



Alabama Technology Plan

Plainview School

DeKalb County Board of Education

Mr. Tony Richards
P.O. Box 469
76 Chavies Road
Rainsville, AL 35986

TABLE OF CONTENTS

Executive Summary

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

Improvement Plan Stakeholder Involvement

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

Technology Diagnostic

Introduction.....	14
Data.....	15
Needs Assessment.....	16
Professional Learning.....	19
Accountability Questions.....	20

Technology Plan 2018-2019

Overview.....	31
---------------	----

Goals Summary 32

- Goal 1: Engage and Empower the Learner Through Technology..... 33
- Goal 2: Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students..... 36
- Goal 3: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it..... 38

Activity Summary by Funding Source..... 42

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?

Plainview High School is a public school for grades Pre-K through twelve located in Rainsville, Alabama. It is the only public school in Rainsville. It is one of seven PK-12 unit schools in the DeKalb County school system which also has six other schools with fewer grades per school. (Thirteen schools in the DeKalb County School system.)

Plainview's present enrollment is approximately 1250, with elementary grades making up 650 of the number. The percentage of student enrollment by ethnicity is 74% White and 25% American Indian and Hispanic combined. These percentages remain relatively constant from year to year. Of the total population, 59% receive free and reduced-price meals in the CNP program. About 55% of students ride eleven buses to school.

There are no feeder schools to Plainview. The school is located in the urban city of Rainsville which has a population of 5,500. The city has three manufacturing facilities and several other business enterprises. Two public utility cooperatives are also located in Rainsville. There are seven franchise fast-food restaurants, five family-owned restaurants, four gas stations, two major grocery stores, three banks, more than 20 churches, a public library, a bowling alley, a skating rink, batting cages, a nine-hole golf course, a city park with pool, two large public venue arenas, and a sports complex all within the city limits. In addition, there are other small businesses such as pharmacies, gift, and clothing stores in the city.

Rainsville is located atop Sand Mountain and is centrally located in DeKalb County. Northeast Alabama Community College is within ten miles of Plainview School. The DeKalb County Vocational Technical School is two miles from Plainview School. The DeKalb County Schools Coliseum is next door to the school and serves as the home court for the varsity basketball teams at Plainview.

Plainview High School has three principals, two full- and one part-time guidance counselors, two library media specialists, and one itinerant EL teacher. There are 34 high school teachers and 46 elementary teachers. Of these, five and 1/2 serve special needs students. There is an itinerant Indian education teacher from the system and a gifted program for the students in the system. Plainview has one instructional coach serving grades 3-8 and one full-time reading intervention teacher who works with K-3 students. Support personnel include 3.5 custodians, eleven bus drivers, nine CNP workers, three classroom aides, one P.E. aide, one interpreter for the hearing impaired, a school store manager, a bookkeeper, and two secretaries. The campus also has a full-time nurse and school resource officer each day, plus an SRO from the city who visits the campus daily.

Last year, the newest facility of a girls' weight room was added. The school also expanded its technology tools to include Google classroom (G-Suite), 1000 chrome books, new fiber optics, updated IDF switches, campus-wide WI-FI, domain security system for all devices, and individual log-ins for every user last year. The school also acquired additional iPad carts with devices. To begin 2018-2019, all 7-12 core teachers had a chrome book cart of at least 30 devices in each classroom. SPED classrooms all received new technology devices including a desktop, MAC book computer, digital projector, five iPads, and a printer.

Plainview School offers the following to its students in an effort to provide them with educational and social opportunities: virtual school, distance learning, dual enrollment, response to instruction intervention (RtI), credit recovery, English Learner (EL) classes, special needs
SY 2018-2019

instruction and resources, career prep instruction, vocational classes, career technical programs, college-prep classes, drama and theatre productions, marching and concert band, Beta Club, Mu Alpha Theta, various sports, and a variety of extracurricular organizations and clubs.

In 2018-2019, a seven period scheduled day was implemented in grades 7-12, with each period being 53 minutes long. Teachers in grades 7-12 have a daily 53-minute planning time during the day and facilitate the integration of technical courses into instructional hours.

Elementary grades 2-6 use a departmentalized schedule with one teacher per grade level having four classes of a core subject. Elementary classroom teachers are provided a plan time while students attend physical education classes.

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.

MISSION

The mission of Plainview School is to cooperatively involve all stakeholders in efforts to provide a safe, positive, state-of-the-art, learning environment for students, which will empower the students to become college and career-ready citizens.

CORE BELIEFS

- Student learning is the chief priority for the school.
- Students learn best when they have appropriate opportunities for success.
- A safe and comfortable environment promotes student learning.
- Curriculum and instructional practices should incorporate a variety of learning activities to accommodate differences in learning styles.
- Exceptional students (e.g., special needs, limited English proficiency, talented, and gifted) require special services, resources, and accommodations.
- Curriculum and instructional practices driven by assessment data will best meet the needs of learners.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
- Students need to demonstrate their understanding of essential knowledge and skills and be actively involved in solving problems and producing quality work.
- The school must commit to continuous improvement for success in enabling students to become confident, self-directed, lifelong learners.

MOTTO

Plainview School - A Tradition of Excellence

VISION

The vision of Plainview School is to be a school which wholly promotes learning and consistently challenges all of its students to aim for their highest potential.

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.

Plainview School reached 100% recovery in infrastructure, personnel, and campus facilities after being hit with an F-5 tornado in 2011. Enrollment has reached pre-tornado numbers and more faculty members have been added. Construction on campus has ceased, and attention has turned to making the campus more secure with fencing, more cameras, visitor check-in through Raptor, and more secure locks on outside doors. In 2018-2019, the Pre-K unit was moved off campus into a newly renovated facility and a second unit was added.

In the past year, the system increased bandwidth across the campus, added wireless connectivity, and updated switches for wired and wireless. All regular K-12 classrooms have ceiling-mounted LCD projectors and a Windows 7 or 10 computer. There are more than 30 document cameras in use in classrooms. There is a business education computer lab, an elementary lab, two projects labs for all grades to schedule as needed, the ACCESS lab for distance learning classes, and a cart of Windows 10 laptops for checkout when needed. There are hundreds of chrome books, plus Fire tablets, iPads, and computers in libraries for students when needed. . Every classroom received a new desktop computer in 2015-16. Each special education teacher received five ipads, a MacBook Air, a multimedia projector, an Apple TV, and other technology items last year. New desktop computers were made available to every administrative office last year.

