Alabama Technology Plan: Transform

2020

Talladega County Board of Education

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Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system'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 system serves?

The fourth largest employer in Talladega County, Alabama, the Talladega County School System serves approximately 7,600 students in seven communities. The school system is comprised of 17 schools, which includes seven elementary schools, three middle schools, one K-12 school,, and six high schools, all of which are currently accredited by AdvancED. The system also operates one alternative education program.

Talladega County Schools is a rural district located in east central Alabama, with most locations within 60 minutes of the greater Birmingham metro area. Approximately 36% of the workforce in Talladega County are employed in manufacturing jobs, with the biggest employer, Honda Manufacturing of Alabama, located in Lincoln, Alabama. According to the Alabama Department of Labor, an additional 11% are employed in the Health Care and Social Assistance field, 10% are employed in Educational Services, and 9% in Retail Trade.

The student population in the school system is reflective of the community. The enrollment reflects an ethnic background of 33.3 percent African-American; 63.71 percent Caucasian; 2.14 percent Hispanic, and 0.85 percent a mixture of multi-nationalities and backgrounds, including Native American, Pacific Islander, and Asian. Approximately 51 percent of the students are males while 49 percent are female. According to Kids Count, approximately 35.2% of children in Talladega County live in poverty. The federal government defines poverty as children living in a household below the poverty threshold ($24,000 annual income for a family of four.) With over one third of our students living in poverty, it is not surprising that approximately 71 percent of the student population qualifies for inclusion in the free or reduced lunch program. The median household income in Talladega County is reported as approximately $36,000 per year, compared with Alabama's median household income of $41,657. Of the 55,951 residents over the age of 24, approximately 7% have an education below 9th grade, 13% completed some high school but did not receive a diploma. Thirty-eight percent are high school graduates, and 20% have received some type of two-year or higher post-secondary degree.

Talladega County Schools provides instructional support and enrichment to students based on individual needs. Approximately 11% of the students enrolled in the system are classified as students with disabilities and receive special education services in a variety of settings including general education classrooms, resource rooms, and self-contained classrooms. Areas of disability served include intellectually disabled, emotionally disabled; autism; traumatic brain injury; specific learning disabilities; other health impaired; developmentally delayed; speech or language impaired; orthopedically impaired; hearing or visually impaired; and multiple disabilities. An additional 9% of the student population meets requirements for the gifted education program. Elementary gifted students receive weekly enrichment services at their local schools from itinerant gifted education teachers. Middle school and high school students participate in gifted opportunities through the academic programming at the respective schools, via the inclusion of an authentic project-based learning curriculum, dual enrollment opportunities, service projects, Project Lead the Way, and Advanced Placement courses. Currently, all elementary, all middle, and four high schools are Title I schools and receive additional funding to supplement school improvement efforts.

Several issues and trends have impacted Talladega County Schools during the past five years. From 2008-2016, the school system has lost over ten million dollars in state funding due to proration. Proration is the term used in the state of Alabama to reflect a decline in sales tax collections utilized to support the Education Trust Fund, the major contributor to public schools. In addition to proration, our county has also faced the challenge of major loss of industry. Avondale Mills, a textile manufacturer, closed its doors after 109 years of operation in

Sylacauga leaving 1,300 employees without work. In 2010, AbitibiBowater, a paper products manufacturer, ceased production in Childersburg resulting in $150,000 in decreased tax revenue for the city and over 150 unemployed workers. In October, Nemak, an engine parts manufacturer in Sylacauga, laid off over 200 employees. The current challenge for the district is recovering from the impact of these losses. Despite this drastic reduction in funding, the district has successfully expanded programs and technology access for all students through realigning resources to ensure that educational programs and resources were provided.

Talladega County Schools is comprised of approximately 1000 employees including certified and noncertified staff. Approximately 562 certified teachers are earned through state allocated units. Teachers are encouraged to continue their education resulting in a majority of teachers having a master's degree or higher. Degrees reflected among certified staff include 38% with a bachelor's degree, 49% with a master's degree, 11% with a sixth-year degree, and 2% with a doctorate.

Talladega County Schools works diligently to support teachers in their professional growth which is best reflected through a comprehensive professional development program. Many of those opportunities are job-embedded and take place throughout the school year. Additionally, as fiscal resources allow, Talladega County partners with Samford University to host graduate courses within the system or to assist with a reduction in tuition costs. District administrators often assist with teaching courses as adjunct professors. These partnerships have most often served to train aspiring administrators and has been very successful.

Through proper fiscal management, the system has continuously allocated its resources to ensure students receive services and support to enhance student achievement. In fiscal year 2016, 51.28% of the budget was spent on instruction, with less than 3.61% spent on system administration. The fiscal year 2016 general fund budget was $58,802,275.00 with a millage rate of 31. The total budget for fiscal year 2016 was $80,036,136.00. The current reserve fund balance is $5 million.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

The Talladega County School System is a rural system whose core purpose is "to ensure exemplary student performance, citizenship, and leadership." The school system is governed by a five member school board, which supports the system as it works to fulfill its vision, "to provide an engaging, rigorous curriculum empowering all students to be college and career ready." The core purpose and vision are evidenced on a daily basis through the collaborative work of students, staff, parents, and community members throughout the county.

Talladega County Schools are guided by the following commitments:
Students are the priority of our school system.
School culture promotes exemplary student performance, citizenship, and leadership.
Authentic, rigorous curriculum engages students in their own learning so they become self-directed, lifelong learners.
Emotionally and physically comfortable, safe environments are most conducive for effective teaching and learning.
Continuous improvement is essential to achieve the vision and core purpose of Talladega County Schools.
Collaboration between home, school district, and community has a direct correlation to the quality of the educational system and experiences of each student.
Optimal use of resources enhances curriculum, instruction, and assessment.

The vision, core purpose, and commitments serve as the basis for the strategic plan which outlines the work of the system. Included in the strategic plan are goals, objectives, and measures for each targeted area, action plans, and monitoring efforts. One key goal was to launch a 1:1 student to digital device initiative beginning in 2013-2014 and continuing over a three year span to include all students within the Talladega County School System. As of 2015-2016, Talladega County Schools is currently implementing a 1:1 digital device to student program, called #LeadingTheWay, which utilizes approximately 6,400 Chromebooks, and 1,200 iPad tablets, all of which provide 24/7 mobile access to students in grades 3-12 and daily classroom access to students in grades K-2. Each student is assigned his or her own device, which is not shared with others, making Talladega County Schools one of only a handful of districts in the state of Alabama providing this density of mobile device access. As the district moves forward with blended learning, it continues to be recognized on both a national and state level for this work which incorporates project-based learning (PBL) based on the Buck Institute for Education (BIE) model, and Science, Technology, Engineering, Arts, and Math (STEAM) themes, including coding, 3-D printing, robotics, and other Next Generation Science Standards.

All seven of the elementary schools are Alabama Reading Initiative (ARI) schools. Each school has a reading coach who provides professional development and coaching within each of their respective schools. Talladega County continues to collaborate with regional instructional staff to receive updated and targeted training to improve reading achievement at all grade levels. The system also remains focused on Alabama Math Science Technology Initiative (AMSTI) in elementary and middle schools. Career and Technical Education, Laying the Foundation, and Advanced Placement programs are a focus in middle and high schools. The current STEAM curriculum development and training has resulted as an additional component of the AMSTI program and is being funded through a federal Math Science Partnership (MSP) grant through the University of Montevallo. Efforts continue in this area as cohorts of teachers receive training through the MSP grant and resources through the district. Areas of focus have included the Next Generation Science Standards (NGSS), including coding, engineering design, robotics, and 3D printing, with these themes being integrated into other subjects whenever possible. As a part of their work, cohorts developed a coding progression which is currently being implemented throughout the district.

Talladega County Schools' commitment to a well-rounded education is also evidenced by providing access to a variety of extracurricular activities and programs. Student athletes have excelled both in the classroom and on the field earning both regional and state titles in numerous sporting events. The fine arts programs include band, chorus, visual art, and drama, which provide students opportunities to develop and refine their talents. Many of these students have participated in a variety of competitions and programs. The district sponsors two events to showcase the talent of students involved in chorus and visual art programs at schools. Each spring, elementary and middle school chorus students perform at the Dr. Dorothy Wright Elementary Chorus Festival. Art students also have the opportunity to submit entries for the Faye Perry Art Exhibit, which are housed in two different museums in the district. The system has also sponsored an annual Technology Showcase for the past nine years where students showcase learning through PBL and emerging technologies. Other programs available include after-school programs, summer enrichment programs, robotics, technology competitions, 4H, career counseling, and interest-based clubs at the elementary and secondary levels.

Talladega County Schools has worked diligently to instill a common language for instruction, which has been a key component to improved student performance. Both system leaders and school-based administrators work collaboratively to ensure the success of the instructional program by implementing the Beacons of Exceptional Learning. This framework depicts the system's focus on the instructional program while serving as a visual reminder of the important work to be accomplished. Further, the district's systemic approach to building a strong foundation for instruction has been paramount to positive student outcomes. For the past four years, the system has not changed its focus but has continued to refine, examine, and identify areas for improvement through the use of various data sources. This ongoing reflection provides a foundation to the school system's vision of "providing a challenging, rigorous curriculum empowering all students to be college and career ready."

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

System Achievements & Awards

Talladega County Schools has created focused programs to address blended learning through the provision of 1:1 mobile technology for students, as well as Science, Technology, Engineering, Art, and Mathematical (STEAM) principles and education throughout all schools. To assist in supporting these contemporary and innovative practices, the district has provided STEAM coaches, Technology Integration Specialists, and Digital Learning Specialists throughout the district assigned to specific schools. Currently, there are sixteen technology and STEAM coaches employed by the district.

In 2015, Talladega County Schools received a federal Math Science Partnership (MSP) grant through the University of Montevallo in the amount of $500,000 to fund our STEAM Initiative over a three year period. This funding has provided opportunities for intense training in the Next Generation Science Standards (NGSS), coding, engineering design, robotics, and 3D printing. STEAM Labs and Makerspaces are being developed and implemented in schools across the district as a result of this work.

Talladega County Schools' students have access to a multitude of digital resources to enhance learning (Discovery Education Streaming, Science Techbooks, DefinedSTEM, Compass Learning, Stride Academy, STAR 360, Accelerated Reader, Nearpod, eSpark, etc.) These engaging resources help to improve student academic performance.

Over the past three years, Talladega County Schools has increased Advanced Placement (AP) course offerings from 7 total courses being offered to 35. One hundred nine students earned the equivalent of over $75,000 in tuition alone for qualifying scores on AP exams. In addition, National math and Science Institute's (NMSI) Laying the Foundation training has been provided to 125 teachers representing over 10,000 hours of intense preparation for raising the bar in the classroom.

Talladega County Schools has made great strides in preparing students for college and career. Over the past four years, the graduation rate has increased by 14 percentage points. In 2015, the high school graduation rate for our school system was 94%, compared with 89% in the state of Alabama.

Talladega County Schools was recognized for being ranked sixth in the state for growth on the ACT Aspire Math for the 2015-2016 school year.

The Alliance for Excellent Education, a long-standing partner in innovative and educational practices, featured our system on National Digital Learning Day 2014 in its global broadcast from the Library of Congress. This partnership continues through the President's ConnectED Future Ready Schools Initiative.

Talladega County Schools has been named a Model District by the International Center for Leadership in Education, and in 2015, the system was selected as a member of the prestigious League of Innovative Schools. The League of Innovative Schools boasts a membership of school systems sharing innovative practices and progressive programs as related to the superintendent's vision and key accomplishments, impact on student learning, and commitment to networking and sharing knowledge with others across the nation.

The Talladega County School System was also recognized for being a leader in innovation when Munford Schools were chosen as the first stop of former Alabama State Superintendent Dr. Tommy Bice's statewide Tour of Innovation in October of 2015. During Dr. Bice's visit, numerous community and post-secondary partnerships developed over the years were highlighted which has earned the Munford Schools national recognition as the flagship school campus for environmental and conservation education. In addition, the district hosts thousands of visitors each school year to share best practices in school culture, instructional strategies, and blended learning. Teachers and District Leaders are often solicited to share strategies and experience on both a state and national level at various conferences and organizations focused on student learning.

Talladega County Schools was the first district in the state of Alabama to receive the US Department of Education Green Ribbon District Award. Along with the district, the following schools have been awarded this distinction: Munford Elementary School, Munford Middle School, Munford High School, Lincoln Elementary School, Lincoln High School. Fayetteville High School, Winterboro High School, Watwood Elementary School, Childersburg Elementary School, and Sycamore Elementary School.

The system has received several state and national awards and recognitions for outstanding performance and high achievement in the area of support services. Following are examples of these awards and recognitions.

Alliance for a Healthier Generation's Healthy Schools Program recognizes schools that empower students to develop lifelong healthy habits by ensuring the environments that surround them provide and promote good health. All elementary schools in Talladega County have been recognized as Healthy US School Challenge Award Winners-Gold Award of Distinction.

For the past 35 years, the transportation department has maintained a stellar record of performance. The department recently received a Certificate of Achievement from the Alabama State Department of Education recognizing the department's excellence for consistently performing above 95% in all areas of safety and transportation.

In 2015, all seventeen schools were named Energy Star Certified Schools. The district was also named an Energy Star Certified District. Energy Star Certification is awarded to schools and districts who meet strict energy performance standards set by the Environmental Protection Agency. As a result of adherence to these guidelines, the district saved over $650,000 per year totaling $6,991,257 over ten years.

Other School Achievements and Awards

The Council for Leaders in Alabama Schools (CLAS) has recognized the following eight schools as CLAS Banner Schools for innovative instructional programs: Munford Elementary School, Fayetteville School, Winterboro High School, Munford High School, Childersburg High School, Lincoln Elementary School, Munford Middle School, and Lincoln High School.

Seven of our eight elementary schools have been designated Leader in Me Lighthouse Schools by the Franklin Covey Institute: Lincoln Elementary School, Munford Elementary School, B.B. Comer Elementary School, Watwood Elementary School, Childersburg Elementary School, Fayetteville High School, and Sycamore Elementary School. The Leader in Me Program teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.

Two high schools, Winterboro High School and Childersburg High School, have been awarded the Innovation and Change Award, given to only five schools each year, by the National Principals Leadership Institute representing comprehensive, sustained change in school culture and academics. One additional school, Munford High School, was named a finalist for the award in 2016.

U.S. News and World Report identifies high schools across the nation which are best preparing students for college and careers. Rankings are based on a number of factors including enrollment, graduation rates, diversity, participation in free and reduced-price lunch programs, and the results of state assessments. U.S. News and World Report Best High Schools list includes Bronze Medal Winners: Lincoln High School, B.B. Comer High School, Munford High School, and Fayetteville High School.

Stemley Road Elementary School received a $50,000 grant from Dollar General during the 2016-2017 school year. This grant presented by Dale Earnhardt, Jr and officials with the Dollar General Literacy Foundation is to aid in building a stronger literacy program at the school.

Winterboro High School received a $10,000 grant from Digital Promise to create a state of the art STEAM Lab. The nonprofit Digital Promise selects recipients based on their vision for technology integration, size and location of the school, and percentage of students eligible for free and reduced lunch.

Lincoln High School received the Attorney General's Alabama Safe Schools Initiative Award of Excellence in 2014-2015 for a commitment to student safety, an anti-bullying campaign, an ongoing relationship with first responders, and a distracted driving initiative.

Individual Achievements and Awards

AASB All State Award for Outstanding School Board Leadership
Mr. Mike Turner, Board Member, District 2 (Lincoln Area)

AASB District 6 Director (2 year terms; recently re-elected for second term)
Kathy Landers, Board Member, District 5 (Childersburg Area)

Greater Talladega and Lincoln Area Chamber of Commerce Citizen of the Year 2014; Conservation Educator of the Year - Governor's Conservation Achievement Awards 2010
Johnny Ponder, Board Member, District 3 (Munford Area)

School Superintendents of Alabama President; Council for Leaders in Alabama Schools President; President Obama's ConnectED Initiative Participant 2014 (only 100 superintendents selected from across the nation); Samford University's Learning for Life Award 2016; SSA District 6 Superintendent of Year and SSA Finalist for State Superintendent of the Year 2013; eSchool Tech-Savvy Superintendent of the Year 2013; University of Montevallo's Kermit A. Johnson Outstanding Superintendent Award 2012
Dr. Suzanne Lacey, Superintendent

ALSDE Marbury Technology Innovation Administrator Award
Dr. Suzanne Lacey, Superintendent
Mrs. Sallie Chastain, Coordinator, Community Education and Electronic Curriculum
Mr. Craig Bates, Coordinator, Instructional Technology
Dr. Brooke Morgan, Coordinator, Federal Programs and Assessment

AASCD Outstanding Curriculum Leader Award
Mrs. Vicky Ozment, Deputy Superintendent
Dr. Brooke Morgan Coordinator, Federal Programs and Assessment

AASCD Emerging Leader Award
Mrs. Emily Harris, Principal, Winterboro School

ACCESS Facilitator of the Year
Mrs. Peggy Gardner, Adjunct Instruction, Talladega County Central High School

ACEA 2016 Charles Stewart Mott Award
Mrs. Sallie Chastain, Coordinator, Community Education and e-Curriculum

National Board for Professional Teaching Standards
4 Administrators
2 Teacher Leaders
5 Teachers

Areas of Improvement

Several areas of focus have been identified by standards committees as in need of improvement:

Standard 1:
Ensure that all leaders in the district implement to fidelity the Strategic Plan which is based upon a comprehensive data profile and includes measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals.

Standard 2:
Review all policies and procedures to ensure they support student growth and enhance system effectiveness.

Standard 3:
Provide training to 100% of teachers and principals regarding implementation of a rigorous curriculum that will challenge and meet the needs of students with varied abilities and interests.
Implement Beacons of Exceptional Learning in all classrooms.
Monitor curriculum, instruction, and assessment and make adjustments to ensure achievement of learning targets.

