



Alabama Technology Plan

Hayden Middle School

Blount County Board of Education

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Executive Summary

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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.

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Hayden Middle School is located on the western edge of Blount County in Hayden, Alabama. The small town is a rural area comprised primarily of many smaller communities and surrounding neighborhoods. Students attend Hayden Middle from the city of Hayden, the Smoke Rise Community, and other areas of West Blount County. Hayden Middle School is comprised of fifth, sixth, and seventh grade students. The current location of the Hayden Middle School campus is located on the original Hayden School site, grades 1-12. The current HMS site was remodeled in 2006-2007 and the new HMS was established during the school year 2007-2008.

Hayden Middle School's student population is 537 students.

Our programs are diverse, intentionally, seeking to meet the needs of a varied student body. The demographics for the school this school year are:

Male 50 %
Female 50 %

White 95 %
Black 2.5 %
Hispanic 1.9%
Other 0.6%

There have been no notable changes in our demographics in the last three years.

Our staff is comprised of 32 certified staff members which include:

2 Administrators
1.5 Counselors
1 Instructional Coach
1 Library Media Specialist
1 Reading Intervention Teachers
18 Classroom Teachers grades 5-7
.5 Band, Choir, and Music Teacher
1 Physical Education Teacher
3 Special Education Teachers

There are 8 non-certified staff members on our campus.

Our community struggles with the lower education level of the parents of our students as well as the poverty level.

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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.

Hayden Middle School's Mission Statement is Together We Can.

Hayden Middle School Vision Statement:

All Hayden Middle School faculty and staff will provide challenging instruction based on current research to every child, every class, every day. Our expectations for our students are that they would use the resources we have to become 21st Century Learners.

We offer the following programs to our students at Hayden Middle School:

Reading Plus

Khan Academy

MobyMax Reading

MobyMax Math

Mindplay

The Reilly Center for special needs population

AMSTI

Math Team

Genius Hour

Clubs

Spire

Snap

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.

Notable Areas of Improvement

To aid our teachers in their RTI, 21 laptops were purchased for math classrooms and 42 nooks were purchased for the reading language arts classrooms. In 2017, it was determined that the Nooks were not compatible and are no longer utilized. When funds are available, iPads will be purchased to replace the lost technology.

At the start of the 2018-2019 school year, the school has 3 Chromebook carts, one for each grade level to use as needed for instructional purposes. Each cart has at least 28 Chromebooks. During the 2018-2019 school year new technology will be updated as needed. When funds are available new computers will be purchased for each classroom.

During the 2013-2014 school year, HMS implemented a math team for 6th and 7th grade students. During the 2014-2015 school year, a fifth grade team was added. All teams are still actively meeting and competing.

In August of 2017, we received the Impact Award from the Blount County Award for writing achievement in the 6th grade. We also received a second impact award for effectively implementing Leader in Me. In August of 2016, we received the Impact Award from the Blount County Board of Education for achieving the highest increase in math scores on the ASPIRE test in Blount County. In August of 2014, we received the Impact Award from the Blount County Board of Education for achieving the highest increase in reading in the Blount County School system.

During the 2014-2015 school year, we implemented Leader in Me. We now have an annual Leadership Day at our school which involves parents, students, and community members. On Leadership Day, our students share the 7 habits of highly effective teens with the community. Leadership Day allows students to take on leadership roles and encourages students to celebrate the success they have achieved during the school year. In 2018 Hayden Middle School was chosen as a Leader in Me Symposium site visit school. In January, we hosted around one hundred educators from around the Southeast.

In an effort to provide additional student advocacy support we are implementing a new "house" system for the school. Students and all faculty and staff are randomly assigned to one of seven "houses". Throughout the school year the houses will meet to build relationships, share victories, address concerns, and participate in activities to build teamwork.

In the Summer of 2018, fourteen Chromebooks and a Chromebook charger cart was purchased for the Reading Intervention classroom. Three projectors were purchased, one for a classroom replacement, one for the lunchroom for use for clubs, house meetings, parent meetings, etc, and one for the conference room for use with teacher, parent and student meetings. The seventh grade teachers used monies they had in their account to purchase 10 refurbished iPads to be used for intervention programs.