Plainview's graduation rate has been gradually improving and reached 96% in 2016. A career coach works with students in grades 8-12 periodically to help them transition from high school to college and careers. The coach introduces students to the Kuder interest inventory and works with them in investigating careers and planning for college. This is in addition to the career tech prep classes taught by the business education teacher.

Student attendance has improved from 93% in 2015-2016 to 95% in 2016-2017. In a span of three years, truancy rates have decreased as well. In 2014-2015 truancy rates were 66.3%. In 2015-2016 truancy rates were 51.4%. In 2016-2017 truancy rates were 42%.

The faculty uses strategic teaching strategies in all subjects and grade levels. Both summative and formative assessment data are used to guide instruction at all levels. A problem-solving team meets regularly to provide direction in helping those students who are not on track. Communication with stakeholders is on-going through the school's automated phone messaging service, a school Facebook page, campus email announcements, and an up-to-date school webpage. The school system maintains a webpage with policies, procedures, applications, etc., readily available online for staff, parents, and students. Some teachers also use classroom web pages or social media applications such as Remind.com. There are booster clubs and opportunities for parents to attend meetings and schedule teacher conferences as needed. The campus has a modern, technology-based security system in place with 40 cameras which can be monitored in two school offices, and fencing around the campus is to be installed this year. More PA speakers are to be placed in outside areas. There is a full-time school resource officer and a school nurse on site. One of the special services teachers is a certified speech therapist. There is an in-school suspension teacher serving grades 4-12. Outside agencies provide occupational therapy services and child advocacy counseling on campus on a regular schedule for those in need.

Plainview's athletic department has excelled in all areas--football, volleyball, baseball, boys' basketball, and softball--over the last three years as they reached state-level play-offs and honors, including Alabama State 3A Basketball Championship for boys in 2018. The marching band and concert bands have also received awards in their competitions and the drama group is recognized state-wide for its accomplishments. Career-tech students have also received local, state, and national recognition for excellence in the career and technical fields. Additionally, nearly one-million dollars in scholarship monies were awarded to students during the 2016-2017 school year.

In the coming three years, overall emphasis at Plainview School will be on improving test scores at all grade levels. To reach the overall goal, efforts will focus on improving attendance, incorporating technology through G-Suite for instruction, and challenging students to reach higher and achieve more. High school faculty members will be looking to improve ACT test scores by teaching ACT prep classes to all students in grade eleven. ACT Prep teachers will administer three practice tests throughout the semester to provide them with disaggregated data . All teachers in high school grades will work toward using more teaching strategies in their classrooms which correlate with ACT testing strategies. ACT Prep classes will continue for students in grade eleven. Additionally, all teachers have been trained to provide high levels of instruction in the College and Career Readiness Standards with additional trainings taking place throughout the school year.

School Improvement funds were used to purchase new chrome books, new computer switches, and iPads. Other technology components will be provided as funds permit and as teachers make requests. Training workshops will be conducted by an outside consultant throughout the year to help teachers use technology and various applications more effectively in the classroom as teaching tools. Teachers participated in training to cultivate student learning through the use of Literacy Design Collaborative (LDC) and Southern Regional Educational Board (SREB). Professional development will continue to help teachers better use data gained from regular assessments. Science, STEM, and writing will receive more instructional attention in the curriculum. Grades 2-6 have been departmentalized to provide elementary teachers with more opportunities to work in these areas. High school classes and science teachers are being asked to work more with the CCRS in science and technology. AMSTI model lessons continue to be provided to elementary and high school teachers to illustrate effective teaching strategies and techniques to enhance student learning. Special education classrooms have received additional Windows 7+ computers for their classrooms and all have been made aware of gaps in reading and math scores with students on their caseloads. SPE teachers have created classes within the Global Scholar program and Moby Max that are unique to their individual caseloads. This helps the teacher better diagnose standard deficiencies of those SPE students. Also, SPE teachers in higher grades have been instructed to focus on ACT standards during pull-out sessions with students. Regular classroom teachers will work to provide more support for the special needs students in their classrooms.

Additional Information

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

As with any institution supported by public funding in times of a struggling economy, Plainview School faces the challenges of needing additional monies to accomplish ideal goals and to maintain equipment now in place. However, the administration and staff at Plainview are confident that primary goals will be successfully met despite the challenges as the stakeholders work together.

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 school year, a team of school stakeholders meets to write the School's Continuous Improvement Plan (CIP) and the School Technology Plan. They review the school's mission statement and revise it as needed to align with the school's overall goals and beliefs. Discussion groups within the school's Professional Learning Communities (PLC's) take place and surveys may be conducted to garner input from all levels. At least once during the year, a Title I parent survey and a Technology Transform 2020 staff survey are completed to gain stakeholder input for those programs.

School administrators meet periodically with Central Office personnel at principal meetings, board meetings, professional training workshops, and small groups to discuss state and federal guidelines and expectations. Throughout the year, the school holds parent nights, open house, and other orientations to meet with stakeholders and discuss school goals, beliefs, policies, and procedures. Teachers representative of grade levels and subject areas are chosen to serve on various school-wide committees, such as budget, library, technology, improvement, etc., along with student, parent, and community representatives.

The committee members are informed in writing of their selection and duties by a committee chair. Meetings are planned for varied times to accommodate schedules of the team members, often meeting during the school day at planning times, or before or after classes begin, or even in sub-groups. Meetings may be both formal and informal, and are planned as needs and deadlines dictate. To incorporate district input, the committee chair of the CIP team and the Technology team meet periodically with district supervisors and program directors.

Documents providing school and test data are consulted as are stakeholder survey results. Committee members are given opportunities to examine all data. An examination of data trends provides direction to the allocation of resources and implementation of programs and policies in the school CIP and Technology Plan. Other school teams work with the school plans in formulating their needs and suggestions for action throughout the year. Overall policies and procedures for the effective operation of Plainview School are established through the DeKalb County Board of Education.