Standard 4:
Continue professional development for greater understanding and support of emotional needs of students.
Design and implement a comprehensive process to collect and use data to determine student needs and evaluate services provided (achievement, attendance, medical, etc.)

Standard 5:
Create a consolidated plan of district-wide professional learning for 2017-2018.
Provide professional development to 100% of the teachers and administrators on the interpretation and use of standardized and formative assessments.
Provide professional development to 100% of the support staff related to interpretation and use of job specific data.

Additional Information

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

The community as a whole has demonstrated its confidence in the school system through the support of several tax referendums to build new facilities. In the last twelve years, the community has passed six referendums, with the most recent in the city of Childersburg. As a result, the system has built eight new facilities within the past ten years: two elementary schools, two middle schools, three high schools, and one K-12 school. In November of 2011, the system was successful in renewing a seven-mill county and district-wide property tax to support schools. Additional classrooms and a media center were recently constructed at Lincoln Elementary due to the large increases in student population. In addition, new athletic facilities and other improvements are planned for Childersburg schools. On March 14, 2017, the Winterboro community will have the opportunity to vote for a 5 mill tax increase to support the construction of a new Winterboro/Sycamore facility.

Talladega County Schools is fortunate to have a partnership with Alabama Childhood Food Solutions (ACFS), a non-profit food bank that provides healthy weekend meals to 800 food insecure students in our county. Faculties, staff, and students from across the county understand the need for nutritious weekend meals. As a result, they have collected over 17,000 pounds of food and over $5,500.00 to feed their students and classmates. Furthermore, ACFS offers students the opportunity to serve their community by collecting donations, stocking pantries, and distributing food bags. ACFS is changing our students' lives one meal at a time.

Talladega County Schools strives to provide a multitude of embedded opportunities to enhance the leadership skills of students. At the elementary level, the Leader in Me Initiative prepares students for success in life by creating a culture where students have opportunities to practice the Seven Habits of Happy Kids. From a very early age, students are expected to maintain a data notebook, identify strengths and weaknesses, and conduct student led conferences to discuss goals and action steps for improvement. In addition to Leader in Me, students in grades two and five participate in the Liberty Legacy Program where students learn about patriotism and the power of citizenship. During this ten week program, students are immersed in curriculum involving them in community work. The program concludes with a celebration honoring local heroes. As students progress through our middle and high schools, leadership opportunities abound. Each school has an ambassador program, clubs, competition teams, and daily opportunities to collaborate in content area classes. Another unique program implemented in our high schools that prepare students for the workforce and college are mock interviews. Professional community members are invited to review cover letters and resumes and to conduct mock interviews with students. This exercise provides invaluable experience and feedback for students in their journey to be college and career ready.

The Talladega County Schools Education Foundation is an organization that serves as a bridge between the school system and the community. The organization works with the community to enhance the district's educational program. The Foundation has provided grant opportunities for teachers and support for special programs and recognitions. All of these opportunities support the education of our students. During past years, the Foundation has given over $150,000 in grants and scholarships to teachers and students. Additionally, local educational foundations support four of our seven communities--Childersburg, Fayetteville, Comer, and Winterboro.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The process for continuous improvement is based upon Talladega County School System's Strategic Improvement Plan.

A concerted effort to include all stakeholders in the school system's decision-making process is evidenced through a wide variety of committees and advisory councils with wide ranges of representation. Stakeholders are selected at both a local school and system level to give the widest opportunity for diversity, including parents, community members, teachers, administrators, and students. Stakeholders are informed through a variety of means including electronic and paper, i.e., websites, emails, letters, etc.

Several meetings are held to which all stakeholders are issued an invitation. Meetings are held at various times so as to accommodate all stakeholders.

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

Initially, input is gathered from parents, students, community members, teachers, and other stakeholders and utilized to create goals and action steps for improvement. The goals are reference points for decisions throughout the school year. Data collected by administrators at the end of each school year is used to monitor and evaluate the Improvement Plan. Each year, administrators gather to analyze data and evaluate the Improvement Plan. The plan is revised as action steps are successfully achieved and other needs arise. A one-page document reflects the plan in an easy to read format for all stakeholders. The Strategic Plan components are also available on the system webpage: http://www.tcboe.org

The goals of the Improvement Plan are considered when developing goals for the system's LEA Improvement Plan and each school's Continuous Improvement Plan (CIP). A system-wide committee including administrators, teachers, parents, and community members develops the LIP. The committee reviews the data, needs, and activities of the school system to develop yearly goals for improvement. The plan is monitored through the collection of data by system administrators.

In particular, parents are considered vital to the educational program and, thus, are included in the planning process for the development of district and school plans. These include the system and individual school Title 1 Plans, the professional development plan, and the district and individual school Improvement Plans. The district's Parental Involvement Plan is reviewed each year at the Federal Programs Advisory Council meeting. Parents are encouraged to provide suggestions and methods for improving the plan and give input into the budget. In addition, all Title I schools conduct a survey of parents each year to assist in determining the needs of the parents as related to helping students achieve academic success. One of the major goals of the Title I resource teachers/reading coaches is parent involvement coordinator. Some of their goals are to increase the number of parents participating in their children's education and to involve parents in the decision-making process of the school.

Vital to the development of the system Transform 2020 Technology Plan were a core collection of reviewers and writers including:

Craig Bates - Coordinator of Instructional Technology
Amanda Collins - System Data Technician/Technology Inventory/Technology Finance and Purchasing
Kelvin Cunningham - Maintenance and Operations Supervisor
Vicky Ozment - Coordinator of Curriculum and Instruction
Brooke Morgan - Coordinator of Federal Programs
Quentin Lee - Administrator - Talladega County Central High School
Jamie Danford - Technology Integration Specialist - BB Comer Elementary School
Brittanni Brown - Administrator - Childersburg High School
Emily Nestor - Technology Integration Specialist - Winterboro High School
Rebekah Klinner - Digital Learning Specialist Munford High School
Lynn Ritchie - Technology Integration Specialist - Munford Middle School
Lyndsey Key - Technology Integration Specialist - Munford Elementary School
Monique Chatman - Technology Integration Specialist - Drew Middle School
Kody Doty - Digital Learning Specialist - Lincoln High School
Anna Jones - Technology Integration Specialist - BB Comer High School
Stephanie Brooks - Digital Learning Specialist - Fayetteville High School
Kayla Lightsey - Technology Integration Specialist - Childersburg Middle School
Rebecca Bolton - Technology Integration Specialist - Watwood Elementary
Kim Broadhead - STEAM Teacher/Digital Learning Specialist
Tina Wheeler - Parent

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

The Talladega County School System communicates the results of the Improvement Plan to stakeholders in many ways. School newsletters and calendars are sent home with students. A system website is maintained and used to share important information, including the Improvement Plan. Copies of the Improvement Plan are available at the Central Office and at each local school site. Stakeholders may also visit the system website, contact the Superintendent, or attend board meetings to gain additional information regarding the Improvement Plan. In 2014-2015, the Superintendent began a series of informative meetings regarding the TCBOE Strategic Plan held in each school community. Stakeholders are sent invitations to attend, and these meetings have continued through 2016-2017. The Superintendent uses the meeting to outline the plan for the district and answers questions/concerns from stakeholders. Information on the plan and progress is updated yearly and reviewed by local staff to ensure that appropriate steps are being taken to ensure a positive trend in achieving goals.

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
- •Federal Government Regulations
- •Graduation Rates
- •Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- •School of Education (SOE) Accreditation Reviews/Reports
- •SpeakUp Data
- •State Government Regulations
- •Student Achievement Data
- •Technology Program Audit, etc.
- •Technology Plan Surveys (*Required)

Strategic Planning documents for Talladega County Schools
Technology Readiness Survey - SAMR

Needs Assessment

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

Talladega County Schools has focused efforts on the improvement of the WAN and the WLAN throughout all schools and offices within the school system in order to provide connection speeds reaching 90+ mbps and a high density of wireless access by installing access points in all academic classrooms, media centers, cafeterias, and office complexes. Almost all gymnasiums and many other areas where academic work is being conducted, outside of the regular classroom setting, have also been equipped with wired and wireless access necessary to accommodate an environment of 1:1 device usage. Each school has a 1GB connection to the WAN and the district shares 1.5GB of shared Internet Access provided by the Alabama Super Computer Authority.

Aside from a robust infrastructure to accommodate connectivity, 85.86% of teachers also indicate they have sufficient access to online digital resources such as videos/podcasts, lesson plans, games learning activities and other which are aligned to the online Alabama Course of Study Standards. Also, 80.8% of teachers state they have sufficient digital devices and tools to effectively integrate technology into their teaching.

With the addition of only a dozen or so access points to satisfy the Alabama Ahead Act standards, we are seeking to continue to provide an engaging web presence for our school stakeholders via telecommunications coupled with wireless data services and to provide portable devices to allow Internet access on our transportation fleet to allow real time telemetry for location, fuel usage, camera access as well as to provide Internet access via mi-fi devices for homebound students and students that may require special services; as well as emergency connectivity for administrators and network services. In addition, the provision of services to areas of the school system's zoning that are provided little to no broadband access is an area of need resulting in investigatory work on planning the deployment of mi-fi devices capable of multiple users for businesses and churches, and individual mi-fi devices for students who live in areas without service of any kind. All data for this conclusion is from the District Technology Inventory and Assessment and from site surveys and usage reports provided by vendors.

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

Aside from a robust infrastructure to accommodate connectivity, 85.86% of teachers also indicate they have sufficient access to online digital resources such as videos/podcasts, lesson plans, games learning activities and other which are aligned to the online Alabama Course of Study Standards. Also, 80.8% of teachers state they have sufficient digital devices and tools to effectively integrate technology into their teaching.

Teachers have identified a need to more frequently and routinely plan and implement authentic-real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. This is indicated by 33.5% of teachers who indicated they Never/Rarely or Occasionally participate in these activities. A full 50.11% of teachers indicate they Never, Rarely, or Only Occasionally participate in local and global learning communities to explore creative applications of technology to improve student learning. This would appear to show that while students have access to a digital device in the

form of a Chromebook or iPad for daily use, they need access to a wider variety of tools to assist in authentic-real-world experiences and tools which could accommodate a wider application to creative activities focused on local and global communities.

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

One area of need, with 32.5% of teachers responding with Never/Rarely or Only Occasionally is the practice of modeling collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments. Additionally, teachers have identified a need to more frequently and routinely plan and implement authentic-real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. This is indicated by 33.5% of teachers who indicated they Never/Rarely or Occasionally participate in these activities. A full 50.11% of teachers indicate they Never, Rarely, or Only Occasionally participate in local and global learning communities to explore creative applications of technology to improve student learning.

In a recent survey using an instrument developed by Apple called the Educational Technology Profile Report, teachers were asked to indicate their technology integration practices and habits. The purpose of the survey was to identify the trends within each school using the SAMR model by Puentedura. This survey found that >51% of teachers in the system identify that the majority of their activities with the integration of technology are at the Substitution level on the SAMR scale. While this is not such a terrible indicator in and of itself, as the scale is not a continuum from least to greatest, but a scale where all areas should be represented by all teachers. What can be said is, at 51%, this level of the SAMR model was the highest represented, while all areas should be represented. This means that teachers are more often involved in utilizing technology as a substitution for activities that would typically be conducted without technology and involved less in using technology to augment, modify, and redefine teaching and learning. Another indicator would be that 48% or greater of teachers do not even use technology as a substitution method in their classroom. This is definitely an area worth addressing.

Seventy-seven point three-six percent of teachers state they provide multiple and varied formative and summative assessments aligned with content and technology standards and use the resulting data to inform learning and teaching, 80.5% promote, support, and model creative and innovative thinking and inventiveness using digital resources and tools, and 84.48% of teachers 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. ASSIST survey provided these data sources.

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

The professional learning program in Talladega County Schools is strong in that professional development on integration of technology through the use of project-based learning (PBL) has been in place for some time. This is indicated through the Strategic Planning documents created by the district. There have also been training sessions on the integration of technology by teachers such as iPad training, MacBook OS training, iMovie, iWork, use of the InSite tool, and many other resources, apps, etc. The system hosts a technology and project-based learning institute, called iLearn, during the summer for all employees. In addition, continued efforts via the Math and Science Partnership Grant and the AL Regional In-Service Center have produced "cohorts" of teachers from various schools who complete a series of training and presentation activities preparing them for Science, Technology, Engineering, Arts, and Math (STEAM) activities. Data for this is found in the Strategic Planning documents for Talladega County and via documentation in the STI-PD information portal. Intensive training on blended learning has been conducted at over 80% of the 17 schools in the district to help teachers understand the role of technology in the classroom to support standards. This professional learning has been conducted by local leadership, as well as via consultant work with the Advanced Learning Partnership group. As we are moving forward, STEAM related themes dominate with a marriage to project-base learning. Training on these topics is just beginning but shows great promise for moving the district forward to a new level of authentic and challenging work. In addition, 71.31% of teachers indicate they are able to attend a sufficient number of professional learning sessions to help them successfully integrate technology and digital resources into their classrooms and 97.26% of teachers state that their principal supports and promotes integrating digital resources and tools in their classrooms.

One area of need, with 32.5% of teachers responding with Never/Rarely or Only Occasionally is the practice of modeling collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments. Additionally, teachers have identified a need to more frequently and routinely plan and implement authentic-real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. This is indicated by 33.5% of teachers who indicated they Never/Rarely or Occasionally participate in these activities. A full 50.11% of teachers indicate they Never, Rarely, or Only Occasionally participate in local and global learning communities to explore creative applications of technology to improve student learning. Since the STEAM focus in still in its infancy, these survey numbers should begin to shift to a more positive result throughout the implementation of this technology plan.

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

In a recent survey using an instrument developed by Apple called the Educational Technology Profile Report, teachers were asked to indicate their technology integration practices and habits. The purpose of the survey was to identify the trends within each school using the SAMR model by Puentedura. This survey found that >51% of teachers in the system identify that the majority of their activities with the integration of technology are at the Substitution level on the SAMR scale. This is not a negative indicator in and of itself, as the scale is not a continuum from least to greatest, but a scale where all areas should be represented by all teachers. What can be said is, at 51%, this level of the SAMR model was the highest represented, while all areas should be represented well. This means that teachers are more often involved in utilizing technology as a substitution for activities that would typically be conducted without technology and involved less in using technology to augment, modify, and redefine teaching and learning. Another indicator would be that 48% or greater of teachers do not even use technology as a substitution method in their classroom. This is definitely an area worth addressing. Additionally, teachers have identified a need to more frequently and routinely plan and implement authentic-real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. This is indicated by 33.5% of teachers who indicated they Never/Rarely or Occasionally participate in these activities.

Seventy-seven point three six percent of teachers state they provide multiple and varied formative and summative assessments aligned with

content and technology standards and use the resulting data to inform learning and teaching, 80.5% promote, support, and model creative and innovative thinking and inventiveness using digital resources and tools, and 84.48% of teachers 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.

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

Teachers show a high level of productivity through the use of digital tools. Just over 72% of all teachers indicate they use a variety of digital tools such as websites, LMS, collaborative software and apps to communicate relevant information and ideas to students, parents, and others. Just over 70% of teachers feel they contribute to the overall effectiveness, vitality, and self-renewal of the teaching profession, their school, and the community by modeling the use of digital resources and tools. Greater than 75 percent of teacher respondents on the Transform 2020 Survey indicate they demonstrate fluency in technology use and transferring that knowledge to new technologies and situations.

A full 50.11% of teachers indicate they Never, Rarely, or Only Occasionally participate in local and global learning communities to explore creative applications of technology to improve student learning. Other data related to professional learning would tend to contradict this statement, therefore the indicator here must be focused on the participation in global learning communities.

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

A strength of the Talladega County School system, according to the Transform 2020 survey data, is that 91.66% of administrators state they frequently inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet learning goals and 87.5% maintain they frequently or routinely engage in an ongoing collaborative process to develop, implement, and communicate their school's technology plan. Just over 96% of administrators state they ensure that instructional innovation is enhanced by digital-age learning strategies. When asked about supporting and promoting integrated digital resources and tools in the learning throughout their schools, 95.83% of administrators responded that they do this. This would align well with teacher survey results which also indicate that administrators are highly supportive of integrating digital technologies into learning.

Administrators state that 45.88% never, rarely, or only frequently participate in local, national, and/or global learning communities that stimulate innovation, creativity, and digital age collaboration, and promote participation among their staff and colleagues. This weakness would also seem to align with teacher indications on survey results. Since the district participates in a great deal of local collaboration on these topics, the indicator would seem to be focused more on the national and global stage. Within the scope of the previous statement, 58.33% of administrators state they never, rarely, occasionally, or frequently model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools. This leaves less than half at 41.67% who state they do this routinely. As teachers also indicated, administrators note a disconnection from global issues and

the use of current tools for communication and collaboration.

a.) Identify the top 1-3 areas of need, and b.) top 1-3 strengths associated with any other technology program areas; c.) Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

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.

During the 2016-2017 school year, Talladega County Schools will offer the following professional development activities in the areas of technology, college and career readiness skills, and STEAM:

Project-Based Learning and authentic outcomes which support standards within the COS and college and career readiness skills. The training will be a part of a renewed focus on PBL and more "challenge" based learning situations. The training will be face-to-face and will include approximately 21 hours of instruction. The training will be for teachers and instructional specialists and will be delivered by LEA staff and the Coordinator of Instructional Technology. The training will focus on integration of technology within the context of a deeper, more authentic learning experience but also focus on authentic learning outcomes, global connections, and look for ways in which students can produce products or solve problems which might impact a national and global audience.