Goals identified in the Hayden Middle School Continuous Improvement Plan 2018-2019:

1. Academic Goals:

SY 2018-2019

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-A 3% increase of all students will demonstrate a proficiency of College and Career Ready Standards in Reading, Mathematics, and Science as reported by Scantron Performance Series.

-Collaborate to better support, students parents, and teachers.

2. Family Engagement- The school will plan one school wide event every 9 weeks providing opportunities for family engagement.

3. ELL - Structure in place in case of ELL enrollment.

Other programs during the 2018-2019 school year that we hope will influence our student body and faculty in a positive way include:

Advisory and Teaming

Student Ambassadors

Student Light House Team

Student Clubs

Academic Leadership Club

Nuts and Bolts Conference

Leader in Me Symposium

Literacy Design Collaborative (LDC)

Math Design Collaborative (MDC)

Critical Issues in Counseling Conference

Alabama Counselor Conference

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Additional Information

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

We have no additional information.

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Improvement Plan Stakeholder Involvement

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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.

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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.

During the 2017-2018 school year, the technology team met and compiled academic assessment and other data sources. This information will be shared with staff and interested parents. The staff and parents will provide input on the following: which elements have been successfully mastered and need not be included in next years plan; the elements that have been mastered but still required continued monitoring during the 2018-2019 school year.

In September 2018, the technology team, school staff, and concerned parents will convene to dis-aggregate standardized assessment data. Parents were selected based on availability and willingness to participate on this committee. They were informed of meetings in writing and through word of mouth. Teachers and staff on the committee were notified of information through email. Teachers and staff were selected based on the technology strengths.

This process will be continued during the 2018-2019 school year.

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

Each grade level in the school has one representative. There was consideration given to the content each of the teachers taught. Each of the teachers on the team teaches math. This was done in part because the school's math scores have shown a sharp decline. In addition, the full-time school counselor and media specialist, as well as both administrators serve on the leadership team. The school technology team met to study all of the available data, recognizing strengths and weaknesses, and setting school goals, in reading, math, and school culture. The school leadership team also convenes to discuss amendments that need to be made to the Continuous Improvement Plan. The parent and community stakeholders are chosen based on their availability and willingness to serve. Hayden Middle School has two parents that serve as stakeholders on the improvement team and one community business leader. A member of the school technology team met with a parent to explain the plan.

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

Hayden Middle School's principal holds a Title I meeting with parents where she communicates the contents of the Technology Plan. The meeting is communicated to parents via the school's text messaging system, Remind101 and on the school's Facebook page. A hard copy of the plan is available for review in the school office.

Technology Diagnostic

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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.

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Data

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

Response:

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

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Needs Assessment

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

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

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

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

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

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

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

Hayden Middle School administrators ensure that HMS maintains a robust infrastructure for technology including integrated, technology systems to support management, operations, teaching, and learning. This is indicated by a 66.67% on the 2018 Alabama Technology Transform 2020 Survey for Administrators. This is an increase of 16.67% from the 2017 survey for administrators where they indicated 50% confidence.

62.5% of Hayden Middle School teachers indicated on the 2018 Alabama Technology Transform 2020 Survey for teachers that they have sufficient access to online digital resources aligned with the Alabama Course of Study Standards. This is an increase of 4.17% from 2017 where they indicated that 58.33% that they had sufficient access. (Data from survey Question #21).

Source: Alabama Technology Survey for Administrators Question #16 (2017 and 2018)

Alabama Technology Survey for Teachers Question #21(2017 and 2018)

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

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

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

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

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

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

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

As indicated in the 2017 Alabama Technology Transform 2020 teacher survey, 16.67% percent of Hayden Middle School teachers selected that they did have sufficient access to digital devices and tools to effectively integrate technology into their teacher. In the 2018 Alabama Technology Transform 2020 teacher survey, 31.25% of Hayden Middle School teachers said they had sufficient access to digital devices. This is an almost double increase of 14.58% .

In the results from the 2017 Alabama Technology Transform 2020 Survey, only 58.33% Hayden Middle School teachers stated that they have sufficient access to online digital resources aligned with the course of study. In 2018 Hayden Middle School had 62.5% of the teachers indicate they had sufficient access to online digital resources. This is an increase of 4.17%.

In 2017, Chromebooks have been purchased to complete carts and to replace damaged Chromebooks. Ten projectors were purchased to replace older models.