Parents and teachers are encouraged to contact board members with concerns about board policy at any time. Stakeholders are welcomed to share concerns at the school level, beginning with the classroom teacher and following the proper chain of command from there to the administrators.

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

ACIP Committee 2017-2018

Tony Richards, Principal

Marilyn Bryant, Assistant Principal

Chris Clark, Assistant Principal

Judy Ayers, Media Specialist/Technology Coordinator

Diane Church, Instructional Coach

Eddie Adkins, Elementary teacher

Alabama Technology Plan

Plainview School

Cindy Black, High School teacher

Kyle Coots, Elementary Teacher

LaKala Willingham, High School Teacher

Rod Hall, High School Teacher

Sonya Smith, Parent

Heidi Brooks, Parent

Wyatt Hall, Student

Avery Price, Student

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

Stakeholders are kept abreast of improvement plans in various ways. The school's Technology Plan and CIP are available on Plainview School's website (www.dekalbk12.org/plainview). Other plans and policies are available on the DeKalb County Schools website (www.dekalbk12.org).

Parents have daily access to student progress through the Chalkable (formerly iNOW) parent portal. Progress reports are sent home with students at the end of each 4.5 weeks, with report cards going out every nine weeks. Parents are invited to attend parent meetings and PTO meetings and to set up teacher conferences as needed.

School board meetings are open to the public and are held each month. Local media reports provide information from the meetings through social media and newspapers to the public.

As progress is made and updates are warranted for various plans during the year, those changes may be communicated via the school website, social media, automated phone calls, mass email announcements to school staff, or with printed notices sent home with students.

Technology Diagnostic

Introduction

The ALSDE Technology Diagnostic is designed to facilitate the process of gathering and analyzing the technology needs which drive the Transform 2020 Technology Plan.

Data

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

Response:

- Board of Education actions
- Continuous Improvement Plan
- EducateAlabama Data
- End of Course Assessments
- Federal Government Regulations
- Formative Assessments
- Graduation Rates
- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- School of Education (SOE) Accreditation Reviews/Reports
- Principal Walk-Through Checklist
- Professional Learning Evaluations, Lesson Plans
- State Government Regulations
- Student Achievement Data
- Technology Program Audit, etc.
- Technology Plan Surveys (*Required)

Advanc-Ed Surveys

School Inventory Records

Faculty Meetings

School Committee Meetings

Technology Work Orders

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.

Technology infrastructure needs are:

1. increase bandwidth
2. replace AP's with more modern, efficient models
3. complete drops and mount switch cabinet in high school library

The campus has been provided with updated switches, new and additional AP's, increased bandwidth, and Google Education (G-Suite) by the district in the last two years. As more devices are procured and more teachers turn to online classroom tools, the bandwidth must again increase to meet demands. All upgrades to the network have not been completed and still need some drops added on campus.

Technology work orders, technology inventory, and teacher requests and surveys support these needs.

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.

Technology inventory needs are:

1. replace outdated computers (desktops), especially for administrators
2. continue to acquire classroom devices, including chromebooks and iPads, for elementary grades
3. upgrade existing computers (laptops and desktops) by adding solid state hard drives and additional RAM

Although every classroom has a Win 7 or Win 10 computer, every 7-12 core teacher has a classroom set of chrome books, primary classrooms have new iPads, and digital projectors are in place in every classroom (along with some Apple TV's), inventory still has needs. Maintenance of all equipment is on-going.

These needs are based on technology work orders, technology inventory reports, technology work orders, and school budgets.

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.

Technology needs to help increase student learning are:

1. train and encourage teachers to provide more real-life, collaborative learning opportunities involving technology, especially with G-Suite
2. introduce and provide digital products for practicing digital citizenship for students and assessing and guiding student learning

college- and career-ready graduates.. Many are modeling proper digital citizenship. Most rely on digital communication and social media daily to complete education-related tasks.

Needs cited are based on student comments, administrator walk-throughs, teacher observations. and graduation rates.

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.

Professional Learning Program needs in technology are:

1. continue training in using G-Suite, focusing on classroom and email components
2. encourage teachers to open accounts in Discovery Education (provided by school) and provide one-on-one training as needed with it
3. provide training with any newly acquired online products, especially those purchased at the district level

Global Scholar (Scantron) and MobyMax have become standard online teaching tools which teachers are comfortable using. Many have become self-taught in seeking out online resources such as Teachers Pay Teachers and educational blogs. Training must remain a priority as more tools become available or are required.

EDUCATE Alabama, PLP's reports and goals, faculty surveys, and informal conversations indicate our top 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.

Teacher use for teaching with technology needs are:

1. keep all technology (network and equipment) up-to-date and readily available for teachers
2. provide appropriate support in use of technology for teachers when needed, especially as new products and practices become available
3. encourage collaboration among teachers who can support each other in use of technology

With the network upgrades and the purchase of many digital devices and computers in the past two years, there has been a boost to teaching tools and accessibility. Work must be done to keep all in place and in working order. The placement of a Technology Instructional Coach at the district level may become an important source of support for teacher integration of technology.

Teacher requests for training, minutes from regular PLC meetings, teacher and student comments, administrator walk-throughs, and technology inventory reports provide evidence for these needs.

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.

Teacher use for productivity technology needs are:

1. continue training for teachers in using G-Suite and all its components
2. maintain up-to-date network and equipment presently available for teachers
3. increase bandwidth for all

Teachers are becoming more "paperless" in their instructional environment as they turn to social media communication methods, Google classroom assignments and assessments, and programs such as iNow and SETS for record-keeping. All network upgrades and up-to-date equipment must remain in place to support these new methods.

Stated needs have been expressed in faculty committee meetings, informal surveys, technology work orders, and technology inventory reports.

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.

Technology needs for school leaders' use and productivity are:

1. replace older computers for those needed in administrative positions
2. provide training for school leaders in using G-Suite productivity components (chat, sharing, email, etc.)

Although classrooms have received newer computers, those placed with administrators have become old and outdated. Administrators are working to develop campus-wide applications for G-Suite, but this is a work in progress for most.

Various reports and communications, observations, and the technology inventory reports support the basis for these needs.

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.

The most outstanding need for future technology at Plainview is for upcoming purchases to include opportunities to acquire the best, most up-to-date devices on the market at the time of acquisition.