"Expert Down the Hall Training" - A second cohort of teachers called "Experts Down the Hall" will be formed via nomination by their Technology Coach. These teachers will attend three professional learning days to become experts in using various technological tools and will be guided in leading their peers in learning activities more evenly distributed across the SAMR continuum and which incorporate STEAM themes. They will learn newer technological tools that others may be interested in using within their local schools and develop materials to share with others within the "cohort" on how to present and model these technological tools. The sessions will be presented face-to-face at a centralized location with local Digital Learning Specialists and Technology Integration Specialists presenting along with the Coordinator of Instructional Technology. Trained teachers are expected to return to their local schools where they will work with their faculty. In addition, teachers must complete the cohort through participation in the Summer iLearn Institute as a session facilitator

Training focused on Google Apps for Education, use of the Chrome browser and Chromebooks, and use of Google Play for Education and Chrome Web Store apps will be conducted with teachers, face-to-face by LEA facilitators such as the Coordinator of Technology as well as from facilitators associated with Advanced Learning Partnerships, a consultant group partnered with to work with teachers and administrators at schools embarking on a new 1:1 blended learning initiative. This will include six schools and a minimum of 8 hours and up to 16 hours of training.

A coaching model of professional development focused on blended learning and the individual work of teaches and students in the classrooms will be facilitated face-to-face by consultants from Advanced Learning Partnerships and LEA staff such as the Coordinator of Technology. This PD will be conducted for those school staff who are embarking on a 1:1 blended learning initiative using Chrome and Chromebooks. One hundred and twenty-five hours will be shared collectively among the six participating schools with visits from the facilitators ranging from two to three days in length.

Training on various online digital tools to enhance learning, such as Compass Learning, will be conducted to assist in Tier 3 intervention and as credit recovery and grade recovery options. The training will be face to face and will be approximately 50 hours at various school locations and with that local staffing group. Corporate trainers will be facilitators.

Math and Science Partnership Grant Activities (STEAMing Ahead initiative)- A select group of math, science, and instructional support teachers will be participating in two cohort groups and will participate in multiple training sessions as well as complete online activities via

Google Classroom. Activities are focused on STEAM themes such as 3D printing, circuitry, coding, robotics, and the NGSS. The training will be approximately 12-18 hours conducted over several sessions throughout the academic-year. The training will be face to face and will be conducted by local Technology Coaches as well as corporate consultants as needed.

iLearn Summer Institute - a three-day institute will be offered featuring a variety of concurrent classes where teachers and school administrators may learn a variety of ways in which technology can be integrated into the classroom to increase teacher productivity, and more importantly, to increase production of high quality work by students while keeping them engaged in authentic tasks. In addition, a three day course for PBL 101 will also be offered. The three day institute is a face-to-face experience conducted at a centralized location and offered to any district administrator or teacher who wishes to attend. LEA staff, including teachers, Technology Integration Specialists, Digital Learning Specialists, central-office staff, Expert Down the Hall cohort participants, and administrators will present.

Science TechBook Training for teachers to understand how to incorporate the the DE Techbook into STEAM and science initiatives. The training will be face-to-face conducted at a centralized location and offered to all science teachers.

Professional Development delivered asynchronously will be conducted for three pilot groups of teachers and will last approximately 12 hours. Teachers participating in a solution entitled Level Up Village will engage in these activities which are focused on problem-solving projects and deep inquiry embedded within STEAM themes. These PBL activities are conducted with a global partner student in a classroom located in one of various participating countries.

Participating in global and national learning communities via the use of social media tools and other available technologies will be presented face to face and via asynchronous learning using Google Classroom for administrators and lead teachers and will be approximately 10 hours combined. This will be conducted by LEA technology staff to include: Tech Coordinator, Tech Coaches, and local teachers who utilize social media as PLCs.

Inventory/Infrastructure

Describe how your infrastructure and inventory supports student achievement at all locations. Use the following terms as headings in your description: WAN Infrastructure, LAN Infrastructure, Connectivity, Bandwidth, Internet Access, Information Security & Safety, Digital Content, and Digital Tools.

WAN/LAN/WLAN Infrastructure:
Talladega County Schools has focused efforts on the improvement of the WAN and the WLAN throughout all schools and offices within the school system in order to provide connection speeds reaching 90+ mbps and a high density of wireless access by installing access points in all academic classrooms, media centers, cafeterias, and office complexes. Almost all gymnasiums and many other areas where academic work is being conducted, outside of the regular classroom setting, have also been equipped with wired and wireless access necessary to accommodate an environment of 1:1 device usage. Each school has a 1GB connection to the WAN and the district shares 1.5GB of shared Internet Access provided by the Alabama Super Computer Authority. Switches capable of 10 GB throughput are installed at all locations within the MDF closet, and over 90% of server closets contain switches capable of handling a minimum of 1 GB up to 10 GB.

Connectivity/Bandwidth/Internet Access:
All locations have a 1GB connection on a fiber WAN and are serviced with a total combined 1.5GB of bandwidth/Internet service distributed to all 19 locations via the Alabama Super Computer.

Information Security and Safety:
Security Filtering is performed on the network by iBoss Filtering. Filtering for off-campus access on system-owned devices is accomplished through the iBoss mobile filtering for all Apple devices and Go Guardian for all Chrome devices. Chrome devices are subject to both Go Guardian and iBoss while connected at TCBOE. Filtering is CIPA compliant. Talladega County enters into a MOA with any vendor or solution that will collect, store, or view any PII of employees or students. A Data Governance Policy along with regular technology audits ensures adherence to regulations.

Digital Content/Digital Tools:
Talladega County Schools offers a large number of digital tools and content through Discovery Education, Nearpod, Renaissance Learning, Compass Learning, Google Apps for Education, Scholastic, and many other approved websites and software solutions.

Label	Assurance	Response	Comment	Attachment
2.	Did you complete the Inventory for each school in your school system?	Yes		

Accountability Questions

Identify at least three (3) programmatic, district-wide digital learning integration activities geared toward impacting student achievement in all schools (District Plan). (Note: May be different activities for different schools, but all schools must be implementing at least one major related strategy.)

Goal 1:

Goal 1 - Engage and Empower the Learner Through Technology

Measurable Objective 1:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance demonstrating critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources in English Language Arts by 05/25/2017 as measured by classroom and student observations, PBL snapshots, and final products and/or performances that demonstrate mastery of State Course of Study standards.

Strategy1:

PBL 101 Training/Planning - Teachers at individually selected schools will participate in a collaborative PBL 101 training session facilitated by the Coordinator of Instructional Technology

Category:

Research Cited: Ravitz, J. (2008). Introduction: Summarizing Findings and Looking Ahead to a New Generation of PBL Research. Interdisciplinary Journal of Problem-based Learning, 3(1)

Activity - PBL 101 Training on PBL/and PBL Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers from all schools will collaborate on creating PBL projects for the classroom that integrate technology and provide an opportunity for students to create final products and performances using critical thinking skills to plan, research, prepare and solve problems both individually and collaboratively.	Professional Learning	08/15/2016	05/24/2019	$5500 - Other $15955 - Other	LEA Staff

Measurable Objective 2:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, 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 of utilizing various technology tools to enhance learning and engagement as related to Communication, Collaboration, Critical Thinking, and Creativity in Practical Living by 05/24/2019 as measured by teacher observation, graduation rates, success on projects, portfolios and STEAM related activities, and student survey.

Strategy1:

Expert Down the Hall Training - In this strategy, selected teachers from each school will participate in a minimum of 3 days per academic year to receive training on technological tools, STEAM, and project creation that may be utilized in all subject areas for Collaboration, Communication, Critical Thinking, and Creativity to enhance learning and engagement. This might include Google Apps, coding, robotics, circuitry, learning management system, project creation, production software, etc.

Category: Develop/Implement Professional Learning and Support

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - Training on Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lead teachers chosen from each school will participate in a "train the trainer" model where they will learn about technological resources that may be utilized in coursework to make learning meaningful and engaging. They will turn this training around at their local school by becoming the "expert down the hall."	Professional Learning	08/15/2016	05/24/2019	$20000 - General Fund	LEA Staff - Technology Coaches

Measurable Objective 3:

85% of All Students will demonstrate a behavior of participating in authentic-real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. in English Language Arts by 05/24/2019 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards, involvement of authentic tasks/outcomes/audiences, and Technology Survey results..

Strategy1:

Training, Support, Coaching- Gold Standard PBL, Challenge-Based, Real-World Outcomes - Teachers will develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. There will be a focus on creating outcomes for real audiences with real needs by developing authentic-real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning.

Teachers will be involved in professional learning, receive support on CCRS, informative and persuasive/argumentative digital writing designed to help them move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.

Category: Develop/Implement Professional Learning and Support

Research Cited: Ravitz, J. (2009). Introduction: Summarizing Findings and Looking Ahead to a New Generation of PBL Research. Interdisciplinary Journal of Problem-based Learning, 3(1).

Activity - Training, Support, Coaching- Gold Standard PBL, Challenge-Based, Real-World Outcomes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working with teachers in grades K-12 on Training, Support, Coaching- Gold Standard PBL, Challenge-Based, Real-World Outcomes. Through specific learning models, such as PBL, Challenge-Based Learning, STEAM, and others, teachers will focus on supporting the standards through lessons, units, and projects which enable students to create final products or answer questions for real audiences with real needs. The lessons, units, and projects will support students as they use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. This is ongoing training.	Professional Learning	08/09/2016	05/24/2019	$90000 - Title II Part A	System Technology Staff, Local Administrators, Local Technology Staff

Strategy2:

Blended Learning Training and Coaching - Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products.

Category: Develop/Implement Professional Learning and Support

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - Blended Learning Coaching/Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products. A coaching model of professional development focused on blended learning and the individual work of teaches and students in the classrooms will be facilitated face-to-face by consultants from Advanced Learning Partnerships and LEA staff such as the Coordinator of Technology. This PD will be conducted for those school staff who are working within a 1:1 blended learning initiative using Chrome and Chromebooks. Six participating schools will receive visits from the consultants/facilitators ranging from two to three days in length.	Professional Learning Technology	08/15/2016	04/03/2017	$75000 - General Fund $60000 - Title IV Part A $100000 - General Fund	LEA Staff - Coordinator of Instructional Technology and Advanced Learning Partnerships Consultants

Measurable Objective 4:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded 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 of participating in authentic-real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. in Mathematics by 05/24/2019 as measured by final student products/performances that demonstrate mastery of State Course of Study

Standards, involvement of authentic tasks/outcomes/audiences, and Technology Survey results..

Strategy1:

Training, Support, Coaching- Gold Standard PBL, Challenge-Based, Real-World Outcomes - Teachers will develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. There will be a focus on creating outcomes for real audiences with real needs by developing authentic-real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning.

Teachers will be involved in professional learning, receive support on CCRS, informative and persuasive/argumentative digital writing designed to help them move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.
Category: Develop/Implement Professional Learning and Support
Research Cited: Ravitz, J. (2009). Introduction: Summarizing Findings and Looking Ahead to a New Generation of PBL Research. Interdisciplinary Journal of Problem-based Learning, 3(1).

Activity - Training, Support, Coaching- Gold Standard PBL, Challenge-Based, Real-World Outcomes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working with teachers in grades K-12 on Training, Support, Coaching- Gold Standard PBL, Challenge-Based, Real-World Outcomes. Through specific learning models, such as PBL, Challenge-Based Learning, STEAM, and others, teachers will focus on supporting the standards through lessons, units, and projects which enable students to create final products or answer questions for real audiences with real needs. The lessons, units, and projects will support students as they use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. This is ongoing training.	Professional Learning	08/09/2016	05/24/2019	$90000 - Title II Part A	System Technology Staff, Local Administrators, Local Technology Staff

Strategy2:

Blended Learning Training and Coaching - Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products.
Category: Develop/Implement Professional Learning and Support
Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - Blended Learning Coaching/Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products. A coaching model of professional development focused on blended learning and the individual work of teaches and students in the classrooms will be facilitated face-to-face by consultants from Advanced Learning Partnerships and LEA staff such as the Coordinator of Technology. This PD will be conducted for those school staff who are working within a 1:1 blended learning initiative using Chrome and Chromebooks. Six participating schools will receive visits from the consultants/facilitators ranging from two to three days in length.	Technology Professional Learning	08/15/2016	04/03/2017	$100000 - General Fund $60000 - Title IV Part A $75000 - General Fund	LEA Staff - Coordinator of Instructional Technology and Advanced Learning Partnerships Consultants

Goal 2:

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

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance illustrating authentic learning activities that advance student learning through the use of digital resources and STEAM-based activities in Science by 05/25/2017 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards and/or Next Generation Science Standards.

Strategy1:

Digital Tools/Resources/Multimedia/ Coding/Robotics/Circuitry - Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools and STEAM-based themes that will encourage students to incorporate contemporary tools and digital resources to maximize their learning. These skills will be incorporated into project-based learning units with an emphasis on authentic products.

Category: Develop/Implement Professional Learning and Support

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - iLearn Summer Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three-day workshop for TCBOE certified employees will be held during the summer months. These activities will support digital media, tools, apps, project-based learning, coding, robotics, circuitry, 3D printing, and a variety of augmented reality, virtual learning, and student production tools.	Professional Learning	06/20/2016	07/24/2019	$12500 - Other $8000 - District Funding	LEA Staff, outside vendors/consultants when called upon.

Activity - STEAM Cohort Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, Science, Technology, and other selected administrators, teachers, and certified personnel will participate in one of two cohorts focused on the development, adoption, and integration of STEAM-based themes, activities, and learning activities. The cohorts will participate in a series of professional development activities, interactions, and conferences which will focus on coding, robotics, circuitry, 3D printing, and Next Generation Science Standards.	Professional Learning	08/15/2016	05/25/2018	$600000 - Other	AMSTI Regional Support Staff, LEA Technology Staff, Outside consultants/vendors.

Activity - DE TechBook Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in science and science cohort will participate in training on using the Science TechBook to support next generation science standards and STEAM within classrooms. TechBooks are being provided to various grade levels as funding becomes available, resulting in an ongoing training process with teachers.	Professional Learning	08/15/2016	05/24/2019	$115850 - State Funds	Coordinator of Technology and Technology Support Staff. Consultants with Discovery Education

Activity - Training on Digital Media/CCRS/Digital Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train key Teacher Leaders, Technology Coaches, and Media Specialists in grades K-12 on the integration of online digital tools and multimedia programs aligned with the College and Career Readiness Standards as well as integration of authentic PBL with digitally written final products supporting informational and argumentative writing in the classroom. Teacher Leaders, Tech Coaches and Media Specialists are to support and train local staff.	Professional Learning	08/15/2016	05/24/2019	$20000 - Title II Part A $20000 - General Fund	LEA Technology Staff and system Teacher Leaders

Measurable Objective 2:

60% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance through project-based learning (PBL) activities coupled with STEAM themes and activities that facilitate real-life experiences to advance student learning, creativity, innovation, and global awareness in Science by 05/26/2017 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards.

Strategy1:

Digital Tools to Support the CCRS Through International Partnership Class - Teachers and leaders will participate in training and subsequent curricular activities focused on the use of online digital resources, STEAM themes, and global awareness activities that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate contemporary tools and digital resources to maximize their learning. These skills will be incorporated into project-based learning units with an emphasis on authentic products which are developed in a partnership with another global classroom to solve a local or world issue.

Category: Other - STEAM/PBL/Global Awareness

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - PBL/STEAM-based Curriculum with Global Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grade K-8 will participate in a curriculum which pairs students in local classrooms to a student in a global classroom. Through PBL, STEAM activities, and global interaction, teachers will assist students in solving a real-world problem local to their community, the community for the partner student or a global community issue. The Level Up Village curriculum will be utilized.	Technology Professional Learning	03/01/2017	05/24/2019	$185000 - Other	LEA Staff - Coordinator of Instructional Technology, Level Up Village-outside consultants

Measurable Objective 3:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance illustrating authentic learning activities that advance student learning through the use of digital resources and STEAM-based activities in Practical Living by 05/24/2019 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards.

Strategy1:

Digital Tools/Resources/Multimedia/ Coding/Robotics/Circuitry - Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools and STEAM-based themes that will encourage students to incorporate contemporary tools and digital resources to maximize their learning. These skills will be incorporated into project-based learning units with an emphasis on authentic products.

Category: Develop/Implement Professional Learning and Support

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - STEAM Cohort Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, Science, Technology, and other selected administrators, teachers, and certified personnel will participate in one of two cohorts focused on the development, adoption, and integration of STEAM-based themes, activities, and learning activities. The cohorts will participate in a series of professional development activities, interactions, and conferences which will focus on coding, robotics, circuitry, 3D printing, and Next Generation Science Standards.	Professional Learning	08/15/2016	05/25/2018	$600000 - Other	AMSTI Regional Support Staff, LEA Technology Staff, Outside consultants/vendors.

Activity - DE TechBook Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in science and science cohort will participate in training on using the Science TechBook to support next generation science standards and STEAM within classrooms. TechBooks are being provided to various grade levels as funding becomes available, resulting in an ongoing training process with teachers.	Professional Learning	08/15/2016	05/24/2019	$115850 - State Funds	Coordinator of Technology and Technology Support Staff. Consultants with Discovery Education

Activity - iLearn Summer Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three-day workshop for TCBOE certified employees will be held during the summer months. These activities will support digital media, tools, apps, project-based learning, coding, robotics, circuitry, 3D printing, and a variety of augmented reality, virtual learning, and student production tools.	Professional Learning	06/20/2016	07/24/2019	$12500 - Other $8000 - District Funding	LEA Staff, outside vendors/consultants when called upon.

Activity - Training on Digital Media/CCRS/Digital Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train key Teacher Leaders, Technology Coaches, and Media Specialists in grades K-12 on the integration of online digital tools and multimedia programs aligned with the College and Career Readiness Standards as well as integration of authentic PBL with digitally written final products supporting informational and argumentative writing in the classroom. Teacher Leaders, Tech Coaches and Media Specialists are to support and train local staff.	Professional Learning	08/15/2016	05/24/2019	$20000 - General Fund $20000 - Title II Part A	LEA Technology Staff and system Teacher Leaders

Measurable Objective 4:

80% of All Students will achieve college and career readiness through authentic-real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning in Practical Living by 05/24/2019 as measured by observation using the ELEOT tool, survey results, and final products, performances, and portfolios.