In 2018, Chromebooks will replace desktop computers for our second computer lab. The main computer lab received new refurbished desktops from the county. The computers that were replaced from the main intervention computer lab have been relocated to replace obsolete technology and to provide additional student/teacher resources in the classrooms. Our reading intervention teacher received a mini-lab consisting of 14 Chromebooks to provide technology based intervention within her classroom. The seventh grade faculty used 7th grade funds to purchase 10 additional Chromebooks to help with intervention times in their classrooms. These will also be utilized during the Genius Hour for research and discovery.

Source: Alabama Transform 2020 Technology Survey years 2017 and 2018 question number 21 and 26.

Alabama Transform 2020 Technology Survey years 2017 and 2018 question number 21 and 26.

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

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

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

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

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

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

The system's graduation rate has improved by 25 percentage points over the past three years. Currently, the district four-year cohort

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

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

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

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

Data from the 2018 Alabama Technology Transform 2020 survey indicates that only 37.5% of Hayden Middle School teachers plan instruction using the National Education Technology Standards to ensure that their students have the knowledge, skills, and attitudes necessary for school and careers. This is an increase of 13.5% from the 2017 where only 24% indicated planning instruction to the National Education Technology Standards. It was also indicated that on the 2018 survey 87.5% of Hayden Middle School faculty advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. This is an increase of 7.5% from the 2017 Alabama Technology Transform 2020 survey where 80% indicated that they modeled and taught safe, legal and ethical use.

Some teachers attended summer workshops held by the Blount County technology department which had information on how to implement some of these strategies using Google.

Source: Alabama Technology Survey: Teacher 2017 and 2018 Question 13

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

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

The school technology coach and technology integration specialist will conduct individual professional learning opportunities within the classroom as needed with classroom teachers and students. There will be additional resources on the District web page, Edmodo, Google Drive/Team Drive and shared network drives for teachers to have access to additional training for collaboration. One-on-one collaborative training in the classroom with school tech coach and classroom teachers is provided on a daily basis as needed. The technology integration specialist and parental involvement specialist offer workshops on Internet Safety for parents and guardians within the community. These programs were expanded in the 2016-2017 school year to include all family members.

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

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

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

Family Engagement Activities - School Year 2017-2018

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

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

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

Girls/Boys Night Out Events

Three schools held their first annual "Girls/Boys Night Out" Program for 5th and 6th grade girls/boys using parents, counselors, and

community stakeholders to plan, provide activities, and fund the event. The programs is designed to address issues that young boys and girls face as they enter into high school. Activities that were provided were to address bullying issues, building relationships, team building and social media safety.

93.75% of Hayden Middle School teachers indicated on the 2018 Alabama Transform 2020 Technology Survey that they were interested in learning more about planning and using project-based/authentic learning activities in their classrooms. This is a 2.08% increase from the prior years data.

The school technology coach and technology integration specialist will continue to schedule learning opportunities to target this area.

Source: Alabama Transform 2020 Survey 2017 and 2018 Question 25

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

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

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

Effective at the beginning of 2015-2016 school year, the Blount County Board of Education implemented a Bring Your Own Device Policy (BYOD). Students may have electronic communication devices and other digital devices in their possession such as iOS devices (MacBooks, iPhones/smart phones, iPads, iWatches/smart watches, iPods), Kindles, Nooks, tablets, Androids, Chromebooks, MP3 players, and laptops to be used for instructional purposes. Students will have basic technology available at school necessary to complete lessons and assignments as directed by the teacher. The purpose of the BYOD initiative is to enhance instruction and assist students in developing communication, problem-solving, and critical thinking skills necessary to meet the College and Career Readiness Standards. This initiative should provide more opportunities for real-world technology use within the classroom. Most schools have purchased at least two carts (30) of tablet devices which should increase student engagement.

The FOCUS schools (Hayden High, Locust Fork High, Pennington High, Susan Moore High, and Susan Moore Elementary) in the district received an additional Chromebook cart of 30 devices to assist in closing the low achievement gap between the special education students and all students. Two additional carts were purchased for the high schools (Susan Moore and Pennington High School) with the highest

poverty rate in the district with the Athens Inservice Center FOCUS Schools Grant. The FOCUS schools plan on purchasing additional Chromebook carts contingent upon award of FY18 FOCUS grant.