There are no other recognized needs at this time for technology use, integration or productivity.

This need is based on the fact that we are presently spending funds to update and upgrade the devices we have because they were not the best available at the time of purchase.

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 instructional coach on campus will continue to aid teachers in gathering and interpreting data from online assessments as they meet regularly in face-to-face meetings on campus.

Teachers will be encouraged to take online classes and training workshops related to individual PLP's and administrators will monitor progress and participation in such trainings.

The media specialists and school lead teachers will provide face-to-face training as requested for Discovery Education, Google G-Suite, Accelerated Reader, MobyMax, and other available online resources in small group settings as requested.

Arrangements will be made to bring in appropriate trainers from Alabama Technology in Motion and other providers as teachers request to meet their needs with technology integration and use.

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:

95% of Ninth grade students will complete a portfolio or performance as all students must participate in at least one online experience, "defined as a structured learning environment that uses technology consistently...-with Intranet/Internet-based tools...as the...method for instruction, research, assessment,communication." in Career & Technical by 05/01/2020 as measured by successful completion of Career Technical Prep class taught by the business education teacher..

Strategy1:

9-12 Advanced Computer Class - Schedule all students in grade 9-12 to take one Advanced Computer class for one year before graduation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: [First Choice Implementation Guide, 2009-10, Revised Jan. 23, 2009] and Alabama Technology COS.

Activity - Begin Kuder Profile	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Require each student in grade 8 to begin and continue work on a career or college profile on the online resource provided through Kuder.	Career Preparation/Orientation	08/07/2014	05/22/2020	\$0 - No Funding Required	Principal, Guidance Counselor, Business Education Teacher, Career Education Coach

Activity - High School Computer Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schedule every student before he/she reaches tenth grade to take Career Prep as a one-credit class.	Direct Instruction	05/01/2019	05/22/2020	\$0 - No Funding Required	Principal, Guidance Counselor, Business Education Teacher

Measurable Objective 2:

100% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior to increase progression toward grade-level achievement of math scores measured by Global Scholar in Mathematics by 05/29/2020 as measured by comparison of Global Scholar scores from year to year and grade level to grade level.

Strategy1:

Online Mathematics Skills Tools - Teachers will be trained to implement online programs including, but not limited to, Moby Max, IXL, and Global Scholar which will support Tier II and Tier III students and which will guide teachers in matching student needs to development and

Alabama Technology Plan

Plainview School

attainment of skills lacking.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Plan 2020 CCRS, NETS-S 1

Activity - Teaching Training for Online Skills Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional coach will work with teachers in interpreting data gained from student use of Moby Max and Global Scholar, further instructing teachers in ways to use the online tools to support students and help them increase individual test scores.	Direct Instruction	08/01/2018	05/29/2020	\$0 - Title I Part A	Principals, Teachers, Instructional Coach

Goal 2:

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

Measurable Objective 1:

75% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency as teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources in Mathematics by 05/01/2019 as measured by increased scores on Global Scholar performance assessments.

Strategy1:

Continue Professional Learning for Teachers - Support and encourage teacher training that promotes professional growth in the use of current and transformative technologies and digital content specifically geared to engage learners and improve student achievement, such as Google Classroom education and Moby Max intervention skills.

Category: Develop/Implement Professional Learning and Support

Research Cited: Adapted from NERS, ALQTS, Plan 2020

Activity - Understanding Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train grade 3-8 math teachers onsite in acquiring and interpreting Global Scholar data, focusing on using individual strategies to guide lesson planning and teaching.	Academic Support Program	08/01/2017	05/29/2020	\$0 - No Funding Required	Principals, Instructional Coach, Teachers

Measurable Objective 2:

75% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior as teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources in English Language Arts by 05/01/2019 as measured by increased scores on Global Scholar performance assessments..

Strategy1:

Provide Professional Learning - Support and encourage Train-the-Trainer and End-User training that promotes professional growth in the use SY 2018-2019

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Alabama Technology Plan

Plainview School

of current and transformative technologies and digital content specifically geared to engage learners and improve student achievement.

Category: Develop/Implement Learning Supports

Research Cited: (Adapted from NETS•Teachers 5a-5d; ALQTS 3–D-1, 3-D-2; Plan 2020, p. 23, 29-30, 58, 78-79)

Activity - Understanding Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train Grade 2-8 math teachers onsite in acquiring and interpreting Global Scholar data, focusing on using individual strategies to guide lesson planning and teaching.	Professional Learning	08/01/2017	05/01/2020	\$0 - No Funding Required	Principals, Instructional Coach, Other

Measurable Objective 3:

A 25% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a behavior of taking more online college dual enrollment or online distance learning classes in Practical Living by 05/22/2020 as measured by transcripts showing the number of students enrolling in these classes each year.

Strategy1:

Promote Online Academic Credits - Students will be encouraged by the high school counselor to earn credits through online resources such as dual college enrollment or distance learning (ACCESS) in order to have online learning experiences.

Category:

Research Cited: Local data and Alabama State Technology Plan.

Activity - Facilitator Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers who will teach the distance learning classes and send them for facilitator training as needed.	Professional Learning	06/02/2014	05/22/2020	\$500 - District Funding	Principal, High School Counselor

Goal 3:

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

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/01/2020 as measured by school technology inventory and teacher technology surveys.

Strategy1:

Financial Support - Support the District efforts to continue to support access through Alabama Supercomputer as they work to provide services at no cost to the district, i.e. non-E-Rate eligible services, base level Internet Services, connectivity, speed, email, webhosting, etc.