Strategy1:

Teacher and Leader Training on Global PLCs - Both teacher leaders and school administrative leaders will receive training and guidance on creating and maintaining "professional learning networks" to become "connected educators" which extend beyond their local schools and district through the use of web-based, collaborative platforms. By extending their collaborative opportunities, both teachers and leaders will be exposed to theory, strategies, and tools which they will be able to assimilate into their daily activities geared toward increasing student achievement and college and career readiness. These various platforms will include: LinkedIn, Twitter, Pinterest, Voxer as well as identifying collaborative opportunities within professional organizations which teachers and leaders may hold membership.

Category: Develop/Implement Professional Learning and Support

Research Cited: Swanson, K. (2013). Professional learning in the digital age: the educator's guide to user-generated learning. Larchmont, NY: Eye on Education.

Activity - Training on Becoming a Connected Educator	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At minimum, once per year, during regularly scheduled administrative meetings, both administrators and their lead teacher will participate in professional learning around the topic of developing global professional learning networks through the use of online tools such as social media presence, and via networking opportunities embedded within the professional organizations to which they hold membership.	Technology Professional Learning	03/01/2017	05/24/2019	$0 - No Funding Required	LEA Staff - Technology Coordinator and Technology Coaches

Measurable Objective 5:

80% of All Students will demonstrate a proficiency in math objectives on STAR 360 Benchmarking that show a + growth equivalent to meet yearly target goal established during the Fall benchmarking period due to digital-age leadership focused on use of technology and resources to inform instruction in Mathematics by 05/24/2019 as measured by STAR 360 spring benchmarking results.

Strategy1:

Using STAR 360 Data to Inform Instruction - School administrators and teacher leaders will attend various training opportunities tailored to facilitate the gathering, interpretation, and use of data garnered through the STAR 360 Series benchmarking in Math. These administrators and teacher leaders will lead their local school faculty in gathering, interpreting, and use of the data to inform instruction and the additional use of online resources provided through the online program.

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

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/

Activity - STAR 360 Data and Resource Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leaders and Teacher Leaders will attend various workshops designed to facilitate the use of online resources and data produced from online benchmarking results.	Professional Learning	08/15/2016	05/24/2019	$0 - No Funding Required	LEA Instructional staff and Central Office Staff.

Goal 3:

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 locate and promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College and Career Readiness Standards by 05/24/2019 as measured by Transform 2020 Survey Results and documented interviews with teachers, students, and administrators.

Strategy1:

Summer iLearn Institute - Teachers and leaders will receive professional learning on a variety of PBL, STEAM, and interactive blended learning tools designed to help them move from static, text-based resources to effective, dynamic, interactive, multimedia/digital content.

Category: Develop/Implement Professional Learning and Support

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.: North Central Regional Educational Laboratory

Activity - Training on Digital Media/STEAM/PBL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three-day workshop for TCBOE certified employees will be held during the summer months. These activities will support digital media, tools, apps, project-based learning, coding, robotics, circuitry, 3D printing, and a variety of augmented reality, virtual learning, and student production tools.	Professional Learning	07/10/2017	05/24/2019	$20500 - General Fund	Local Technology Leaders, selected Teacher Leaders, outside vendors and consultants as needed

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:

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 locate and promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College and Career Readiness Standards by 05/24/2019 as measured by Transform 2020 Survey Results and documented interviews with teachers, students, and administrators.

Strategy1:

Summer iLearn Institute - Teachers and leaders will receive professional learning on a variety of PBL, STEAM, and interactive blended learning tools designed to help them move from static, text-based resources to effective, dynamic, interactive, multimedia/digital content.

Category: Develop/Implement Professional Learning and Support

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.: North Central Regional Educational Laboratory

Activity - Training on Digital Media/STEAM/PBL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three-day workshop for TCBOE certified employees will be held during the summer months. These activities will support digital media, tools, apps, project-based learning, coding, robotics, circuitry, 3D printing, and a variety of augmented reality, virtual learning, and student production tools.	Professional Learning	07/10/2017	05/24/2019	$20500 - General Fund	Local Technology Leaders, selected Teacher Leaders, outside vendors and consultants as needed

Goal 2:

Goal 1 - Engage and Empower the Learner Through Technology

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, 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 of utilizing various technology tools to enhance learning and engagement as related to Communication, Collaboration, Critical Thinking, and Creativity in Practical Living by 05/24/2019 as measured by teacher observation, graduation rates, success on projects, portfolios and STEAM related activities, and student survey.

Strategy1:

Expert Down the Hall Training - In this strategy, selected teachers from each school will participate in a minimum of 3 days per academic year to receive training on technological tools, STEAM, and project creation that may be utilized in all subject areas for Collaboration, Communication, Critical Thinking, and Creativity to enhance learning and engagement. This might include Google Apps, coding, robotics, circuitry, learning management system, project creation, production software, etc.
Category: Develop/Implement Professional Learning and Support
Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - Training on Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lead teachers chosen from each school will participate in a "train the trainer" model where they will learn about technological resources that may be utilized in coursework to make learning meaningful and engaging. They will turn this training around at their local school by becoming the "expert down the hall."	Professional Learning	08/15/2016	05/24/2019	$20000 - General Fund	LEA Staff - Technology Coaches

Goal 3:

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

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance illustrating authentic learning activities that advance student learning through the use of digital resources and STEAM-based activities in Science by 05/25/2017 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards and/or Next Generation Science Standards.

Strategy1:

Digital Tools/Resources/Multimedia/ Coding/Robotics/Circuitry - Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools and STEAM-based themes that will encourage students to incorporate contemporary tools and digital resources to maximize their learning. These skills will be

incorporated into project-based learning units with an emphasis on authentic products.

Category: Develop/Implement Professional Learning and Support

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - iLearn Summer Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three-day workshop for TCBOE certified employees will be held during the summer months. These activities will support digital media, tools, apps, project-based learning, coding, robotics, circuitry, 3D printing, and a variety of augmented reality, virtual learning, and student production tools.	Professional Learning	06/20/2016	07/24/2019	$12500 - Other $8000 - District Funding	LEA Staff, outside vendors/consultants when called upon.

Activity - STEAM Cohort Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, Science, Technology, and other selected administrators, teachers, and certified personnel will participate in one of two cohorts focused on the development, adoption, and integration of STEAM-based themes, activities, and learning activities. The cohorts will participate in a series of professional development activities, interactions, and conferences which will focus on coding, robotics, circuitry, 3D printing, and Next Generation Science Standards.	Professional Learning	08/15/2016	05/25/2018	$600000 - Other	AMSTI Regional Support Staff, LEA Technology Staff, Outside consultants/vendors.

Activity - DE TechBook Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in science and science cohort will participate in training on using the Science TechBook to support next generation science standards and STEAM within classrooms. TechBooks are being provided to various grade levels as funding becomes available, resulting in an ongoing training process with teachers.	Professional Learning	08/15/2016	05/24/2019	$115850 - State Funds	Coordinator of Technology and Technology Support Staff. Consultants with Discovery Education

Activity - Training on Digital Media/CCRS/Digital Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train key Teacher Leaders, Technology Coaches, and Media Specialists in grades K-12 on the integration of online digital tools and multimedia programs aligned with the College and Career Readiness Standards as well as integration of authentic PBL with digitally written final products supporting informational and argumentative writing in the classroom. Teacher Leaders, Tech Coaches and Media Specialists are to support and train local staff.	Professional Learning	08/15/2016	05/24/2019	$20000 - Title II Part A $20000 - General Fund	LEA Technology Staff and system Teacher Leaders

Measurable Objective 2:

60% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance through project-based learning (PBL) activities coupled with STEAM themes and activities that facilitate real-life experiences to advance student

learning, creativity, innovation, and global awareness in Science by 05/26/2017 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards.

Strategy1:

Digital Tools to Support the CCRS Through International Partnership Class - Teachers and leaders will participate in training and subsequent curricular activities focused on the use of online digital resources, STEAM themes, and global awareness activities that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate contemporary tools and digital resources to maximize their learning. These skills will be incorporated into project-based learning units with an emphasis on authentic products which are developed in a partnership with another global classroom to solve a local or world issue.
Category: Other - STEAM/PBL/Global Awareness
Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - PBL/STEAM-based Curriculum with Global Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grade K-8 will participate in a curriculum which pairs students in local classrooms to a student in a global classroom. Through PBL, STEAM activities, and global interaction, teachers will assist students in solving a real-world problem local to their community, the community for the partner student or a global community issue. The Level Up Village curriculum will be utilized.	Professional Learning Technology	03/01/2017	05/24/2019	$185000 - Other	LEA Staff - Coordinator of Instructional Technology, Level Up Village-outside consultants

Measurable Objective 3:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance illustrating authentic learning activities that advance student learning through the use of digital resources and STEAM-based activities in Practical Living by 05/24/2019 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards.

Strategy1:

Digital Tools/Resources/Multimedia/ Coding/Robotics/Circuitry - Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools and STEAM-based themes that will encourage students to incorporate contemporary tools and digital resources to maximize their learning. These skills will be incorporated into project-based learning units with an emphasis on authentic products.
Category: Develop/Implement Professional Learning and Support
Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - Training on Digital Media/CCRS/Digital Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train key Teacher Leaders, Technology Coaches, and Media Specialists in grades K-12 on the integration of online digital tools and multimedia programs aligned with the College and Career Readiness Standards as well as integration of authentic PBL with digitally written final products supporting informational and argumentative writing in the classroom. Teacher Leaders, Tech Coaches and Media Specialists are to support and train local staff.	Professional Learning	08/15/2016	05/24/2019	$20000 - General Fund $20000 - Title II Part A	LEA Technology Staff and system Teacher Leaders

Activity - iLearn Summer Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three-day workshop for TCBOE certified employees will be held during the summer months. These activities will support digital media, tools, apps, project-based learning, coding, robotics, circuitry, 3D printing, and a variety of augmented reality, virtual learning, and student production tools.	Professional Learning	06/20/2016	07/24/2019	$12500 - Other $8000 - District Funding	LEA Staff, outside vendors/consultants when called upon.

Activity - STEAM Cohort Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, Science, Technology, and other selected administrators, teachers, and certified personnel will participate in one of two cohorts focused on the development, adoption, and integration of STEAM-based themes, activities, and learning activities. The cohorts will participate in a series of professional development activities, interactions, and conferences which will focus on coding, robotics, circuitry, 3D printing, and Next Generation Science Standards.	Professional Learning	08/15/2016	05/25/2018	$600000 - Other	AMSTI Regional Support Staff, LEA Technology Staff, Outside consultants/vendors.

Activity - DE TechBook Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in science and science cohort will participate in training on using the Science TechBook to support next generation science standards and STEAM within classrooms. TechBooks are being provided to various grade levels as funding becomes available, resulting in an ongoing training process with teachers.	Professional Learning	08/15/2016	05/24/2019	$115850 - State Funds	Coordinator of Technology and Technology Support Staff. Consultants with Discovery Education

Identify at least five (5) district-wide activities geared toward preparing PK-12 teachers to use technology and digital content to help students meet Alabama's College- and Career-Ready Academic Standards.

Goal 1:

Goal 1 - Engage and Empower the Learner Through Technology

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded 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 of participating in authentic-real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. in Mathematics by 05/24/2019 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards, involvement of authentic tasks/outcomes/audiences, and Technology Survey results..

Strategy1:

Blended Learning Training and Coaching - Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products.
Category: Develop/Implement Professional Learning and Support
Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - Blended Learning Coaching/Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products. A coaching model of professional development focused on blended learning and the individual work of teaches and students in the classrooms will be facilitated face-to-face by consultants from Advanced Learning Partnerships and LEA staff such as the Coordinator of Technology. This PD will be conducted for those school staff who are working within a 1:1 blended learning initiative using Chrome and Chromebooks. Six participating schools will receive visits from the consultants/facilitators ranging from two to three days in length.	Technology Professional Learning	08/15/2016	04/03/2017	$100000 - General Fund $75000 - General Fund $60000 - Title IV Part A	LEA Staff - Coordinator of Instructional Technology and Advanced Learning Partnerships Consultants

Strategy2:

Training, Support, Coaching- Gold Standard PBL, Challenge-Based, Real-World Outcomes - Teachers will develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. There will be a focus on creating outcomes for real audiences with real needs by developing authentic-real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning.

Teachers will be involved in professional learning, receive support on CCRS, informative and persuasive/argumentative digital writing designed to help them move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.

Category: Develop/Implement Professional Learning and Support

Research Cited: Ravitz, J. (2009). Introduction: Summarizing Findings and Looking Ahead to a New Generation of PBL Research. Interdisciplinary Journal of Problem-based Learning, 3(1).

Activity - Training, Support, Coaching- Gold Standard PBL, Challenge-Based, Real-World Outcomes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working with teachers in grades K-12 on Training, Support, Coaching- Gold Standard PBL, Challenge-Based, Real-World Outcomes. Through specific learning models, such as PBL, Challenge-Based Learning, STEAM, and others, teachers will focus on supporting the standards through lessons, units, and projects which enable students to create final products or answer questions for real audiences with real needs. The lessons, units, and projects will support students as they use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. This is ongoing training.	Professional Learning	08/09/2016	05/24/2019	$90000 - Title II Part A	System Technology Staff, Local Administrators, Local Technology Staff

Measurable Objective 2:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, 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 of utilizing various technology tools to enhance learning and engagement as related to Communication, Collaboration, Critical Thinking, and Creativity in Practical Living by 05/24/2019 as measured by teacher observation, graduation rates, success on projects, portfolios and STEAM related activities, and student survey.

Strategy1:

Expert Down the Hall Training - In this strategy, selected teachers from each school will participate in a minimum of 3 days per academic year to receive training on technological tools, STEAM, and project creation that may be utilized in all subject areas for Collaboration, Communication, Critical Thinking, and Creativity to enhance learning and engagement. This might include Google Apps, coding, robotics, circuitry, learning management system, project creation, production software, etc.

Category: Develop/Implement Professional Learning and Support

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - Training on Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lead teachers chosen from each school will participate in a "train the trainer" model where they will learn about technological resources that may be utilized in coursework to make learning meaningful and engaging. They will turn this training around at their local school by becoming the "expert down the hall."	Professional Learning	08/15/2016	05/24/2019	$20000 - General Fund	LEA Staff - Technology Coaches

Measurable Objective 3:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult

and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance demonstrating critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources in English Language Arts by 05/25/2017 as measured by classroom and student observations, PBL snapshots, and final products and/or performances that demonstrate mastery of State Course of Study standards.

Strategy1:

PBL 101 Training/Planning - Teachers at individually selected schools will participate in a collaborative PBL 101 training session facilitated by the Coordinator of Instructional Technology

Category:

Research Cited: Ravitz, J. (2008). Introduction: Summarizing Findings and Looking Ahead to a New Generation of PBL Research. Interdisciplinary Journal of Problem-based Learning, 3(1)

Activity - PBL 101 Training on PBL/and PBL Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers from all schools will collaborate on creating PBL projects for the classroom that integrate technology and provide an opportunity for students to create final products and performances using critical thinking skills to plan, research, prepare and solve problems both individually and collaboratively.	Professional Learning	08/15/2016	05/24/2019	$5500 - Other $15955 - Other	LEA Staff

Measurable Objective 4:

85% of All Students will demonstrate a behavior of participating in authentic-real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. in English Language Arts by 05/24/2019 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards, involvement of authentic tasks/outcomes/audiences, and Technology Survey results..

Strategy1:

Training, Support, Coaching- Gold Standard PBL, Challenge-Based, Real-World Outcomes - Teachers will develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. There will be a focus on creating outcomes for real audiences with real needs by developing authentic-real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning.

Teachers will be involved in professional learning, receive support on CCRS, informative and persuasive/argumentative digital writing designed to help them move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.

Category: Develop/Implement Professional Learning and Support

Research Cited: Ravitz, J. (2009). Introduction: Summarizing Findings and Looking Ahead to a New Generation of PBL Research. Interdisciplinary Journal of Problem-based Learning, 3(1).

Activity - Training, Support, Coaching- Gold Standard PBL, Challenge-Based, Real-World Outcomes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working with teachers in grades K-12 on Training, Support, Coaching- Gold Standard PBL, Challenge-Based, Real-World Outcomes. Through specific learning models, such as PBL, Challenge-Based Learning, STEAM, and others, teachers will focus on supporting the standards through lessons, units, and projects which enable students to create final products or answer questions for real audiences with real needs. The lessons, units, and projects will support students as they use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. This is ongoing training.	Professional Learning	08/09/2016	05/24/2019	$90000 - Title II Part A	System Technology Staff, Local Administrators, Local Technology Staff

Strategy2:

Blended Learning Training and Coaching - Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products.

Category: Develop/Implement Professional Learning and Support

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - Blended Learning Coaching/Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products. A coaching model of professional development focused on blended learning and the individual work of teaches and students in the classrooms will be facilitated face-to-face by consultants from Advanced Learning Partnerships and LEA staff such as the Coordinator of Technology. This PD will be conducted for those school staff who are working within a 1:1 blended learning initiative using Chrome and Chromebooks. Six participating schools will receive visits from the consultants/facilitators ranging from two to three days in length.	Professional Learning Technology	08/15/2016	04/03/2017	$100000 - General Fund $60000 - Title IV Part A $75000 - General Fund	LEA Staff - Coordinator of Instructional Technology and Advanced Learning Partnerships Consultants

Goal 2:

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

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino,

Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance illustrating authentic learning activities that advance student learning through the use of digital resources and STEAM-based activities in Science by 05/25/2017 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards and/or Next Generation Science Standards.

Strategy1:

Digital Tools/Resources/Multimedia/ Coding/Robotics/Circuitry - Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools and STEAM-based themes that will encourage students to incorporate contemporary tools and digital resources to maximize their learning. These skills will be incorporated into project-based learning units with an emphasis on authentic products.

Category: Develop/Implement Professional Learning and Support

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - STEAM Cohort Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, Science, Technology, and other selected administrators, teachers, and certified personnel will participate in one of two cohorts focused on the development, adoption, and integration of STEAM-based themes, activities, and learning activities. The cohorts will participate in a series of professional development activities, interactions, and conferences which will focus on coding, robotics, circuitry, 3D printing, and Next Generation Science Standards.	Professional Learning	08/15/2016	05/25/2018	$600000 - Other	AMSTI Regional Support Staff, LEA Technology Staff, Outside consultants/vendors.