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

According to the 2018 Transform 2020 Alignment Survey Teacher Survey, 43.75% of teachers indicate that they do not have sufficient digital devices and tools to effectively integrate technology in the classroom (Question 26).

In 2017-2018 HMS will purchase additional Chromebook carts as funds become available.

In 2018-2019 Chromebooks are being purchased for a second lab that had desktop computers. Those desktop computers are being redistributed to classrooms for student use. Additional projectors have been purchased for a classroom, the lunchroom (for team meetings, parent meetings, house meetings), and for the conference room for PST and for small group classes. Our Reading Specialist received 14 Chromebooks and a cart to assist in her students being able to complete the intervention program Reading Plus in her classroom as time allows. Seventh grade purchase with seventh grade funds 10 additional IPADS to use for research and intervention purposes.

Source: Transform 2020 Alignment Survey 2018 Question 26

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

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

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

According to the 2018 Alabama Technology Transform 2020 Survey, 75% of teachers at Hayden Middle School stated that they routinely or frequently communicate relevant information and ideas to students, parents, and others using a variety of digital tools which is an increase of 11% from 2017.

According to the 2018 Alabama Technology Transform 20/20 Survey, 5.79% of the teachers use their smart phones and 7.76% of the students use their smart phones.

Alabama Technology Transform 2020 2017 and 2018 Question 11 and Questions 28 and 29

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

According to the Alabama Transform 2020 Technology Survey Alignment, 70% of our instructional leaders currently utilize resources such as Google docs, network resources, email, and INOW to increase productivity. They collaboratively engage in the development, implementation and communication of our school technology plan and advocate the use of digital tools and online resources for both students and teachers. With training from our school technology coach and technology integration specialist, we will focus on improving our administrator's technology expertise by continuing to facilitate and participate in learning communities that support both teacher and other administrators in the study and use of technology. According to the technology survey, 70% of our administrators participated in these trainings. (Last year's average was 26%). Through interviews during walk-throughs, we discovered that the low percentage was due to the fact that most training opportunities were held off-site so principals did not participate. Additional training opportunities were offered locally by the technology integration specialist and school technology coach to increase administrator participation.

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

According to the Alabama Technology Survey 2018, our administrators use technology tools to analyze and interpret data to share with the staff for improvement 66.67%. This is an increase of 16.67% from 2017's data.

Source Transform 2020 Alignment Survey Administrator 2017 and 2018 Question 14

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

Keyboarding proficiency for all students will be driven to the forefront due to increased rigor in writing and assessments for the new college and career ready standards. Forte keyboarding devices and carts were purchased for every elementary school in the 2014-2015 year to

address the need for keyboard instruction beginning in the third grade. This allowed each 3rd and 4th grade school access to Forte's for every student. An additional 15 devices per school were purchased to expand the instruction into upper grade levels. According to the CIP budget, additional schools are using Title I funds to purchase additional Forte sets and other software to address these issues in individual classrooms. in addition to the Forte's,

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

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

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

According to Spiceworks tickets, at Hayden Middle School much of our equipment in the classrooms is becoming obsolete. To combat this, HMS is purchasing Chromebooks for one of the intervention labs. The desktops from this lab will be redistributed to classroom for student/teacher devices as needed. Teachers are writing grants to obtain iPads and Chromebooks to supplement devices in their classrooms to be able for students to research and complete intervention at times the labs are unavailable, full, or closed.

Professional Learning

Based upon the strengths and areas of need listed above, what are your Professional Learning Topics for the upcoming year that involves using technology to improve learner and productivity and prepares students for living and working in a digital world.

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

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

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

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

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

At Hayden Middle School, we have utilized webinars to improve understanding of intervention computer programs (Reading Plus, MobyMax). Our teachers have also attended summer workshops to improve their knowledge of Google based programs.

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:

70% of Fifth, Sixth and Seventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior that uses critical thinking skills to complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources in Mathematics by 05/20/2019 as measured by final products/performance that demonstrates mastery of College and Career Readiness Standards.

Strategy1:

Use technology and Communication Tools to Increase Student Achievement - The Technology Coach will provide job-embedded professional development and resources on implementation of new and emerging technologies. Math teachers will meet in collaborative vertical teams to discuss implementation of College and Career Ready Standards. Differentiated instruction will be implemented for all students based upon formative assessments. These formative assessments will be used to form small groups for re-teaching daily during RTI time. Teachers and students will use technology resources during their RTI time.