Category: Align Fiscal Resources

Research Cited: Technology inventory and teacher surveys

Alabama Technology Plan

Plainview School

Activity - Fund online resources at local level	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available funds at the discretion of the LEA to pay fees for online instructional resources such as AR, Discovery Education, IXL Math, MobyMax and others.	Academic Support Program	08/04/2014	05/22/2020	\$7500 - Title I Schoolwide	Principals, Budget Committee

Activity - Communicate Needs at Local Level	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available resources at the school level to inform stakeholders of needs for more technology equipment and strive to find funding sources.	Community Engagement	08/04/2014	05/01/2020	\$0 - No Funding Required	Principals, All Faculty

Activity - Budget-Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and implement a financial plan to repair and/or replace technology equipment each year and as needs arise.	Policy and Process	08/04/2014	05/01/2020	\$0 - No Funding Required	Principals, Faculty Committees, Other

Activity - Update Inventory Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide the district with an annual updated technology report and communicate technology needs continually to the District.	Technology	08/04/2014	05/20/2020	\$0 - No Funding Required	Principal, Technology Clerk, All Faculty Members

Strategy2:

Equitable Use Policies - Each classroom instructor will have in place policies to ensure that every student has an opportunity to access the equipment and resources used in classroom learning. Labs and ipad carts will be scheduled to provide all classes with opportunities for use.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Log-in sheets and schedules.

Activity - Google docs calendars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Media specialists will use Google docs calendars on the school web page to work with faculty in scheduling labs and ipad carts.	Policy and Process	09/22/2014	05/22/2020	\$0 - No Funding Required	Media Specialists

Activity - Fair Use Schedules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Design schedules and publicize them to all faculty to ensure that every student in every core class will be able to use technology and available resources on a fair basis.	Policy and Process	08/04/2014	05/20/2015	\$0 - No Funding Required	Media Specialists, Teachers

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:

Engage and Empower the Learner Through Technology.

Measurable Objective 1:

A 10% increase of Tenth, Eleventh and Twelfth grade students will achieve college and career readiness annually with certification as Microsoft Office Specialist, and other certifications in the vocational program in Career & Technical by 05/22/2019 as measured by completion of the MOS online credentialing process., as well as others offered through the Alabama SDE and vocational programs..

Strategy1:

MOS Certification Plus Other State Certifications - The business education teacher will provide instruction and training to qualified students through online Microsoft certification provided in collaboration with the district vocational program. Other teachers in the Career and Technical programs will offer similar certification opportunities.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Technology COS

Activity - Microsoft and Other State Certifications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide the means for students seeking certification in Microsoft Office to earn the credentials in business education classes.	Career Preparation/ Orientation	08/01/2017	05/22/2019	\$2000 - Career and Technical Education Funds	Business Education Teacher, Guidance Counselor, District Vocational Director

Measurable Objective 2:

100% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior to increase progression toward grade-level achievement of math scores measured by Global Scholar in Mathematics by 05/29/2020 as measured by comparison of Global Scholar scores from year to year and grade level to grade level.

Strategy1:

Online Mathematics Skills Tools - Teachers will be trained to implement online programs including, but not limited to, Moby Max, IXL, and Global Scholar which will support Tier II and Tier III students and which will guide teachers in matching student needs to development and attainment of skills lacking.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Plan 2020 CCRS, NETS-S 1

Activity - Teaching Training for Online Skills Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional coach will work with teachers in interpreting data gained from student use of Moby Max and Global Scholar, further instructing teachers in ways to use the online tools to support students and help them increase individual test scores.	Direct Instruction	08/01/2018	05/29/2020	\$0 - Title I Part A	Principals, Teachers, Instructional Coach

Alabama Technology Plan

Plainview School

Goal 2:

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

Measurable Objective 1:

A 25% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a behavior of taking more online college dual enrollment or online distance learning classes in Practical Living by 05/22/2020 as measured by transcripts showing the number of students enrolling in these classes each year.

Strategy1:

Promote Online Academic Credits - Students will be encouraged by the high school counselor to earn credits through online resources such as dual college enrollment or distance learning (ACCESS) in order to have online learning experiences.

Category:

Research Cited: Local data and Alabama State Technology Plan.

Activity - Facilitator Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers who will teach the distance learning classes and send them for facilitator training as needed.	Professional Learning	06/02/2014	05/22/2020	\$500 - District Funding	Principal, High School Counselor

Goal 3:

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

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/01/2020 as measured by school technology inventory and teacher technology surveys.

Strategy1:

Financial Support - Support the District efforts to continue to support access through Alabama Supercomputer as they work to provide services at no cost to the district, i.e. non-E-Rate eligible services, base level Internet Services, connectivity, speed, email, webhosting, etc.

Category: Align Fiscal Resources

Research Cited: Technology inventory and teacher surveys

Activity - Update Inventory Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide the district with an annual updated technology report and communicate technology needs continually to the District.	Technology	08/04/2014	05/20/2020	\$0 - No Funding Required	Principal, Technology Clerk, All Faculty Members

Alabama Technology Plan

Plainview School

Activity - Budget-Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and implement a financial plan to repair and/or replace technology equipment each year and as needs arise.	Policy and Process	08/04/2014	05/01/2020	\$0 - No Funding Required	Principals, Faculty Committees, Other

Activity - Communicate Needs at Local Level	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available resources at the school level to inform stakeholders of needs for more technology equipment and strive to find funding sources.	Community Engagement	08/04/2014	05/01/2020	\$0 - No Funding Required	Principals, All Faculty

Activity - Fund online resources at local level	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available funds at the discretion of the LEA to pay fees for online instructional resources such as AR, Discovery Education, IXL Math, MobyMax and others.	Academic Support Program	08/04/2014	05/22/2020	\$7500 - Title I Schoolwide	Principals, Budget Committee

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

Goal 1:

Engage and Empower the Learner Through Technology.

Measurable Objective 1:

100% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior to increase progression toward grade-level achievement of math scores measured by Global Scholar in Mathematics by 05/29/2020 as measured by comparison of Global Scholar scores from year to year and grade level to grade level.

Strategy1:

Online Mathematics Skills Tools - Teachers will be trained to implement online programs including, but not limited to, Moby Max, IXL, and Global Scholar which will support Tier II and Tier III students and which will guide teachers in matching student needs to development and attainment of skills lacking.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Plan 2020 CCRS, NETS-S 1

Alabama Technology Plan

Plainview School

Activity - Teaching Training for Online Skills Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional coach will work with teachers in interpreting data gained from student use of Moby Max and Global Scholar, further instructing teachers in ways to use the online tools to support students and help them increase individual test scores.	Direct Instruction	08/01/2018	05/29/2020	\$0 - Title I Part A	Principals, Teachers, Instructional Coach

Measurable Objective 2:

A 10% increase of Tenth, Eleventh and Twelfth grade students will achieve college and career readiness annually with certification as Microsoft Office Specialist, and other certifications in the vocational program in Career & Technical by 05/22/2019 as measured by completion of the MOS online credentialing process., as well as others offered through the Alabama SDE and vocational programs..

