into the classroom to discuss relevant, real-world content. This may include virtual field trips.	Technology	10/09/2013	05/20/2016	\$0	Technology Coaches and Teachers
Total					\$0	