The following programs will be used to address and as evidence the above: master schedule, student work samples, STAR reports, student intervention documentation, student progress reports from the following programs: A+, Khan Academy, TenMarks, DreamBox

Category: Develop/Implement Professional Learning and Support

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 - Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on standardized test data and classroom performance, students will be identified based on areas of need. After academic areas of weakness have been identified, students will be placed in the appropriate intervention program. Programs include, but are not limited to, A+, Fast ForWord, Khan Academy, TenMarks, and DreamBox.	Academic Support Program	08/08/2016	05/20/2019	\$2500 - Title I Schoolwide	Classroom 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:

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, and online assessments, and data (educators). by 05/22/2020 as measured by Alabama Technology Transform 2020 Survey.

Strategy1:

Use technology and communication tools to increase student achievement - Teachers and school staff will use technology to increase communications between home and school.

Category: Develop/Implement Learning Supports

Research Cited: Pate, P. E., & Andrews, P. G. (2006). Research summary: Parent involvement. Retrieved [date] from <http://www.amle.org/TabId/270/ArtMID/888/ArticleID/328/Research-Summary-Parent-Involvement.aspx>.

Activity - Home-School Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and school staff will use the following technology tools to communicate with parents and guardians: INOW, Parent Portal, One Call Now, Remind 101, Hayden Middle School website, school Facebook page	Parent Involvement	08/09/2017	05/28/2021	\$0 - No Funding Required	Administration & Classroom Teachers

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

Goal 1:

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

Measurable Objective 1:

collaborate to plan, implement, and evaluate authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world context. by 05/22/2020 as measured by Alabama Transform 2020 Technology Survey: Teachers.

Strategy1:

Real Life Experiences - Teachers will use technology and resources to provide standards-based instruction in authentic learning activities in

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all content areas of responsibility to facilitate real-life experiences that advance student learning. Resources needed: access to computers in lab, library, or classroom. This will be monitored during walk-throughs at local schools.

Category:

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

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
State, District, or Local staff will plan and deliver professional develop for teachers to create effective, challenge-based lessons and units that require students to apply content through real-world experiences. Teachers receiving training will collaborate and share with colleagues through data meetings and shared network resources.	Professional Learning	08/09/2017	05/28/2021	\$0 - No Funding Required	Technology Instructional Specialist, School Technology Coach, Athens State Technology in Motion, Curriculum Coordinators

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 Interactive Video Conferencing lab to bring professionals and professors into the classroom to discuss relevant, real-world content. This may include virtual field trips.	Technology	08/09/2017	05/28/2021	\$0 - No Funding Required	Technology Instructional Specialist, School Technology Coaches, Teachers

Activity - Technology Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide support and fund stipends for School Technology Coaches to increase technology integration in the classroom to better prepare students to be college and career-ready.	Professional Learning	08/09/2017	05/28/2021	\$1500 - Title II Part A	Federal Programs, Technology Coordinator, Technology Integration Specialist, School Technology Coach

HMS 2018 Technology Goals and Strategies

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Overview

Plan Name

HMS 2018 Technology Goals and Strategies

Plan Description

DRAFT

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	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$5484
2	Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$1500

Goal 1: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure students, teachers and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, and online assessments, and data (educators). by 05/22/2020 as measured by Alabama Technology Transform 2020 Survey.

Strategy 1:

Use technology and communication tools to increase student achievement - Teachers and school staff will use technology to increase communications between home and school.

Category: Develop/Implement Learning Supports

Research Cited: Pate, P. E., & Andrews, P. G. (2006). Research summary: Parent involvement. Retrieved [date] from <http://www.amle.org/TabId/270/ArtMID/888/ArticleID/328/Research-Summary-Parent-Involvement.aspx>.