Strategy1:

MOS Certification Plus Other State Certifications - The business education teacher will provide instruction and training to qualified students through online Microsoft certification provided in collaboration with the district vocational program. Other teachers in the Career and Technical programs will offer similar certification opportunities.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Technology COS

Activity - Microsoft and Other State Certifications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide the means for students seeking certification in Microsoft Office to earn the credentials in business education classes.	Career Preparation/ Orientation	08/01/2017	05/22/2019	\$2000 - Career and Technical Education Funds	Business Education Teacher, Guidance Counselor, District Vocational Director

Goal 2:

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

Measurable Objective 1:

75% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior as teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources in English Language Arts by 05/01/2019 as measured by increased scores on Global Scholar performance assessments..

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: (Adapted from NETS•Teachers 5a-5d; ALQTS 3–D-1, 3-D-2; Plan 2020, p. 23, 29-30, 58, 78-79)

Alabama Technology Plan

Plainview School

Activity - Understanding Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train Grade 2-8 math teachers onsite in acquiring and interpreting Global Scholar data, focusing on using individual strategies to guide lesson planning and teaching.	Professional Learning	08/01/2017	05/01/2020	\$0 - No Funding Required	Principals, Instructional Coach, Other

Activity - Alabama Insight Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use regular PLC meetings on campus to expose Grade 2-8 math teachers to ALEX and the Insight Tool as aids for locating appropriate College and Career Ready Standards and related lesson plans.	Professional Learning	08/04/2014	04/30/2015	\$0 - No Funding Required	Principals, Instructional Coach and Lead Teachers

Measurable Objective 2:

75% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency as teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources in Mathematics by 05/01/2019 as measured by increased scores on Global Scholar performance assessments.

Strategy1:

Continue Professional Learning for Teachers - Support and encourage teacher training that promotes professional growth in the use of current and transformative technologies and digital content specifically geared to engage learners and improve student achievement, such as Google Classroom education and Moby Max intervention skills.

Category: Develop/Implement Professional Learning and Support

Research Cited: Adapted from NERS, ALQTS, Plan 2020

Activity - Understanding Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train grade 3-8 math teachers onsite in acquiring and interpreting Global Scholar data, focusing on using individual strategies to guide lesson planning and teaching.	Academic Support Program	08/01/2017	05/29/2020	\$0 - No Funding Required	Principals, Instructional Coach, Teachers

Goal 3:

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

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/01/2020 as measured by school technology inventory and teacher technology surveys.

Strategy1:

Financial Support - Support the District efforts to continue to support access through Alabama Supercomputer as they work to provide

Alabama Technology Plan

Plainview School

services at no cost to the district, i.e. non-E-Rate eligible services, base level Internet Services, connectivity, speed, email, webhosting, etc.

Category: Align Fiscal Resources

Research Cited: Technology inventory and teacher surveys

Activity - Update Inventory Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide the district with an annual updated technology report and communicate technology needs continually to the District.	Technology	08/04/2014	05/20/2020	\$0 - No Funding Required	Principal, Technology Clerk, All Faculty Members

Activity - Budget-Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and implement a financial plan to repair and/or replace technology equipment each year and as needs arise.	Policy and Process	08/04/2014	05/01/2020	\$0 - No Funding Required	Principals, Faculty Committees, Other

Activity - Communicate Needs at Local Level	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available resources at the school level to inform stakeholders of needs for more technology equipment and strive to find funding sources.	Community Engagement	08/04/2014	05/01/2020	\$0 - No Funding Required	Principals, All Faculty

Activity - Fund online resources at local level	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available funds at the discretion of the LEA to pay fees for online instructional resources such as AR, Discovery Education, IXL Math, MobyMax and others.	Academic Support Program	08/04/2014	05/22/2020	\$7500 - Title I Schoolwide	Principals, Budget Committee

Technology Plan 2018-2019

Overview

Plan Name

Technology Plan 2018-2019

Plan Description

Goals

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: 4 Strategies: 4 Activities: 5	Academic	\$2000
2	Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.	Objectives: 3 Strategies: 3 Activities: 3	Academic	\$500
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$7500

Goal 1: Engage and Empower the Learner Through Technology.

Measurable Objective 1:

95% of Ninth grade students will complete a portfolio or performance as all students must participate in at least one online experience, "defined as a structured learning environment that uses technology consistently...-with Intranet/Internet-based tools...as the...method for instruction, research, assessment,communication." in Career & Technical by 05/01/2020 as measured by successful completion of Career Technical Prep class taught by the business education teacher..

Status	Progress Notes	Created On	Created By
Met	This practice continues with ninth graders.	September 14, 2018	Mrs. Judy A Ayers

Strategy 1:

9-12 Advanced Computer Class - Schedule all students in grade 9-12 to take one Advanced Computer class for one year before graduation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: [First Choice Implementation Guide, 2009-10, Revised Jan. 23, 2009] and Alabama Technology COS.

Activity - High School Computer Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schedule every student before he/she reaches tenth grade to take Career Prep as a one-credit class.	Direct Instruction	05/01/2019	05/22/2020	\$0	No Funding Required	Principal, Guidance Counselor, Business Education Teacher

Status	Progress Notes	Created On	Created By
In Progress	This practice has continued each year.	September 14, 2018	Mrs. Judy A Ayers

Alabama Technology Plan

Plainview School

Activity - Begin Kuder Profile	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Require each student in grade 8 to begin and continue work on a career or college profile on the online resource provided through Kuder.	Career Preparation/Orientation	08/07/2014	05/22/2020	\$0	No Funding Required	Principal, Guidance Counselor, Business Education Teacher, Career Education Coach

Status	Progress Notes	Created On	Created By
In Progress	The middle school counselor continues to work with students in eighth grade to do this.	September 14, 2018	Mrs. Judy A Ayers

Measurable Objective 2:

80% of All Students will demonstrate a proficiency as they show creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments in Writing by 05/01/2020 as measured by successful completion of assignments from their instructors..