Activity - DE TechBook Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in science and science cohort will participate in training on using the Science TechBook to support next generation science standards and STEAM within classrooms. TechBooks are being provided to various grade levels as funding becomes available, resulting in an ongoing training process with teachers.	Professional Learning	08/15/2016	05/24/2019	$115850 - State Funds	Coordinator of Technology and Technology Support Staff. Consultants with Discovery Education

Activity - Training on Digital Media/CCRS/Digital Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train key Teacher Leaders, Technology Coaches, and Media Specialists in grades K-12 on the integration of online digital tools and multimedia programs aligned with the College and Career Readiness Standards as well as integration of authentic PBL with digitally written final products supporting informational and argumentative writing in the classroom. Teacher Leaders, Tech Coaches and Media Specialists are to support and train local staff.	Professional Learning	08/15/2016	05/24/2019	$20000 - Title II Part A $20000 - General Fund	LEA Technology Staff and system Teacher Leaders

Activity - iLearn Summer Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three-day workshop for TCBOE certified employees will be held during the summer months. These activities will support digital media, tools, apps, project-based learning, coding, robotics, circuitry, 3D printing, and a variety of augmented reality, virtual learning, and student production tools.	Professional Learning	06/20/2016	07/24/2019	$8000 - District Funding $12500 - Other	LEA Staff, outside vendors/consultants when called upon.

Measurable Objective 2:

60% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance through project-based learning (PBL) activities coupled with STEAM themes and activities that facilitate real-life experiences to advance student learning, creativity, innovation, and global awareness in Science by 05/26/2017 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards.

Strategy1:

Digital Tools to Support the CCRS Through International Partnership Class - Teachers and leaders will participate in training and subsequent curricular activities focused on the use of online digital resources, STEAM themes, and global awareness activities that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate contemporary tools and digital resources to maximize their learning. These skills will be incorporated into project-based learning units with an emphasis on authentic products which are developed in a partnership with another global classroom to solve a local or world issue.
Category: Other - STEAM/PBL/Global Awareness
Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - PBL/STEAM-based Curriculum with Global Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grade K-8 will participate in a curriculum which pairs students in local classrooms to a student in a global classroom. Through PBL, STEAM activities, and global interaction, teachers will assist students in solving a real-world problem local to their community, the community for the partner student or a global community issue. The Level Up Village curriculum will be utilized.	Technology Professional Learning	03/01/2017	05/24/2019	$185000 - Other	LEA Staff - Coordinator of Instructional Technology, Level Up Village-outside consultants

Measurable Objective 3:

80% of All Students will demonstrate a proficiency in math objectives on STAR 360 Benchmarking that show a + growth equivalent to meet yearly target goal established during the Fall benchmarking period due to digital-age leadership focused on use of technology and resources to inform instruction in Mathematics by 05/24/2019 as measured by STAR 360 spring benchmarking results.

Strategy1:

Using STAR 360 Data to Inform Instruction - School administrators and teacher leaders will attend various training opportunities tailored to facilitate the gathering, interpretation, and use of data garnered through the STAR 360 Series benchmarking in Math. These administrators and teacher leaders will lead their local school faculty in gathering, interpreting, and use of the data to inform instruction and the additional

use of online resources provided through the online program.

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

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/

Activity - STAR 360 Data and Resource Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leaders and Teacher Leaders will attend various workshops designed to facilitate the use of online resources and data produced from online benchmarking results.	Professional Learning	08/15/2016	05/24/2019	$0 - No Funding Required	LEA Instructional staff and Central Office Staff.

Measurable Objective 4:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance illustrating authentic learning activities that advance student learning through the use of digital resources and STEAM-based activities in Practical Living by 05/24/2019 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards.

Strategy1:

Digital Tools/Resources/Multimedia/ Coding/Robotics/Circuitry - Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools and STEAM-based themes that will encourage students to incorporate contemporary tools and digital resources to maximize their learning. These skills will be incorporated into project-based learning units with an emphasis on authentic products.

Category: Develop/Implement Professional Learning and Support

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - iLearn Summer Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three-day workshop for TCBOE certified employees will be held during the summer months. These activities will support digital media, tools, apps, project-based learning, coding, robotics, circuitry, 3D printing, and a variety of augmented reality, virtual learning, and student production tools.	Professional Learning	06/20/2016	07/24/2019	$8000 - District Funding $12500 - Other	LEA Staff, outside vendors/consultants when called upon.

Activity - STEAM Cohort Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, Science, Technology, and other selected administrators, teachers, and certified personnel will participate in one of two cohorts focused on the development, adoption, and integration of STEAM-based themes, activities, and learning activities. The cohorts will participate in a series of professional development activities, interactions, and conferences which will focus on coding, robotics, circuitry, 3D printing, and Next Generation Science Standards.	Professional Learning	08/15/2016	05/25/2018	$600000 - Other	AMSTI Regional Support Staff, LEA Technology Staff, Outside consultants/vendors.

Activity - Training on Digital Media/CCRS/Digital Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train key Teacher Leaders, Technology Coaches, and Media Specialists in grades K-12 on the integration of online digital tools and multimedia programs aligned with the College and Career Readiness Standards as well as integration of authentic PBL with digitally written final products supporting informational and argumentative writing in the classroom. Teacher Leaders, Tech Coaches and Media Specialists are to support and train local staff.	Professional Learning	08/15/2016	05/24/2019	$20000 - General Fund $20000 - Title II Part A	LEA Technology Staff and system Teacher Leaders

Activity - DE TechBook Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in science and science cohort will participate in training on using the Science TechBook to support next generation science standards and STEAM within classrooms. TechBooks are being provided to various grade levels as funding becomes available, resulting in an ongoing training process with teachers.	Professional Learning	08/15/2016	05/24/2019	$115850 - State Funds	Coordinator of Technology and Technology Support Staff. Consultants with Discovery Education

Identify at least two (2) district-wide activities geared toward preparing leaders to lead technology planning and use digital tools and resources effectively in their jobs as instructional leaders.

Goal 1:

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

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance illustrating authentic learning activities that advance student learning through the use of digital resources and STEAM-based activities in Science by 05/25/2017 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards and/or Next Generation Science Standards.

Strategy1:

Digital Tools/Resources/Multimedia/ Coding/Robotics/Circuitry - Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools and STEAM-based themes that will encourage students to incorporate contemporary tools and digital resources to maximize their learning. These skills will be incorporated into project-based learning units with an emphasis on authentic products.

Category: Develop/Implement Professional Learning and Support

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - iLearn Summer Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three-day workshop for TCBOE certified employees will be held during the summer months. These activities will support digital media, tools, apps, project-based learning, coding, robotics, circuitry, 3D printing, and a variety of augmented reality, virtual learning, and student production tools.	Professional Learning	06/20/2016	07/24/2019	$8000 - District Funding $12500 - Other	LEA Staff, outside vendors/consultants when called upon.

Activity - STEAM Cohort Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, Science, Technology, and other selected administrators, teachers, and certified personnel will participate in one of two cohorts focused on the development, adoption, and integration of STEAM-based themes, activities, and learning activities. The cohorts will participate in a series of professional development activities, interactions, and conferences which will focus on coding, robotics, circuitry, 3D printing, and Next Generation Science Standards.	Professional Learning	08/15/2016	05/25/2018	$600000 - Other	AMSTI Regional Support Staff, LEA Technology Staff, Outside consultants/vendors.

Measurable Objective 2:

80% of All Students will achieve college and career readiness through authentic-real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning in Practical Living by 05/24/2019 as measured by observation using the ELEOT tool, survey results, and final products, performances, and portfolios.

Strategy1:

Teacher and Leader Training on Global PLCs - Both teacher leaders and school administrative leaders will receive training and guidance on creating and maintaining "professional learning networks" to become "connected educators" which extend beyond their local schools and district through the use of web-based, collaborative platforms. By extending their collaborative opportunities, both teachers and leaders will be exposed to theory, strategies, and tools which they will be able to assimilate into their daily activities geared toward increasing student achievement and college and career readiness. These various platforms will include: LinkedIn, Twitter, Pinterest, Voxer as well as identifying collaborative opportunities within professional organizations which teachers and leaders may hold membership.

Category: Develop/Implement Professional Learning and Support

Research Cited: Swanson, K. (2013). Professional learning in the digital age: the educator's guide to user-generated learning. Larchmont, NY: Eye on Education.

Activity - Training on Becoming a Connected Educator	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At minimum, once per year, during regularly scheduled administrative meetings, both administrators and their lead teacher will participate in professional learning around the topic of developing global professional learning networks through the use of online tools such as social media presence, and via networking opportunities embedded within the professional organizations to which they hold membership.	Professional Learning Technology	03/01/2017	05/24/2019	$0 - No Funding Required	LEA Staff - Technology Coordinator and Technology Coaches

Measurable Objective 3:

80% of All Students will demonstrate a proficiency in math objectives on STAR 360 Benchmarking that show a + growth equivalent to meet yearly target goal established during the Fall benchmarking period due to digital-age leadership focused on use of technology and resources to inform instruction in Mathematics by 05/24/2019 as measured by STAR 360 spring benchmarking results.

Strategy1:

Using STAR 360 Data to Inform Instruction - School administrators and teacher leaders will attend various training opportunities tailored to facilitate the gathering, interpretation, and use of data garnered through the STAR 360 Series benchmarking in Math. These administrators and teacher leaders will lead their local school faculty in gathering, interpreting, and use of the data to inform instruction and the additional use of online resources provided through the online program.

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

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/

Activity - STAR 360 Data and Resource Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leaders and Teacher Leaders will attend various workshops designed to facilitate the use of online resources and data produced from online benchmarking results.	Professional Learning	08/15/2016	05/24/2019	$0 - No Funding Required	LEA Instructional staff and Central Office Staff.

Measurable Objective 4:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance illustrating authentic learning activities that advance student learning through the use of digital resources and STEAM-based activities in Practical Living by 05/24/2019 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards.

Strategy1:

Digital Tools/Resources/Multimedia/ Coding/Robotics/Circuitry - Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools and STEAM-based themes that will encourage students to incorporate contemporary tools and digital resources to maximize their learning. These skills will be

incorporated into project-based learning units with an emphasis on authentic products.

Category: Develop/Implement Professional Learning and Support

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - STEAM Cohort Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, Science, Technology, and other selected administrators, teachers, and certified personnel will participate in one of two cohorts focused on the development, adoption, and integration of STEAM-based themes, activities, and learning activities. The cohorts will participate in a series of professional development activities, interactions, and conferences which will focus on coding, robotics, circuitry, 3D printing, and Next Generation Science Standards.	Professional Learning	08/15/2016	05/25/2018	$600000 - Other	AMSTI Regional Support Staff, LEA Technology Staff, Outside consultants/vendors.

Activity - iLearn Summer Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three-day workshop for TCBOE certified employees will be held during the summer months. These activities will support digital media, tools, apps, project-based learning, coding, robotics, circuitry, 3D printing, and a variety of augmented reality, virtual learning, and student production tools.	Professional Learning	06/20/2016	07/24/2019	$12500 - Other $8000 - District Funding	LEA Staff, outside vendors/consultants when called upon.

Measurable Objective 5:

60% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance through project-based learning (PBL) activities coupled with STEAM themes and activities that facilitate real-life experiences to advance student learning, creativity, innovation, and global awareness in Science by 05/26/2017 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards.

Strategy1:

Digital Tools to Support the CCRS Through International Partnership Class - Teachers and leaders will participate in training and subsequent curricular activities focused on the use of online digital resources, STEAM themes, and global awareness activities that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate contemporary tools and digital resources to maximize their learning. These skills will be incorporated into project-based learning units with an emphasis on authentic products which are developed in a partnership with another global classroom to solve a local or world issue.

Category: Other - STEAM/PBL/Global Awareness

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - PBL/STEAM-based Curriculum with Global Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grade K-8 will participate in a curriculum which pairs students in local classrooms to a student in a global classroom. Through PBL, STEAM activities, and global interaction, teachers will assist students in solving a real-world problem local to their community, the community for the partner student or a global community issue. The Level Up Village curriculum will be utilized.	Technology Professional Learning	03/01/2017	05/24/2019	$185000 - Other	LEA Staff - Coordinator of Instructional Technology, Level Up Village-outside consultants

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:

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 that every student, teacher, and administrator maintains 24/7 access to an Internet Connected Device with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation and consumption by 05/24/2019 as measured by Transform 2020 Survey Results, documented interviews with teachers, students, and administrators, district capital plan, and inventory report.

Strategy1:

Data Collection and 1:1 Plan - District Leaders will continue to collect, analyze, and report aggregate infrastructure data for schools within the district and maintain a viable plan for device replacement, purchase and sustainability to continue the current 1:1 student to device ratio along with Internet access on transportation fleet via mi-fi devices to allow real time telemetry for location, fuel usage, camera access, and student use. This will also include Internet access via mi-fi devices for homebound students and students that may require special services as well as emergency connectivity for administrators and network services.

Category: Align Fiscal Resources

Research Cited: Greaves, T.; Hayes, J.; Wilson, L.; Gielniak, M.; & Peterson, R., The Technology Factor: Nine Keys to Student Achievement and Cost-Effectiveness, MDR 2010

Activity - Aggregate Data Collection, Purchase Plan, and Application for Funding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Leaders will collect, analyze, and report aggregate infrastructure data for schools within the district and maintain a comprehensive 1:1 equitable access sustainability plan. Currently the district has a complete 1:1 device distribution for all students in grades K-12.	Other Technology	08/15/2016	05/24/2019	$2100000 - General Fund	District Operations and Technology Leaders and Superintendent

Measurable Objective 2:

collaborate to maintain internal wide area network connections from the district to each school and among schools within the district of at least 1 gbps per site location & WLAN improvements with upgrades to connections as determined through monitoring reports by 05/24/2019

as measured by District Capital Plan, inventory report, and bandwidth traffic reports.

Strategy1:

Add access points to Media Centers and Cafeterias - The school system will maintain existing systems, access points, and wireless bandwidth while adding additional access points to media centers and cafeterias to meet the Alabama Ahead Act standards along with any new construction projects over the time period up until May 2019.

Category: Align Fiscal Resources

Research Cited: The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org

Activity - Infrastructure WAN/LAN Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maintain and update existing systems as needed to meet the Alabama Ahead Act standards.	Technology	08/15/2016	05/24/2019	$177000 - State Funds	Technology Staff, Information Transport Solutions

Measurable Objective 3:

collaborate to maintain currently updated systems so that 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 05/24/2019 as measured by documented interviews with students, teachers, and administrators, the technology inventory report, survey responses, and bandwidth traffic reports.

Strategy1:

Add access points to Media Centers and Cafeterias - The school system will maintain existing systems, access points, and wireless bandwidth while adding additional access points to media centers and cafeterias to meet the Alabama Ahead Act standards along with any new construction projects over the time period up until May 2019.

Category: Align Fiscal Resources

Research Cited: The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org

Activity - Infrastructure WAN/LAN Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maintain and update existing systems as needed to meet the Alabama Ahead Act standards.	Technology	08/15/2016	05/24/2019	$177000 - State Funds	Technology Staff, Information Transport Solutions

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:

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 locate and promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College and Career Readiness Standards by 05/24/2019 as measured by Transform 2020 Survey Results and documented interviews with teachers, students, and administrators.

Strategy1:

Summer iLearn Institute - Teachers and leaders will receive professional learning on a variety of PBL, STEAM, and interactive blended learning tools designed to help them move from static, text-based resources to effective, dynamic, interactive, multimedia/digital content.
Category: Develop/Implement Professional Learning and Support
Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.: North Central Regional Educational Laboratory

Activity - Training on Digital Media/STEAM/PBL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three-day workshop for TCBOE certified employees will be held during the summer months. These activities will support digital media, tools, apps, project-based learning, coding, robotics, circuitry, 3D printing, and a variety of augmented reality, virtual learning, and student production tools.	Professional Learning	07/10/2017	05/24/2019	$20500 - General Fund	Local Technology Leaders, selected Teacher Leaders, outside vendors and consultants as needed

Goal 2:

Goal 1 - Engage and Empower the Learner Through Technology

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, 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 of utilizing various technology tools to enhance learning and engagement as related to Communication, Collaboration, Critical Thinking, and Creativity in Practical Living by 05/24/2019 as measured by teacher observation, graduation rates, success on projects, portfolios and STEAM related activities, and student survey.

Strategy1:

Expert Down the Hall Training - In this strategy, selected teachers from each school will participate in a minimum of 3 days per academic year to receive training on technological tools, STEAM, and project creation that may be utilized in all subject areas for Collaboration, Communication, Critical Thinking, and Creativity to enhance learning and engagement. This might include Google Apps, coding, robotics, circuitry, learning management system, project creation, production software, etc.
Category: Develop/Implement Professional Learning and Support
Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - Training on Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lead teachers chosen from each school will participate in a "train the trainer" model where they will learn about technological resources that may be utilized in coursework to make learning meaningful and engaging. They will turn this training around at their local school by becoming the "expert down the hall."	Professional Learning	08/15/2016	05/24/2019	$20000 - General Fund	LEA Staff - Technology Coaches

Measurable Objective 2:

85% of All Students will demonstrate a behavior of participating in authentic-real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. in English Language Arts by 05/24/2019 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards, involvement of authentic tasks/outcomes/audiences, and Technology Survey results..

Strategy1:

Blended Learning Training and Coaching - Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products.
Category: Develop/Implement Professional Learning and Support
Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - Blended Learning Coaching/Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products. A coaching model of professional development focused on blended learning and the individual work of teaches and students in the classrooms will be facilitated face-to-face by consultants from Advanced Learning Partnerships and LEA staff such as the Coordinator of Technology. This PD will be conducted for those school staff who are working within a 1:1 blended learning initiative using Chrome and Chromebooks. Six participating schools will receive visits from the consultants/facilitators ranging from two to three days in length.	Technology Professional Learning	08/15/2016	04/03/2017	$60000 - Title IV Part A $100000 - General Fund $75000 - General Fund	LEA Staff - Coordinator of Instructional Technology and Advanced Learning Partnerships Consultants

Measurable Objective 3:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded 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 of participating in authentic-real-world learning experiences whereby students use

contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. in Mathematics by 05/24/2019 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards, involvement of authentic tasks/outcomes/audiences, and Technology Survey results..