Activity - Home-School Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and school staff will use the following technology tools to communicate with parents and guardians: INOW, Parent Portal, One Call Now, Remind 101, Hayden Middle School website, school Facebook page .	Parent Involvement	08/09/2017	05/28/2021	\$0	No Funding Required	Administration & Classroom Teachers
Activity - Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified as performing below benchmarks academically will receive tier 2 or tier 3 interventions. Interventions include but are not limited to: Mindplay, Reading Plus, MobyMax Reading, MobyMax Math, Khan Academy	Academic Support Program	08/08/2018	05/21/2021	\$0	No Funding Required	Classroom Teachers, Instructional Coach, Intervention Teachers, Computer Lab Aide
Activity - Staff Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will participate in the following meetings/groups when applicable: Data Meeting, Grade Level Meetings, Team Meetings, PST, PLC, Vertical Meetings, and other professional learning opportunities.	Professional Learning	08/09/2017	05/28/2021	\$0	No Funding Required	Administration , Instructional Coach
Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The district and local schools will provide one-on-one training opportunities by scheduling and visiting individual classrooms to aide teachers in implementing and using technology tools.	Professional Learning	08/09/2017	05/27/2022	\$0	No Funding Required	Blount County Technology Department Hayden Middle School Technology Coaches: Rebecca Alexander
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Activity - Reading Intervention Specialized Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher was provided with a mini lab of Chromebooks (14) to be able to utilize Reading Plus and other intervention programs without having to reserve technology.	Academic Support Program, Direct Instruction, Technology	08/08/2018	05/28/2021	\$3585	State Funds	Reading Intervention Teacher, Principal, Computer lab manager

Activity - IPADS for Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IPADS will be utilized in the classroom for intervention programs during Genius Hour and Exploratory classes. They will also be available during class times as needed.	Academic Support Program, Technology	08/08/2018	05/28/2021	\$1899	Other	7th grade teachers

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

Measurable Objective 1:

collaborate to plan, implement, and evaluate authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world context. by 05/22/2020 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>

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Activity - Technology Coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide support and fund stipends for School Technology Coaches to increase technology integration in the classroom to better prepare students to be college and career-ready.	Professional Learning	08/09/2017	05/28/2021	\$1500	Title II Part A	Federal Programs, Technology Coordinator, Technology Integration Specialist, School Technology Coach
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 Interactive Video Conferencing lab to bring professionals and professors into the classroom to discuss relevant, real-world content. This may include virtual field trips.	Technology	08/09/2017	05/28/2021	\$0	No Funding Required	Technology Instructional Specialist, School Technology Coaches, 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	08/09/2017	05/28/2021	\$0	No Funding Required	Technology Instructional Specialist, School Technology Coach, Athens State Technology in Motion, Curriculum Coordinators
Activity - Primary Sources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The District will provide a central location for teachers to access primary sources needed for teaching Alabama College and Career-Ready standards. This will be monitored through periodic review of web resource links on the district web page, walk-throughs and lesson plans at local schools.	Academic Support Program	08/09/2017	05/28/2021	\$0	No Funding Required	Technology Integration, Curriculum Coordinator, School Improvement Specialists, School Technology Coach, District Technology Coordinator
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Activity - Learning Managment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Google Drive and/or Google Classroom to share educational content and have students engage in conversations about classroom topics. Teachers also engage in professional development with a global community of educators.	Technology	08/09/2017	05/22/2020	\$0	No Funding Required	Curriculum Coordinator, Technology Integration, School Technology Coaches, Teachers

Strategy 2:

Technology Leadership - Administrators will promote an environment professional learning and innovation that empowers educators to enhance student learning through the use of technology in the classroom. Administrators, District Technology Committee, and District Improvement Team members will work to provide resources for teacher use in the classroom, as well as time for teachers to collaborate regarding technology integration.

Category:

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

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will 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.	Technology	08/09/2017	05/28/2021	\$0	No Funding Required	Principals, Assistant Principals, LEA Coordinators