Strategy 1:

Project-Based Learning Assignments - Teachers in English Language Arts and History will assign students appropriate research projects to be completed in various media types using the Google education platform and online tools throughout the year.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: (NETS-S 1, CCRS Literacy Standards Plan2020 p. 14, 26, 54) and Plan 2020 CCRS and Alabama COS,

Status	Progress Notes	Created On	Created By
N/A	Movement toward this goal continues as more teachers are being encouraged to require collaborative project assignments through Google classroom.	September 14, 2018	Mrs. Judy A Ayers

Activity - Require Research Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Alabama Technology Plan

Plainview School

Students in grades 11 and 12 will be given a final research project in English Language Arts class and in history class which will require a final product presented in various media formats.	Direct Instruction	08/01/2018	05/01/2019	\$0	No Funding Required	Principal, English Teachers, History Teachers
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Measurable Objective 3:

A 10% increase of Tenth, Eleventh and Twelfth grade students will achieve college and career readiness annually with certification as Microsoft Office Specialist, and other certifications in the vocational program in Career & Technical by 05/22/2019 as measured by completion of the MOS online credentialing process., as well as others offered through the Alabama SDE and vocational programs..

Strategy 1:

MOS Certification Plus Other State Certifications - The business education teacher will provide instruction and training to qualified students through online Microsoft certification provided in collaboration with the district vocational program. Other teachers in the Career and Technical programs will offer similar certification opportunities.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Technology COS

Activity - Microsoft and Other State Certifications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide the means for students seeking certification in Microsoft Office to earn the credentials in business education classes.	Career Preparation/Orientation	08/01/2017	05/22/2019	\$2000	Career and Technical Education Funds	Business Education Teacher, Guidance Counselor, District Vocational Director

Measurable Objective 4:

100% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior to increase progression toward grade-level achievement of math scores measured by Global Scholar in Mathematics by 05/29/2020 as measured by comparison of Global Scholar scores from year to year and grade level to grade level.

Strategy 1:

Online Mathematics Skills Tools - Teachers will be trained to implement online programs including, but not limited to, Moby Max, IXL, and Global Scholar which will support Tier II and Tier III students and which will guide teachers in matching student needs to development and attainment of skills lacking.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Plan 2020 CCRS, NETS-S 1

Activity - Teaching Training for Online Skills Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional coach will work with teachers in interpreting data gained from student use of Moby Max and Global Scholar, further instructing teachers in ways to use the online tools to support students and help them increase individual test scores.	Direct Instruction	08/01/2018	05/29/2020	\$0	Title I Part A	Principals, Teachers, Instructional Coach

Status	Progress Notes	Created On	Created By
In Progress		September 14, 2018	Mrs. Judy A Ayers

Goal 2: Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.

Measurable Objective 1:

75% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency as teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources in Mathematics by 05/01/2019 as measured by increased scores on Global Scholar performance assessments.

Strategy 1:

Continue Professional Learning for Teachers - Support and encourage teacher training that promotes professional growth in the use of current and transformative

Alabama Technology Plan

Plainview School

technologies and digital content specifically geared to engage learners and improve student achievement, such as Google Classroom education and Moby Max intervention skills.

Category: Develop/Implement Professional Learning and Support

Research Cited: Adapted from NERS, ALQTS, Plan 2020

Activity - Understanding Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train grade 3-8 math teachers onsite in acquiring and interpreting Global Scholar data, focusing on using individual strategies to guide lesson planning and teaching.	Academic Support Program	08/01/2017	05/29/2020	\$0	No Funding Required	Principals, Instructional Coach, Teachers

Measurable Objective 2:

75% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior as teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources in English Language Arts by 05/01/2019 as measured by increased scores on Global Scholar performance assessments..

Strategy 1:

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

Category: Develop/Implement Learning Supports

Research Cited: (Adapted from NETS•Teachers 5a-5d; ALQTS 3–D-1, 3-D-2; Plan 2020, p. 23, 29-30, 58, 78-79)

Activity - Understanding Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train Grade 2-8 math teachers onsite in acquiring and interpreting Global Scholar data, focusing on using individual strategies to guide lesson planning and teaching.	Professional Learning	08/01/2017	05/01/2020	\$0	No Funding Required	Principals, Instructional Coach, Other

Alabama Technology Plan

Plainview School

Measurable Objective 3:

A 25% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a behavior of taking more online college dual enrollment or online distance learning classes in Practical Living by 05/22/2020 as measured by transcripts showing the number of students enrolling in these classes each year.

Strategy 1:

Promote Online Academic Credits - Students will be encouraged by the high school counselor to earn credits through online resources such as dual college enrollment or distance learning (ACCESS) in order to have online learning experiences.

Category:

Research Cited: Local data and Alabama State Technology Plan.

Activity - Facilitator Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select teachers who will teach the distance learning classes and send them for facilitator training as needed.	Professional Learning	06/02/2014	05/22/2020	\$500	District Funding	Principal, High School Counselor

Status	Progress Notes	Created On	Created By
Completed	The teacher has remain in this position for two years and the teacher who helps was previously trained.	September 14, 2018	Mrs. Judy A Ayers
Completed	A full-time distance learning school facilitator was hired in 2016-17 and continues on the job.	October 23, 2017	Mrs. Judy A Ayers

Goal 3: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/01/2020 as measured by school technology inventory and teacher technology surveys.

Strategy 1:

Financial Support - Support the District efforts to continue to support access through Alabama Supercomputer as they work to provide services at no cost to the district,

SY 2018-2019

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Alabama Technology Plan

Plainview School

i.e. non-E-Rate eligible services, base level Internet Services, connectivity, speed, email, webhosting, etc.