Strategy1:

Blended Learning Training and Coaching - Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products.
Category: Develop/Implement Professional Learning and Support
Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - Blended Learning Coaching/Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products. A coaching model of professional development focused on blended learning and the individual work of teaches and students in the classrooms will be facilitated face-to-face by consultants from Advanced Learning Partnerships and LEA staff such as the Coordinator of Technology. This PD will be conducted for those school staff who are working within a 1:1 blended learning initiative using Chrome and Chromebooks. Six participating schools will receive visits from the consultants/facilitators ranging from two to three days in length.	Technology Professional Learning	08/15/2016	04/03/2017	$75000 - General Fund $100000 - General Fund $60000 - Title IV Part A	LEA Staff - Coordinator of Instructional Technology and Advanced Learning Partnerships Consultants

Measurable Objective 4:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance demonstrating critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources in English Language Arts by 05/25/2017 as measured by classroom and student observations, PBL snapshots, and final products and/or performances that demonstrate mastery of State Course of Study standards.

Strategy1:

PBL 101 Training/Planning - Teachers at individually selected schools will participate in a collaborative PBL 101 training session facilitated by the Coordinator of Instructional Technology
Category:

Research Cited: Ravitz, J. (2008). Introduction: Summarizing Findings and Looking Ahead to a New Generation of PBL Research. Interdisciplinary Journal of Problem-based Learning, 3(1)

Activity - PBL 101 Training on PBL/and PBL Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers from all schools will collaborate on creating PBL projects for the classroom that integrate technology and provide an opportunity for students to create final products and performances using critical thinking skills to plan, research, prepare and solve problems both individually and collaboratively.	Professional Learning	08/15/2016	05/24/2019	$15955 - Other $5500 - Other	LEA Staff

Goal 3:

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

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance illustrating authentic learning activities that advance student learning through the use of digital resources and STEAM-based activities in Practical Living by 05/24/2019 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards.

Strategy1:

Digital Tools/Resources/Multimedia/ Coding/Robotics/Circuitry - Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools and STEAM-based themes that will encourage students to incorporate contemporary tools and digital resources to maximize their learning. These skills will be incorporated into project-based learning units with an emphasis on authentic products.

Category: Develop/Implement Professional Learning and Support

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - Training on Digital Media/CCRS/Digital Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train key Teacher Leaders, Technology Coaches, and Media Specialists in grades K-12 on the integration of online digital tools and multimedia programs aligned with the College and Career Readiness Standards as well as integration of authentic PBL with digitally written final products supporting informational and argumentative writing in the classroom. Teacher Leaders, Tech Coaches and Media Specialists are to support and train local staff.	Professional Learning	08/15/2016	05/24/2019	$20000 - General Fund $20000 - Title II Part A	LEA Technology Staff and system Teacher Leaders

Activity - STEAM Cohort Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, Science, Technology, and other selected administrators, teachers, and certified personnel will participate in one of two cohorts focused on the development, adoption, and integration of STEAM-based themes, activities, and learning activities. The cohorts will participate in a series of professional development activities, interactions, and conferences which will focus on coding, robotics, circuitry, 3D printing, and Next Generation Science Standards.	Professional Learning	08/15/2016	05/25/2018	$600000 - Other	AMSTI Regional Support Staff, LEA Technology Staff, Outside consultants/vendors.

Activity - iLearn Summer Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three-day workshop for TCBOE certified employees will be held during the summer months. These activities will support digital media, tools, apps, project-based learning, coding, robotics, circuitry, 3D printing, and a variety of augmented reality, virtual learning, and student production tools.	Professional Learning	06/20/2016	07/24/2019	$8000 - District Funding $12500 - Other	LEA Staff, outside vendors/consultants when called upon.

Measurable Objective 2:

60% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance through project-based learning (PBL) activities coupled with STEAM themes and activities that facilitate real-life experiences to advance student learning, creativity, innovation, and global awareness in Science by 05/26/2017 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards.

Strategy1:

Digital Tools to Support the CCRS Through International Partnership Class - Teachers and leaders will participate in training and subsequent curricular activities focused on the use of online digital resources, STEAM themes, and global awareness activities that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate contemporary tools and digital resources to maximize their learning. These skills will be incorporated into project-based learning units with an emphasis on authentic products which are developed in a partnership with another global classroom to solve a local or world issue.

Category: Other - STEAM/PBL/Global Awareness

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - PBL/STEAM-based Curriculum with Global Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grade K-8 will participate in a curriculum which pairs students in local classrooms to a student in a global classroom. Through PBL, STEAM activities, and global interaction, teachers will assist students in solving a real-world problem local to their community, the community for the partner student or a global community issue. The Level Up Village curriculum will be utilized.	Technology Professional Learning	03/01/2017	05/24/2019	$185000 - Other	LEA Staff - Coordinator of Instructional Technology, Level Up Village-outside consultants

Measurable Objective 3:

80% of All Students will demonstrate a proficiency in math objectives on STAR 360 Benchmarking that show a + growth equivalent to meet yearly target goal established during the Fall benchmarking period due to digital-age leadership focused on use of technology and resources to inform instruction in Mathematics by 05/24/2019 as measured by STAR 360 spring benchmarking results.

Strategy1:

Using STAR 360 Data to Inform Instruction - School administrators and teacher leaders will attend various training opportunities tailored to facilitate the gathering, interpretation, and use of data garnered through the STAR 360 Series benchmarking in Math. These administrators and teacher leaders will lead their local school faculty in gathering, interpreting, and use of the data to inform instruction and the additional use of online resources provided through the online program.

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

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/

Activity - STAR 360 Data and Resource Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leaders and Teacher Leaders will attend various workshops designed to facilitate the use of online resources and data produced from online benchmarking results.	Professional Learning	08/15/2016	05/24/2019	$0 - No Funding Required	LEA Instructional staff and Central Office Staff.

Measurable Objective 4:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance illustrating authentic learning activities that advance student learning through the use of digital resources and STEAM-based activities in Science by 05/25/2017 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards and/or Next Generation Science Standards.

Strategy1:

Digital Tools/Resources/Multimedia/ Coding/Robotics/Circuitry - Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools and STEAM-based themes that will encourage students to incorporate contemporary tools and digital resources to maximize their learning. These skills will be incorporated into project-based learning units with an emphasis on authentic products.

Category: Develop/Implement Professional Learning and Support

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - iLearn Summer Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three-day workshop for TCBOE certified employees will be held during the summer months. These activities will support digital media, tools, apps, project-based learning, coding, robotics, circuitry, 3D printing, and a variety of augmented reality, virtual learning, and student production tools.	Professional Learning	06/20/2016	07/24/2019	$12500 - Other $8000 - District Funding	LEA Staff, outside vendors/consultants when called upon.

Activity - Training on Digital Media/CCRS/Digital Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train key Teacher Leaders, Technology Coaches, and Media Specialists in grades K-12 on the integration of online digital tools and multimedia programs aligned with the College and Career Readiness Standards as well as integration of authentic PBL with digitally written final products supporting informational and argumentative writing in the classroom. Teacher Leaders, Tech Coaches and Media Specialists are to support and train local staff.	Professional Learning	08/15/2016	05/24/2019	$20000 - Title II Part A $20000 - General Fund	LEA Technology Staff and system Teacher Leaders

Activity - STEAM Cohort Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, Science, Technology, and other selected administrators, teachers, and certified personnel will participate in one of two cohorts focused on the development, adoption, and integration of STEAM-based themes, activities, and learning activities. The cohorts will participate in a series of professional development activities, interactions, and conferences which will focus on coding, robotics, circuitry, 3D printing, and Next Generation Science Standards.	Professional Learning	08/15/2016	05/25/2018	$600000 - Other	AMSTI Regional Support Staff, LEA Technology Staff, Outside consultants/vendors.

Technology Plan Assurances

Label	Assurance	Response	Comment	Attachment
1.	The district has read, understands and complies with the assurances required of the Alabama Transform 2020 Technology plan.	Yes		Assurances Document

Transform 2020 Technology Plan Goals 2016-2017

Overview

Plan Name

Transform 2020 Technology Plan Goals 2016-2017

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Goal 1 - Engage and Empower the Learner Through Technology	Objectives: 4 Strategies: 4 Activities: 4	Academic	$366455
2	Goal 2 - Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students	Objectives: 5 Strategies: 4 Activities: 7	Academic	$961350
3	Goal 3 - All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 5 Strategies: 4 Activities: 5	Organizational	$2944500

Goal 1: Goal 1 - Engage and Empower the Learner Through Technology

Measurable Objective 1:

85% of All Students will demonstrate a behavior of participating in authentic-real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. in English Language Arts by 05/24/2019 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards, involvement of authentic tasks/outcomes/audiences, and Technology Survey results..

(shared) Strategy 1:

Training, Support, Coaching- Gold Standard PBL, Challenge-Based, Real-World Outcomes - Teachers will develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. There will be a focus on creating outcomes for real audiences with real needs by developing authentic-real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning.

Teachers will be involved in professional learning, receive support on CCRS, informative and persuasive/argumentative digital writing designed to help them move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.
Category: Develop/Implement Professional Learning and Support
Research Cited: Ravitz, J. (2009). Introduction: Summarizing Findings and Looking Ahead to a New Generation of PBL Research. Interdisciplinary Journal of Problem-based Learning, 3(1).

Activity - Training, Support, Coaching- Gold Standard PBL, Challenge-Based, Real-World Outcomes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Working with teachers in grades K-12 on Training, Support, Coaching- Gold Standard PBL, Challenge-Based, Real-World Outcomes. Through specific learning models, such as PBL, Challenge-Based Learning, STEAM, and others, teachers will focus on supporting the standards through lessons, units, and projects which enable students to create final products or answer questions for real audiences with real needs. The lessons, units, and projects will support students as they use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. This is ongoing training. Schools: All Schools	Professional Learning	08/09/2016	05/24/2019	$90000	Title II Part A	System Technology Staff, Local Administrators, Local Technology Staff

(shared) Strategy 2:

Blended Learning Training and Coaching - Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based

learning units with an emphasis on authentic products.

Category: Develop/Implement Professional Learning and Support

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - Blended Learning Coaching/Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products. A coaching model of professional development focused on blended learning and the individual work of teaches and students in the classrooms will be facilitated face-to-face by consultants from Advanced Learning Partnerships and LEA staff such as the Coordinator of Technology. This PD will be conducted for those school staff who are working within a 1:1 blended learning initiative using Chrome and Chromebooks. Six participating schools will receive visits from the consultants/facilitators ranging from two to three days in length. Schools: Childersburg High School, Childersburg Middle School, Munford Middle School, Winterboro High School, Lincoln Elementary School, Talladega County Central High School	Professional Learning, Technology	08/15/2016	04/03/2017	$235000	Title IV Part A, General Fund, General Fund	LEA Staff - Coordinator of Instructional Technology and Advanced Learning Partnerships Consultants

Measurable Objective 2:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded 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 of participating in authentic-real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. in Mathematics by 05/24/2019 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards, involvement of authentic tasks/outcomes/audiences, and Technology Survey results..

(shared) Strategy 1:

Training, Support, Coaching- Gold Standard PBL, Challenge-Based, Real-World Outcomes - Teachers will develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. There will be a focus on creating outcomes for real audiences with real needs by developing authentic-real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning.

Teachers will be involved in professional learning, receive support on CCRS, informative and persuasive/argumentative digital writing designed to help them move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.

Category: Develop/Implement Professional Learning and Support

Research Cited: Ravitz, J. (2009). Introduction: Summarizing Findings and Looking Ahead to a New Generation of PBL Research. Interdisciplinary Journal of Problem-

based Learning, 3(1).

Activity - Training, Support, Coaching- Gold Standard PBL, Challenge-Based, Real-World Outcomes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Working with teachers in grades K-12 on Training, Support, Coaching- Gold Standard PBL, Challenge-Based, Real-World Outcomes. Through specific learning models, such as PBL, Challenge-Based Learning, STEAM, and others, teachers will focus on supporting the standards through lessons, units, and projects which enable students to create final products or answer questions for real audiences with real needs. The lessons, units, and projects will support students as they use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. This is ongoing training. Schools: All Schools	Professional Learning	08/09/2016	05/24/2019	$90000	Title II Part A	System Technology Staff, Local Administrators, Local Technology Staff

(shared) Strategy 2:

Blended Learning Training and Coaching - Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products.

Category: Develop/Implement Professional Learning and Support

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - Blended Learning Coaching/Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products. A coaching model of professional development focused on blended learning and the individual work of teaches and students in the classrooms will be facilitated face-to-face by consultants from Advanced Learning Partnerships and LEA staff such as the Coordinator of Technology. This PD will be conducted for those school staff who are working within a 1:1 blended learning initiative using Chrome and Chromebooks. Six participating schools will receive visits from the consultants/facilitators ranging from two to three days in length. Schools: Childersburg High School, Childersburg Middle School, Munford Middle School, Winterboro High School, Lincoln Elementary School, Talladega County Central High School	Professional Learning, Technology	08/15/2016	04/03/2017	$235000	General Fund, Title IV Part A, General Fund	LEA Staff - Coordinator of Instructional Technology and Advanced Learning Partnerships Consultants

Measurable Objective 3:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance demonstrating critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources in English Language Arts by 05/25/2017 as measured by classroom and student observations, PBL snapshots, and final products and/or performances that demonstrate mastery of State Course of Study standards.

Strategy 1:

PBL 101 Training/Planning - Teachers at individually selected schools will participate in a collaborative PBL 101 training session facilitated by the Coordinator of Instructional Technology

Category:

Research Cited: Ravitz, J. (2008). Introduction: Summarizing Findings and Looking Ahead to a New Generation of PBL Research. Interdisciplinary Journal of Problem-based Learning, 3(1)

Activity - PBL 101 Training on PBL/and PBL Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers from all schools will collaborate on creating PBL projects for the classroom that integrate technology and provide an opportunity for students to create final products and performances using critical thinking skills to plan, research, prepare and solve problems both individually and collaboratively. Schools: All Schools	Professional Learning	08/15/2016	05/24/2019	$21455	Other, Other	LEA Staff

Measurable Objective 4:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, 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 of utilizing various technology tools to enhance learning and engagement as related to Communication, Collaboration, Critical Thinking, and Creativity in Practical Living by 05/24/2019 as measured by teacher observation, graduation rates, success on projects, portfolios and STEAM related activities, and student survey.

Strategy 1:

Expert Down the Hall Training - In this strategy, selected teachers from each school will participate in a minimum of 3 days per academic year to receive training on technological tools, STEAM, and project creation that may be utilized in all subject areas for Collaboration, Communication, Critical Thinking, and Creativity to enhance learning and engagement. This might include Google Apps, coding, robotics, circuitry, learning management system, project creation, production software, etc.

Category: Develop/Implement Professional Learning and Support

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - Training on Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Lead teachers chosen from each school will participate in a "train the trainer" model where they will learn about technological resources that may be utilized in coursework to make learning meaningful and engaging. They will turn this training around at their local school by becoming the "expert down the hall." Schools: All Schools	Professional Learning	08/15/2016	05/24/2019	$20000	General Fund	LEA Staff - Technology Coaches

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

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance illustrating authentic learning activities that advance student learning through the use of digital resources and STEAM-based activities in Practical Living by 05/24/2019 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards.

(shared) Strategy 1:

Digital Tools/Resources/Multimedia/ Coding/Robotics/Circuitry - Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools and STEAM-based themes that will encourage students to incorporate contemporary tools and digital resources to maximize their learning. These skills will be incorporated into project-based learning units with an emphasis on authentic products.

Category: Develop/Implement Professional Learning and Support

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - Training on Digital Media/CCRS/Digital Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train key Teacher Leaders, Technology Coaches, and Media Specialists in grades K-12 on the integration of online digital tools and multimedia programs aligned with the College and Career Readiness Standards as well as integration of authentic PBL with digitally written final products supporting informational and argumentative writing in the classroom. Teacher Leaders, Tech Coaches and Media Specialists are to support and train local staff. Schools: All Schools	Professional Learning	08/15/2016	05/24/2019	$40000	General Fund, Title II Part A	LEA Technology Staff and system Teacher Leaders

Activity - iLearn Summer Institute	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Three-day workshop for TCBOE certified employees will be held during the summer months. These activities will support digital media, tools, apps, project-based learning, coding, robotics, circuitry, 3D printing, and a variety of augmented reality, virtual learning, and student production tools. Schools: All Schools	Professional Learning	06/20/2016	07/24/2019	$20500	District Funding, Other	LEA Staff, outside vendors/consultants when called upon.

Activity - DE TechBook Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in science and science cohort will participate in training on using the Science TechBook to support next generation science standards and STEAM within classrooms. TechBooks are being provided to various grade levels as funding becomes available, resulting in an ongoing training process with teachers. Schools: All Schools	Professional Learning	08/15/2016	05/24/2019	$115850	State Funds	Coordinator of Technology and Technology Support Staff. Consultants with Discovery Education

Activity - STEAM Cohort Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math, Science, Technology, and other selected administrators, teachers, and certified personnel will participate in one of two cohorts focused on the development, adoption, and integration of STEAM-based themes, activities, and learning activities. The cohorts will participate in a series of professional development activities, interactions, and conferences which will focus on coding, robotics, circuitry, 3D printing, and Next Generation Science Standards. Schools: All Schools	Professional Learning	08/15/2016	05/25/2018	$600000	Other	AMSTI Regional Support Staff, LEA Technology Staff, Outside consultants/vendors.

Measurable Objective 2:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance illustrating authentic learning activities that advance student learning through the use of digital resources and STEAM-based activities in Science by 05/25/2017 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards and/or Next Generation Science Standards.