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide technology oriented professional development for the following: Training for intervention tools for teachers Training for technicians on hardware Training of principals/teachers, and school technology coaches by Technology Integration Specialist and Technology in Motion. Training of district technology coordinator, technology integration specialist, network administrator, technology technicians, and school technology coaches will be offered as funds are available through AETA & ISTE.	Professional Learning	08/09/2017	05/28/2021	\$0	No Funding Required	School Technology Coaches, Technology Integration Specialists
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaboration	Administrators will collaborate with teachers and other administrators within the local school or throughout the district to share best practice strategies through technology integration. Instructional leaders will engage in an ongoing collaborative process to develop, implement, and communicate the school's technology plan.	Technology	08/09/2017	05/28/2021	\$0	Principals, Assistant Principals, LEA Coordinators
Learning Management	Teachers will utilize Google Drive and/or Google Classroom to share educational content and have students engage in conversations about classroom topics. Teachers also engage in professional development with a global community of educators.	Technology	08/09/2017	05/22/2020	\$0	Curriculum Coordinator, Technology Integration, School Technology Coaches, Teachers
Professional Learning	State, District, or Local staff will plan and deliver professional development for teachers to create effective, challenge-based lessons and units that require students to apply content through real-world experiences. Teachers receiving training will collaborate and share with colleagues through data meetings and shared network resources.	Professional Learning	08/09/2017	05/28/2021	\$0	Technology Instructional Specialist, School Technology Coach, Athens State Technology in Motion, Curriculum Coordinators
Digital Classroom Experience	Technology Integration Specialist and School Technology Coaches will collaborate with teachers to better utilize Interactive Video Conferencing lab to bring professionals and professors into the classroom to discuss relevant, real-world content. This may include virtual field trips.	Technology	08/09/2017	05/28/2021	\$0	Technology Instructional Specialist, School Technology Coaches, Teachers

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Professional Learning	Provide technology oriented professional development for the following: Training for intervention tools for teachers Training for technicians on hardware Training of principals/teachers, and school technology coaches by Technology Integration Specialist and Technology in Motion. Training of district technology coordinator, technology integration specialist, network administrator, technology technicians, and school technology coaches will be offered as funds are available through AETA & ISTE.	Professional Learning	08/09/2017	05/28/2021	\$0	School Technology Coaches, Technology Integration Specialists
Primary Sources	The District will provide a central location for teachers to access primary sources needed for teaching Alabama College and Career-Ready standards. This will be monitored through periodic review of web resource links on the district web page, walk-throughs and lesson plans at local schools.	Academic Support Program	08/09/2017	05/28/2021	\$0	Technology Integration, Curriculum Coordinator, School Improvement Specialists, School Technology Coach, District Technology Coordinator
Staff Collaboration	Teachers and support staff will participate in the following meetings/groups when applicable: Data Meeting, Grade Level Meetings, Team Meetings, PST, PLC, Vertical Meetings, and other professional learning opportunities.	Professional Learning	08/09/2017	05/28/2021	\$0	Administration, Instructional Coach
Intervention Programs	Students who are identified as performing below benchmarks academically will receive tier 2 or tier 3 interventions. Interventions include but are not limited to: Mindplay, Reading Plus, MobyMax Reading, MobyMax Math, Khan Academy	Academic Support Program	08/08/2018	05/21/2021	\$0	Classroom Teachers, Instructional Coach, Intervention Teachers, Computer Lab Aide
Embedded Professional Development	The district and local schools will provide one-on-one training opportunities by scheduling and visiting individual classrooms to aide teachers in implementing and using technology tools.	Professional Learning	08/09/2017	05/27/2022	\$0	Blount County Technology Department Hayden Middle School Technology Coaches: Rebecca Alexander
Home-School Communication	Teachers and school staff will use the following technology tools to communicate with parents and guardians: INOW, Parent Portal, One Call Now, Remind 101, Hayden Middle School website, school Facebook page	Parent Involvement	08/09/2017	05/28/2021	\$0	Administration & Classroom Teachers

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Total \$0

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Coaches	The district will provide support and fund stipends for School Technology Coaches to increase technology integration in the classroom to better prepare students to be college and career-ready.	Professional Learning	08/09/2017	05/28/2021	\$1500	Federal Programs, Technology Coordinator, Technology Integration Specialist, School Technology Coach
Total					\$1500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
IPADS for Progress	IPADS will be utilized in the classroom for intervention programs during Genius Hour and Exploratory classes. They will also be available during class times as needed.	Academic Support Program, Technology	08/08/2018	05/28/2021	\$1899	7th grade teachers
Total					\$1899	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Intervention Specialized Class	Teacher was provided with a mini lab of Chromebooks (14) to be able to utilize Reading Plus and other intervention programs without having to reserve technology.	Academic Support Program, Direct Instruction, Technology	08/08/2018	05/28/2021	\$3585	Reading Intervention Teacher, Principal, Computer lab manager
Total					\$3585	