Category: Align Fiscal Resources

Research Cited: Technology inventory and teacher surveys

Activity - Update Inventory Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide the district with an annual updated technology report and communicate technology needs continually to the District.	Technology	08/04/2014	05/20/2020	\$0	No Funding Required	Principal, Technology Clerk, All Faculty Members

Activity - Communicate Needs at Local Level	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use available resources at the school level to inform stakeholders of needs for more technology equipment and strive to find funding sources.	Community Engagement	08/04/2014	05/01/2020	\$0	No Funding Required	Principals, All Faculty

Activity - Budget-Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a financial plan to repair and/or replace technology equipment each year and as needs arise.	Policy and Process	08/04/2014	05/01/2020	\$0	No Funding Required	Principals, Faculty Committees, Other

Activity - Fund online resources at local level	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use available funds at the discretion of the LEA to pay fees for online instructional resources such as AR, Discovery Education, IXL Math, MobyMax and others.	Academic Support Program	08/04/2014	05/22/2020	\$7500	Title I Schoolwide	Principals, Budget Committee

Strategy 2:

Proactive Care of Equipment - Faculty members will be trained and encouraged to solve minor problems with technology equipment and help one another resolve issues with hardware and software as problems arise.

Category: Develop/Implement Professional Learning and Support

Research Cited: Technology work orders.

Status	Progress Notes	Created On	Created By
N/A	Computers have been placed on the domain and updates and restrictions are "pushed out" to all devices as groups. This helps greatly with testing	September 14, 2018	Mrs. Judy A Ayers

Activity - Conduct Maintenance Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Media specialists and others on campus will offer workshops and answer questions and provide instruction to faculty in solving IT problems as needs arise.	Technology	08/04/2014	05/01/2020	\$0	No Funding Required	Media Specialists, Business Education Teacher, Other

Strategy 3:

Equitable Use Policies - Each classroom instructor will have in place policies to ensure that every student has an opportunity to access the equipment and resources used in classroom learning. Labs and ipad carts will be scheduled to provide all classes with opportunities for use.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Log-in sheets and schedules.

Activity - Fair Use Schedules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Design schedules and publicize them to all faculty to ensure that every student in every core class will be able to use technology and available resources on a fair basis.	Policy and Process	08/04/2014	05/20/2015	\$0	No Funding Required	Media Specialists, Teachers

Alabama Technology Plan

Plainview School

Status	Progress Notes	Created On	Created By
Completed	As carts of chrome books have been placed in each 7-12 core classroom, the burden of equitable use is left to each teacher.	September 14, 2018	Mrs. Judy A Ayers

Activity - Google docs calendars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Media specialists will use Google docs calendars on the school web page to work with faculty in scheduling labs and ipad carts.	Policy and Process	09/22/2014	05/22/2020	\$0	No Funding Required	Media Specialists

Status	Progress Notes	Created On	Created By
In Progress	Presently in use with the elementary librarian for several purposes. Work continues as other teachers work with calendars in Google classroom and with extracurricular activities and groups.	September 11, 2018	Mrs. Judy A Ayers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Facilitator Training	Select teachers who will teach the distance learning classes and send them for facilitator training as needed.	Professional Learning	06/02/2014	05/22/2020	\$500	Principal, High School Counselor
Total					\$500	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mircrosoft and Other State Cetifications	Provide the means for students seeking certification in Microsoft Office to earn the credentials in business education classes.	Career Preparation/Orientation	08/01/2017	05/22/2019	\$2000	Business Education Teacher, Guidance Counselor, District Vocational Director
Total					\$2000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teaching Training for Online Skills Tools	The instructional coach will work with teachers in interpreting data gained from student use of Moby Max and Global Scholar, further instructing teachers in ways to use the online tools to support students and help them increase individual test scores.	Direct Instruction	08/01/2018	05/29/2020	\$0	Principals, Teachers, Instructional Coach
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Alabama Technology Plan

Plainview School

Google docs calendars	Media specialists will use Google docs calendars on the school web page to work with faculty in scheduling labs and ipad carts.	Policy and Process	09/22/2014	05/22/2020	\$0	Media Specialists
Conduct Maintenance Workshops	Media specialists and others on campus will offer workshops and answer questions and provide instruction to faculty in solving IT problems as needs arise.	Technology	08/04/2014	05/01/2020	\$0	Media Specialists, Business Education Teacher, Other
High School Computer Class	Schedule every student before he/she reaches tenth grade to take Career Prep as a one-credit class.	Direct Instruction	05/01/2019	05/22/2020	\$0	Principal, Guidance Counselor, Business Education Teacher
Understanding Assessment Data	Train Grade 2-8 math teachers onsite in acquiring and interpreting Global Scholar data, focusing on using individual strategies to guide lesson planning and teaching.	Professional Learning	08/01/2017	05/01/2020	\$0	Principals, Instructional Coach, Other
Communicate Needs at Local Level	Use available resources at the school level to inform stakeholders of needs for more technology equipment and strive to find funding sources.	Community Engagement	08/04/2014	05/01/2020	\$0	Principals, All Faculty
Understanding Assessment Data	Train grade 3-8 math teachers onsite in acquiring and interpreting Global Scholar data, focusing on using individual strategies to guide lesson planning and teaching.	Academic Support Program	08/01/2017	05/29/2020	\$0	Principals, Instructional Coach, Teachers
Update Inventory Reports	Provide the district with an annual updated technology report and communicate technology needs continually to the District.	Technology	08/04/2014	05/20/2020	\$0	Principal, Technology Clerk, All Faculty Members
Budget-Planning	Develop and implement a financial plan to repair and/or replace technology equipment each year and as needs arise.	Policy and Process	08/04/2014	05/01/2020	\$0	Principals, Faculty Committees, Other
Begin Kuder Profile	Require each student in grade 8 to begin and continue work on a career or college profile on the online resource provided through Kuder.	Career Preparation/Orientation	08/07/2014	05/22/2020	\$0	Principal, Guidance Counselor, Business Education Teacher, Career Education Coach
Fair Use Schedules	Design schedules and publicize them to all faculty to ensure that every student in every core class will be able to use technology and available resources on a fair basis.	Policy and Process	08/04/2014	05/20/2015	\$0	Media Specialists, Teachers

Alabama Technology Plan

Plainview School

Require Research Assignments	Students in grades 11 and 12 will be given a final research project in English Language Arts class and in history class which will require a final product presented in various media formats.	Direct Instruction	08/01/2018	05/01/2019	\$0	Principal, English Teachers, History Teachers
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Fund online resources at local level	Use available funds at the discretion of the LEA to pay fees for online instructional resources such as AR, Discovery Education, IXL Math, MobyMax and others.	Academic Support Program	08/04/2014	05/22/2020	\$7500	Principals, Budget Committee
Total					\$7500	