(shared) Strategy 1:

Digital Tools/Resources/Multimedia/ Coding/Robotics/Circuitry - Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools and STEAM-based themes that will encourage students to incorporate contemporary tools and digital resources to maximize their learning. These skills will be incorporated into project-based learning units with an emphasis on authentic products.

Category: Develop/Implement Professional Learning and Support

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - Training on Digital Media/CCRS/Digital Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train key Teacher Leaders, Technology Coaches, and Media Specialists in grades K-12 on the integration of online digital tools and multimedia programs aligned with the College and Career Readiness Standards as well as integration of authentic PBL with digitally written final products supporting informational and argumentative writing in the classroom. Teacher Leaders, Tech Coaches and Media Specialists are to support and train local staff. Schools: All Schools	Professional Learning	08/15/2016	05/24/2019	$40000	Title II Part A, General Fund	LEA Technology Staff and system Teacher Leaders

Activity - iLearn Summer Institute	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three-day workshop for TCBOE certified employees will be held during the summer months. These activities will support digital media, tools, apps, project-based learning, coding, robotics, circuitry, 3D printing, and a variety of augmented reality, virtual learning, and student production tools. Schools: All Schools	Professional Learning	06/20/2016	07/24/2019	$20500	Other, District Funding	LEA Staff, outside vendors/consultants when called upon.

Activity - DE TechBook Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in science and science cohort will participate in training on using the Science TechBook to support next generation science standards and STEAM within classrooms. TechBooks are being provided to various grade levels as funding becomes available, resulting in an ongoing training process with teachers. Schools: All Schools	Professional Learning	08/15/2016	05/24/2019	$115850	State Funds	Coordinator of Technology and Technology Support Staff. Consultants with Discovery Education

Activity - STEAM Cohort Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math, Science, Technology, and other selected administrators, teachers, and certified personnel will participate in one of two cohorts focused on the development, adoption, and integration of STEAM-based themes, activities, and learning activities. The cohorts will participate in a series of professional development activities, interactions, and conferences which will focus on coding, robotics, circuitry, 3D printing, and Next Generation Science Standards. Schools: All Schools	Professional Learning	08/15/2016	05/25/2018	$600000	Other	AMSTI Regional Support Staff, LEA Technology Staff, Outside consultants/vendors.

Measurable Objective 3:

60% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance through project-based learning (PBL) activities coupled with STEAM themes and activities that facilitate real-life experiences to advance student learning, creativity, innovation, and global awareness in Science by 05/26/2017 as measured by final student products/performances that demonstrate mastery of State Course of Study Standards.

Strategy 1:

Digital Tools to Support the CCRS Through International Partnership Class - Teachers and leaders will participate in training and subsequent curricular activities focused on the use of online digital resources, STEAM themes, and global awareness activities that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate contemporary tools and digital resources to maximize their learning. These skills will be incorporated into project-based learning units with an emphasis on authentic products which are developed in a partnership with another global classroom to solve a local or world issue.

Category: Other - STEAM/PBL/Global Awareness

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.

Activity - PBL/STEAM-based Curriculum with Global Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grade K-8 will participate in a curriculum which pairs students in local classrooms to a student in a global classroom. Through PBL, STEAM activities, and global interaction, teachers will assist students in solving a real-world problem local to their community, the community for the partner student or a global community issue. The Level Up Village curriculum will be utilized. Schools: B. B. Comer Memorial Elementary School, Childersburg Elementary School, A. H. Watwood Elementary School, Fayetteville High School, Childersburg Middle School, Charles R. Drew Middle School, Sycamore School, Stemley Road Elementary School, B.B. Comer Memorial High School, Munford Middle School, Winterboro High School, Lincoln Elementary School, Munford Elementary School, Talladega County Central High School	Professional Learning, Technology	03/01/2017	05/24/2019	$185000	Other	LEA Staff - Coordinator of Instructional Technology, Level Up Village-outside consultants

Measurable Objective 4:

80% of All Students will demonstrate a proficiency in math objectives on STAR 360 Benchmarking that show a + growth equivalent to meet yearly target goal established during the Fall benchmarking period due to digital-age leadership focused on use of technology and resources to inform instruction in Mathematics by 05/24/2019 as measured by STAR 360 spring benchmarking results.

Strategy 1:

Using STAR 360 Data to Inform Instruction - School administrators and teacher leaders will attend various training opportunities tailored to facilitate the gathering, interpretation, and use of data garnered through the STAR 360 Series benchmarking in Math. These administrators and teacher leaders will lead their local school faculty in gathering, interpreting, and use of the data to inform instruction and the additional use of online resources provided through the online program.

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

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S.

Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/

Activity - STAR 360 Data and Resource Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leaders and Teacher Leaders will attend various workshops designed to facilitate the use of online resources and data produced from online benchmarking results. Schools: All Schools	Professional Learning	08/15/2016	05/24/2019	$0	No Funding Required	LEA Instructional staff and Central Office Staff.

Measurable Objective 5:

80% of All Students will achieve college and career readiness through authentic-real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning in Practical Living by 05/24/2019 as measured by observation using the ELEOT tool, survey results, and final products, performances, and portfolios.

Strategy 1:

Teacher and Leader Training on Global PLCs - Both teacher leaders and school administrative leaders will receive training and guidance on creating and maintaining "professional learning networks" to become "connected educators" which extend beyond their local schools and district through the use of web-based, collaborative platforms. By extending their collaborative opportunities, both teachers and leaders will be exposed to theory, strategies, and tools which they will be able to assimilate into their daily activities geared toward increasing student achievement and college and career readiness. These various platforms will include: LinkedIn, Twitter, Pinterest, Voxer as well as identifying collaborative opportunities within professional organizations which teachers and leaders may hold membership.

Category: Develop/Implement Professional Learning and Support

Research Cited: Swanson, K. (2013). Professional learning in the digital age: the educator's guide to user-generated learning. Larchmont, NY: Eye on Education.

Activity - Training on Becoming a Connected Educator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At minimum, once per year, during regularly scheduled administrative meetings, both administrators and their lead teacher will participate in professional learning around the topic of developing global professional learning networks through the use of online tools such as social media presence, and via networking opportunities embedded within the professional organizations to which they hold membership. Schools: All Schools	Professional Learning, Technology	03/01/2017	05/24/2019	$0	No Funding Required	LEA Staff - Technology Coordinator and Technology Coaches

Goal 3: 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 maintain currently updated systems so that 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 05/24/2019 as measured by documented interviews with students, teachers, and administrators, the technology inventory report, survey responses, and bandwidth traffic reports.

(shared) Strategy 1:

Add access points to Media Centers and Cafeterias - The school system will maintain existing systems, access points, and wireless bandwidth while adding additional access points to media centers and cafeterias to meet the Alabama Ahead Act standards along with any new construction projects over the time period up until May 2019.

Category: Align Fiscal Resources

Research Cited: The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org

Activity - Application for Funding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The system will periodically and when appropriate apply for Category 1 erate funding in an effort to maintain current WAN, WLAN, and broadband access. Schools: All Schools	Technology	04/01/2016	05/24/2019	$235000	USAC Technology	LEA Technology Staff

Activity - Infrastructure WAN/LAN Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintain and update existing systems as needed to meet the Alabama Ahead Act standards. Schools: All Schools	Technology	08/15/2016	05/24/2019	$177000	State Funds	Technology Staff, Information Transport Solutions

Measurable Objective 2:

collaborate to locate and promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College and Career Readiness Standards by 05/24/2019 as measured by Transform 2020 Survey Results and documented interviews with teachers, students, and administrators.

Strategy 1:

Summer iLearn Institute - Teachers and leaders will receive professional learning on a variety of PBL, STEAM, and interactive blended learning tools designed to help them move from static, text-based resources to effective, dynamic, interactive, multimedia/digital content.

Category: Develop/Implement Professional Learning and Support

Research Cited: Margaret H. and others (2005). Critical Issue: Using Technology to Improve Student Achievement. Naperville, Ill.: North Central Regional Educational Laboratory

Activity - Training on Digital Media/STEAM/PBL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Three-day workshop for TCBOE certified employees will be held during the summer months. These activities will support digital media, tools, apps, project-based learning, coding, robotics, circuitry, 3D printing, and a variety of augmented reality, virtual learning, and student production tools. Schools: All Schools	Professional Learning	07/10/2017	05/24/2019	$20500	General Fund	Local Technology Leaders, selected Teacher Leaders, outside vendors and consultants as needed

Measurable Objective 3:

collaborate to ensure that every student, teacher, and administrator maintains 24/7 access to an Internet Connected Device with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation and consumption by 05/24/2019 as measured by Transform 2020 Survey Results, documented interviews with teachers, students, and administrators, district capital plan, and inventory report.

Strategy 1:

Data Collection and 1:1 Plan - District Leaders will continue to collect, analyze, and report aggregate infrastructure data for schools within the district and maintain a viable plan for device replacement, purchase and sustainability to continue the current 1:1 student to device ratio along with Internet access on transportation fleet via mi-fi devices to allow real time telemetry for location, fuel usage, camera access, and student use. This will also include Internet access via mi-fi devices for homebound students and students that may require special services as well as emergency connectivity for administrators and network services.

Category: Align Fiscal Resources

Research Cited: Greaves, T.; Hayes, J.; Wilson, L.; Gielniak, M.; & Peterson, R., The Technology Factor: Nine Keys to Student Achievement and Cost-Effectiveness, MDR 2010

Activity - Aggregate Data Collection, Purchase Plan, and Application for Funding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leaders will collect, analyze, and report aggregate infrastructure data for schools within the district and maintain a comprehensive 1:1 equitable access sustainability plan. Currently the district has a complete 1:1 device distribution for all students in grades K-12. Schools: All Schools	Technology, Other	08/15/2016	05/24/2019	$2100000	General Fund	District Operations and Technology Leaders and Superintendent

Measurable Objective 4:

collaborate to maintain internal wide area network connections from the district to each school and among schools within the district of at least 1 gbps per site location & WLAN improvements with upgrades to connections as determined through monitoring reports by 05/24/2019 as measured by District Capital Plan, inventory report, and bandwidth traffic reports.

(shared) Strategy 1:

Add access points to Media Centers and Cafeterias - The school system will maintain existing systems, access points, and wireless bandwidth while adding additional access points to media centers and cafeterias to meet the Alabama Ahead Act standards along with any new construction projects over the time period up until May 2019.

Category: Align Fiscal Resources

Research Cited: The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org

Activity - Application for Funding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The system will periodically and when appropriate apply for Category 1 erate funding in an effort to maintain current WAN, WLAN, and broadband access. Schools: All Schools	Technology	04/01/2016	05/24/2019	$235000	USAC Technology	LEA Technology Staff

Activity - Infrastructure WAN/LAN Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintain and update existing systems as needed to meet the Alabama Ahead Act standards. Schools: All Schools	Technology	08/15/2016	05/24/2019	$177000	State Funds	Technology Staff, Information Transport Solutions

Measurable Objective 5:

collaborate to maintain and enhance (when needed) technologies available to students, teachers, staff, administrators and stakeholders so as to increase student achievement and the utilization of technology by students, teachers, staff, administrators and stakeholders by 05/24/2019 as measured by technology surveys, the technology inventory report, bandwidth traffic reports and usage reports..

Strategy 1:

Maintain and Expand Technology Infrastructure - The school system will:

1) Maintain and expand (when needed) infrastructure of the current 10gbps switch backbone in place, along with additional upgrades to WLAN as needed to meet demand or mandated standards.

2) Enhance communication and promote student safety,stakeholder involvement and student achievement through telecommunications services including POTS, wireless data/comunications devices and EEN systems and through the use of the district local school websites.

3) Maintain and enhance student involvement and protection through student management programs, content filtering, increased WAN/LAN capacity and Internet access.

Category: Align Fiscal Resources

Research Cited: The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org,

Activity - Application for Funding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The System will apply for e-rate category 1 funding and Alabama Ahead Act funding to: 1) Expand wireless and wired infrastructure capacity by meeting the Alabama Ahead Act standards for wireless density and network equipment including but not limited to APs, switches, routers and servers. 2) Maintain WAN/LAN/Internet data access and capacity. 3) Maintain wireless and wired telecommunications and Internet access on portable devices. 4) Maintain district and local LEA web presence with ADA compliance. Schools: All Schools	Technology	08/15/2016	05/24/2019	$412000	USAC Technology, State Funds	LEA Technology Staff

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
iLearn Summer Institute	Three-day workshop for TCBOE certified employees will be held during the summer months. These activities will support digital media, tools, apps, project-based learning, coding, robotics, circuitry, 3D printing, and a variety of augmented reality, virtual learning, and student production tools.	Professional Learning	06/20/2016	07/24/2019	$8000	LEA Staff, outside vendors/consultants when called upon.
				Total	$8000	

Title IV Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Blended Learning Coaching/Training	Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products. A coaching model of professional development focused on blended learning and the individual work of teaches and students in the classrooms will be facilitated face-to-face by consultants from Advanced Learning Partnerships and LEA staff such as the Coordinator of Technology. This PD will be conducted for those school staff who are working within a 1:1 blended learning initiative using Chrome and Chromebooks. Six participating schools will receive visits from the consultants/facilitators ranging from two to three days in length.	Professional Learning, Technology	08/15/2016	04/03/2017	$60000	LEA Staff - Coordinator of Instructional Technology and Advanced Learning Partnerships Consultants
				Total	$60000	

No Funding Required

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

STAR 360 Data and Resource Training	School Leaders and Teacher Leaders will attend various workshops designed to facilitate the use of online resources and data produced from online benchmarking results.	Professional Learning	08/15/2016	05/24/2019	$0	LEA Instructional staff and Central Office Staff.
Training on Becoming a Connected Educator	At minimum, once per year, during regularly scheduled administrative meetings, both administrators and their lead teacher will participate in professional learning around the topic of developing global professional learning networks through the use of online tools such as social media presence, and via networking opportunities embedded within the professional organizations to which they hold membership.	Professional Learning, Technology	03/01/2017	05/24/2019	$0	LEA Staff - Technology Coordinator and Technology Coaches
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBL 101 Training on PBL/and PBL Planning	Teachers from all schools will collaborate on creating PBL projects for the classroom that integrate technology and provide an opportunity for students to create final products and performances using critical thinking skills to plan, research, prepare and solve problems both individually and collaboratively.	Professional Learning	08/15/2016	05/24/2019	$5500	LEA Staff
PBL 101 Training on PBL/and PBL Planning	Teachers from all schools will collaborate on creating PBL projects for the classroom that integrate technology and provide an opportunity for students to create final products and performances using critical thinking skills to plan, research, prepare and solve problems both individually and collaboratively.	Professional Learning	08/15/2016	05/24/2019	$15955	LEA Staff
iLearn Summer Institute	Three-day workshop for TCBOE certified employees will be held during the summer months. These activities will support digital media, tools, apps, project-based learning, coding, robotics, circuitry, 3D printing, and a variety of augmented reality, virtual learning, and student production tools.	Professional Learning	06/20/2016	07/24/2019	$12500	LEA Staff, outside vendors/consultants when called upon.
STEAM Cohort Training	Math, Science, Technology, and other selected administrators, teachers, and certified personnel will participate in one of two cohorts focused on the development, adoption, and integration of STEAM-based themes, activities, and learning activities. The cohorts will participate in a series of professional development activities, interactions, and conferences which will focus on coding, robotics, circuitry, 3D printing, and Next Generation Science Standards.	Professional Learning	08/15/2016	05/25/2018	$600000	AMSTI Regional Support Staff, LEA Technology Staff, Outside consultants/vendors.

PBL/STEAM-based Curriculum with Global Connections	Teachers in grade K-8 will participate in a curriculum which pairs students in local classrooms to a student in a global classroom. Through PBL, STEAM activities, and global interaction, teachers will assist students in solving a real-world problem local to their community, the community for the partner student or a global community issue. The Level Up Village curriculum will be utilized.	Professional Learning, Technology	03/01/2017	05/24/2019	$185000	LEA Staff - Coordinator of Instructional Technology, Level Up Village-outside consultants
				Total	$818955	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Blended Learning Coaching/Training	Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products. A coaching model of professional development focused on blended learning and the individual work of teaches and students in the classrooms will be facilitated face-to-face by consultants from Advanced Learning Partnerships and LEA staff such as the Coordinator of Technology. This PD will be conducted for those school staff who are working within a 1:1 blended learning initiative using Chrome and Chromebooks. Six participating schools will receive visits from the consultants/facilitators ranging from two to three days in length.	Professional Learning, Technology	08/15/2016	04/03/2017	$75000	LEA Staff - Coordinator of Instructional Technology and Advanced Learning Partnerships Consultants
Training on Digital Media/STEAM/PBL	Three-day workshop for TCBOE certified employees will be held during the summer months. These activities will support digital media, tools, apps, project-based learning, coding, robotics, circuitry, 3D printing, and a variety of augmented reality, virtual learning, and student production tools.	Professional Learning	07/10/2017	05/24/2019	$20500	Local Technology Leaders, selected Teacher Leaders, outside vendors and consultants as needed
Aggregate Data Collection, Purchase Plan, and Application for Funding	District Leaders will collect, analyze, and report aggregate infrastructure data for schools within the district and maintain a comprehensive 1:1 equitable access sustainability plan. Currently the district has a complete 1:1 device distribution for all students in grades K-12.	Technology, Other	08/15/2016	05/24/2019	$2100000	District Operations and Technology Leaders and Superintendent

Training on Digital Media/CCRS/Digital Writing	Train key Teacher Leaders, Technology Coaches, and Media Specialists in grades K-12 on the integration of online digital tools and multimedia programs aligned with the College and Career Readiness Standards as well as integration of authentic PBL with digitally written final products supporting informational and argumentative writing in the classroom. Teacher Leaders, Tech Coaches and Media Specialists are to support and train local staff.	Professional Learning	08/15/2016	05/24/2019	$20000	LEA Technology Staff and system Teacher Leaders
Blended Learning Coaching/Training	Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products. A coaching model of professional development focused on blended learning and the individual work of teaches and students in the classrooms will be facilitated face-to-face by consultants from Advanced Learning Partnerships and LEA staff such as the Coordinator of Technology. This PD will be conducted for those school staff who are working within a 1:1 blended learning initiative using Chrome and Chromebooks. Six participating schools will receive visits from the consultants/facilitators ranging from two to three days in length.	Professional Learning, Technology	08/15/2016	04/03/2017	$100000	LEA Staff - Coordinator of Instructional Technology and Advanced Learning Partnerships Consultants
Training on Technology Integration	Lead teachers chosen from each school will participate in a "train the trainer" model where they will learn about technological resources that may be utilized in coursework to make learning meaningful and engaging. They will turn this training around at their local school by becoming the "expert down the hall."	Professional Learning	08/15/2016	05/24/2019	$20000	LEA Staff - Technology Coaches
				Total	$2335500	

USAC Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Application for Funding	The system will periodically and when appropriate apply for Category 1 erate funding in an effort to maintain current WAN, WLAN, and broadband access.	Technology	04/01/2016	05/24/2019	$235000	LEA Technology Staff

Application for Funding	The System will apply for e-rate category 1 funding and Alabama Ahead Act funding to: 1) Expand wireless and wired infrastructure capacity by meeting the Alabama Ahead Act standards for wireless density and network equipment including but not limited to APs, switches, routers and servers. 2) Maintain WAN/LAN/Internet data access and capacity. 3) Maintain wireless and wired telecommunications and Internet access on portable devices. 4) Maintain district and local LEA web presence with ADA compliance.	Technology	08/15/2016	05/24/2019	$235000	LEA Technology Staff
				Total	$470000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training on Digital Media/CCRS/Digital Writing	Train key Teacher Leaders, Technology Coaches, and Media Specialists in grades K-12 on the integration of online digital tools and multimedia programs aligned with the College and Career Readiness Standards as well as integration of authentic PBL with digitally written final products supporting informational and argumentative writing in the classroom. Teacher Leaders, Tech Coaches and Media Specialists are to support and train local staff.	Professional Learning	08/15/2016	05/24/2019	$20000	LEA Technology Staff and system Teacher Leaders
Training, Support, Coaching- Gold Standard PBL, Challenge-Based, Real-World Outcomes	Working with teachers in grades K-12 on Training, Support, Coaching- Gold Standard PBL, Challenge-Based, Real-World Outcomes. Through specific learning models, such as PBL, Challenge-Based Learning, STEAM, and others, teachers will focus on supporting the standards through lessons, units, and projects which enable students to create final products or answer questions for real audiences with real needs. The lessons, units, and projects will support students as they use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. This is ongoing training.	Professional Learning	08/09/2016	05/24/2019	$90000	System Technology Staff, Local Administrators, Local Technology Staff
				Total	$110000	

State Funds

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

Application for Funding	The System will apply for e-rate category 1 funding and Alabama Ahead Act funding to: 1) Expand wireless and wired infrastructure capacity by meeting the Alabama Ahead Act standards for wireless density and network equipment including but not limited to APs, switches, routers and servers. 2) Maintain WAN/LAN/Internet data access and capacity. 3) Maintain wireless and wired telecommunications and Internet access on portable devices. 4) Maintain district and local LEA web presence with ADA compliance.	Technology	08/15/2016	05/24/2019	$177000	LEA Technology Staff
Infrastructure WAN/LAN Updates	Maintain and update existing systems as needed to meet the Alabama Ahead Act standards.	Technology	08/15/2016	05/24/2019	$177000	Technology Staff, Information Transport Solutions
DE TechBook Training	Teachers in science and science cohort will participate in training on using the Science TechBook to support next generation science standards and STEAM within classrooms. TechBooks are being provided to various grade levels as funding becomes available, resulting in an ongoing training process with teachers.	Professional Learning	08/15/2016	05/24/2019	$115850	Coordinator of Technology and Technology Support Staff. Consultants with Discovery Education
				Total	$469850	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training, Support, Coaching- Gold Standard PBL, Challenge-Based, Real-World Outcomes	Working with teachers in grades K-12 on Training, Support, Coaching- Gold Standard PBL, Challenge-Based, Real-World Outcomes. Through specific learning models, such as PBL, Challenge-Based Learning, STEAM, and others, teachers will focus on supporting the standards through lessons, units, and projects which enable students to create final products or answer questions for real audiences with real needs. The lessons, units, and projects will support students as they use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. This is ongoing training.	Professional Learning	08/09/2016	05/24/2019	$90000	System Technology Staff, Local Administrators, Local Technology Staff
Training on Digital Media/CCRS/Digital Writing	Train key Teacher Leaders, Technology Coaches, and Media Specialists in grades K-12 on the integration of online digital tools and multimedia programs aligned with the College and Career Readiness Standards as well as integration of authentic PBL with digitally written final products supporting informational and argumentative writing in the classroom. Teacher Leaders, Tech Coaches and Media Specialists are to support and train local staff.	Professional Learning	08/15/2016	05/24/2019	$40000	LEA Technology Staff and system Teacher Leaders
Application for Funding	The system will periodically and when appropriate apply for Category 1 erate funding in an effort to maintain current WAN, WLAN, and broadband access.	Technology	04/01/2016	05/24/2019	$235000	LEA Technology Staff
Training on Digital Media/STEAM/PBL	Three-day workshop for TCBOE certified employees will be held during the summer months. These activities will support digital media, tools, apps, project-based learning, coding, robotics, circuitry, 3D printing, and a variety of augmented reality, virtual learning, and student production tools.	Professional Learning	07/10/2017	05/24/2019	$20500	Local Technology Leaders, selected Teacher Leaders, outside vendors and consultants as needed

PBL 101 Training on PBL/and PBL Planning	Teachers from all schools will collaborate on creating PBL projects for the classroom that integrate technology and provide an opportunity for students to create final products and performances using critical thinking skills to plan, research, prepare and solve problems both individually and collaboratively.	Professional Learning	08/15/2016	05/24/2019	$21455	LEA Staff
STAR 360 Data and Resource Training	School Leaders and Teacher Leaders will attend various workshops designed to facilitate the use of online resources and data produced from online benchmarking results.	Professional Learning	08/15/2016	05/24/2019	$0	LEA Instructional staff and Central Office Staff.
Aggregate Data Collection, Purchase Plan, and Application for Funding	District Leaders will collect, analyze, and report aggregate infrastructure data for schools within the district and maintain a comprehensive 1:1 equitable access sustainability plan. Currently the district has a complete 1:1 device distribution for all students in grades K-12.	Technology, Other	08/15/2016	05/24/2019	$2100000	District Operations and Technology Leaders and Superintendent
Application for Funding	The System will apply for e-rate category 1 funding and Alabama Ahead Act funding to: 1) Expand wireless and wired infrastructure capacity by meeting the Alabama Ahead Act standards for wireless density and network equipment including but not limited to APs, switches, routers and servers. 2) Maintain WAN/LAN/Internet data access and capacity. 3) Maintain wireless and wired telecommunications and Internet access on portable devices. 4) Maintain district and local LEA web presence with ADA compliance.	Technology	08/15/2016	05/24/2019	$412000	LEA Technology Staff
Training on Technology Integration	Lead teachers chosen from each school will participate in a "train the trainer" model where they will learn about technological resources that may be utilized in coursework to make learning meaningful and engaging. They will turn this training around at their local school by becoming the "expert down the hall."	Professional Learning	08/15/2016	05/24/2019	$20000	LEA Staff - Technology Coaches
iLearn Summer Institute	Three-day workshop for TCBOE certified employees will be held during the summer months. These activities will support digital media, tools, apps, project-based learning, coding, robotics, circuitry, 3D printing, and a variety of augmented reality, virtual learning, and student production tools.	Professional Learning	06/20/2016	07/24/2019	$20500	LEA Staff, outside vendors/consultants when called upon.
Infrastructure WAN/LAN Updates	Maintain and update existing systems as needed to meet the Alabama Ahead Act standards.	Technology	08/15/2016	05/24/2019	$177000	Technology Staff, Information Transport Solutions

DE TechBook Training	Teachers in science and science cohort will participate in training on using the Science TechBook to support next generation science standards and STEAM within classrooms. TechBooks are being provided to various grade levels as funding becomes available, resulting in an ongoing training process with teachers.	Professional Learning	08/15/2016	05/24/2019	$115850	Coordinator of Technology and Technology Support Staff. Consultants with Discovery Education
STEAM Cohort Training	Math, Science, Technology, and other selected administrators, teachers, and certified personnel will participate in one of two cohorts focused on the development, adoption, and integration of STEAM-based themes, activities, and learning activities. The cohorts will participate in a series of professional development activities, interactions, and conferences which will focus on coding, robotics, circuitry, 3D printing, and Next Generation Science Standards.	Professional Learning	08/15/2016	05/25/2018	$600000	AMSTI Regional Support Staff, LEA Technology Staff, Outside consultants/vendors.
Training on Becoming a Connected Educator	At minimum, once per year, during regularly scheduled administrative meetings, both administrators and their lead teacher will participate in professional learning around the topic of developing global professional learning networks through the use of online tools such as social media presence, and via networking opportunities embedded within the professional organizations to which they hold membership.	Professional Learning, Technology	03/01/2017	05/24/2019	$0	LEA Staff - Technology Coordinator and Technology Coaches
				Total	$3852305	

Winterboro High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBL/STEAM-based Curriculum with Global Connections	Teachers in grade K-8 will participate in a curriculum which pairs students in local classrooms to a student in a global classroom. Through PBL, STEAM activities, and global interaction, teachers will assist students in solving a real-world problem local to their community, the community for the partner student or a global community issue. The Level Up Village curriculum will be utilized.	Professional Learning, Technology	03/01/2017	05/24/2019	$185000	LEA Staff - Coordinator of Instructional Technology, Level Up Village-outside consultants

Blended Learning Coaching/Training	Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products. A coaching model of professional development focused on blended learning and the individual work of teaches and students in the classrooms will be facilitated face-to-face by consultants from Advanced Learning Partnerships and LEA staff such as the Coordinator of Technology. This PD will be conducted for those school staff who are working within a 1:1 blended learning initiative using Chrome and Chromebooks. Six participating schools will receive visits from the consultants/facilitators ranging from two to three days in length.	Professional Learning, Technology	08/15/2016	04/03/2017	$235000	LEA Staff - Coordinator of Instructional Technology and Advanced Learning Partnerships Consultants
				Total	$420000	

Talladega County Central High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBL/STEAM-based Curriculum with Global Connections	Teachers in grade K-8 will participate in a curriculum which pairs students in local classrooms to a student in a global classroom. Through PBL, STEAM activities, and global interaction, teachers will assist students in solving a real-world problem local to their community, the community for the partner student or a global community issue. The Level Up Village curriculum will be utilized.	Professional Learning, Technology	03/01/2017	05/24/2019	$185000	LEA Staff - Coordinator of Instructional Technology, Level Up Village-outside consultants

Blended Learning Coaching/Training	Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products. A coaching model of professional development focused on blended learning and the individual work of teaches and students in the classrooms will be facilitated face-to-face by consultants from Advanced Learning Partnerships and LEA staff such as the Coordinator of Technology. This PD will be conducted for those school staff who are working within a 1:1 blended learning initiative using Chrome and Chromebooks. Six participating schools will receive visits from the consultants/facilitators ranging from two to three days in length.	Professional Learning, Technology	08/15/2016	04/03/2017	$235000	LEA Staff - Coordinator of Instructional Technology and Advanced Learning Partnerships Consultants
				Total	$420000	

Sycamore School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBL/STEAM-based Curriculum with Global Connections	Teachers in grade K-8 will participate in a curriculum which pairs students in local classrooms to a student in a global classroom. Through PBL, STEAM activities, and global interaction, teachers will assist students in solving a real-world problem local to their community, the community for the partner student or a global community issue. The Level Up Village curriculum will be utilized.	Professional Learning, Technology	03/01/2017	05/24/2019	$185000	LEA Staff - Coordinator of Instructional Technology, Level Up Village-outside consultants
				Total	$185000	

Stemley Road Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBL/STEAM-based Curriculum with Global Connections	Teachers in grade K-8 will participate in a curriculum which pairs students in local classrooms to a student in a global classroom. Through PBL, STEAM activities, and global interaction, teachers will assist students in solving a real-world problem local to their community, the community for the partner student or a global community issue. The Level Up Village curriculum will be utilized.	Professional Learning, Technology	03/01/2017	05/24/2019	$185000	LEA Staff - Coordinator of Instructional Technology, Level Up Village-outside consultants
				Total	$185000	

Munford Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBL/STEAM-based Curriculum with Global Connections	Teachers in grade K-8 will participate in a curriculum which pairs students in local classrooms to a student in a global classroom. Through PBL, STEAM activities, and global interaction, teachers will assist students in solving a real-world problem local to their community, the community for the partner student or a global community issue. The Level Up Village curriculum will be utilized.	Professional Learning, Technology	03/01/2017	05/24/2019	$185000	LEA Staff - Coordinator of Instructional Technology, Level Up Village-outside consultants
Blended Learning Coaching/Training	Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products. A coaching model of professional development focused on blended learning and the individual work of teaches and students in the classrooms will be facilitated face-to-face by consultants from Advanced Learning Partnerships and LEA staff such as the Coordinator of Technology. This PD will be conducted for those school staff who are working within a 1:1 blended learning initiative using Chrome and Chromebooks. Six participating schools will receive visits from the consultants/facilitators ranging from two to three days in length.	Professional Learning, Technology	08/15/2016	04/03/2017	$235000	LEA Staff - Coordinator of Instructional Technology and Advanced Learning Partnerships Consultants
				Total	$420000	

Munford Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBL/STEAM-based Curriculum with Global Connections	Teachers in grade K-8 will participate in a curriculum which pairs students in local classrooms to a student in a global classroom. Through PBL, STEAM activities, and global interaction, teachers will assist students in solving a real-world problem local to their community, the community for the partner student or a global community issue. The Level Up Village curriculum will be utilized.	Professional Learning, Technology	03/01/2017	05/24/2019	$185000	LEA Staff - Coordinator of Instructional Technology, Level Up Village-outside consultants
				Total	$185000	

Lincoln Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBL/STEAM-based Curriculum with Global Connections	Teachers in grade K-8 will participate in a curriculum which pairs students in local classrooms to a student in a global classroom. Through PBL, STEAM activities, and global interaction, teachers will assist students in solving a real-world problem local to their community, the community for the partner student or a global community issue. The Level Up Village curriculum will be utilized.	Professional Learning, Technology	03/01/2017	05/24/2019	$185000	LEA Staff - Coordinator of Instructional Technology, Level Up Village-outside consultants
Blended Learning Coaching/Training	Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products. A coaching model of professional development focused on blended learning and the individual work of teaches and students in the classrooms will be facilitated face-to-face by consultants from Advanced Learning Partnerships and LEA staff such as the Coordinator of Technology. This PD will be conducted for those school staff who are working within a 1:1 blended learning initiative using Chrome and Chromebooks. Six participating schools will receive visits from the consultants/facilitators ranging from two to three days in length.	Professional Learning, Technology	08/15/2016	04/03/2017	$235000	LEA Staff - Coordinator of Instructional Technology and Advanced Learning Partnerships Consultants
				Total	$420000	

Fayetteville High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBL/STEAM-based Curriculum with Global Connections	Teachers in grade K-8 will participate in a curriculum which pairs students in local classrooms to a student in a global classroom. Through PBL, STEAM activities, and global interaction, teachers will assist students in solving a real-world problem local to their community, the community for the partner student or a global community issue. The Level Up Village curriculum will be utilized.	Professional Learning, Technology	03/01/2017	05/24/2019	$185000	LEA Staff - Coordinator of Instructional Technology, Level Up Village-outside consultants
				Total	$185000	

Childersburg Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBL/STEAM-based Curriculum with Global Connections	Teachers in grade K-8 will participate in a curriculum which pairs students in local classrooms to a student in a global classroom. Through PBL, STEAM activities, and global interaction, teachers will assist students in solving a real-world problem local to their community, the community for the partner student or a global community issue. The Level Up Village curriculum will be utilized.	Professional Learning, Technology	03/01/2017	05/24/2019	$185000	LEA Staff - Coordinator of Instructional Technology, Level Up Village- outside consultants
Blended Learning Coaching/Training	Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products. A coaching model of professional development focused on blended learning and the individual work of teaches and students in the classrooms will be facilitated face-to-face by consultants from Advanced Learning Partnerships and LEA staff such as the Coordinator of Technology. This PD will be conducted for those school staff who are working within a 1:1 blended learning initiative using Chrome and Chromebooks. Six participating schools will receive visits from the consultants/facilitators ranging from two to three days in length.	Professional Learning, Technology	08/15/2016	04/03/2017	$235000	LEA Staff - Coordinator of Instructional Technology and Advanced Learning Partnerships Consultants
				Total	$420000	

Childersburg High School

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

Blended Learning Coaching/Training	Teachers and leaders will participate in training focused on the use of online digital resources that are aligned with the College and Career Readiness Standards along with multi-media tools that will encourage students to incorporate additional contemporary tools and digital resources to maximize their learning. STEAM related themes focused on coding, robotics, circuitry, engineering, 3D printing, and NGSS will be incorporated into project-based learning units with an emphasis on authentic products. A coaching model of professional development focused on blended learning and the individual work of teaches and students in the classrooms will be facilitated face-to-face by consultants from Advanced Learning Partnerships and LEA staff such as the Coordinator of Technology. This PD will be conducted for those school staff who are working within a 1:1 blended learning initiative using Chrome and Chromebooks. Six participating schools will receive visits from the consultants/facilitators ranging from two to three days in length.	Professional Learning, Technology	08/15/2016	04/03/2017	$235000	LEA Staff - Coordinator of Instructional Technology and Advanced Learning Partnerships Consultants
				Total	$235000	

Childersburg Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBL/STEAM-based Curriculum with Global Connections	Teachers in grade K-8 will participate in a curriculum which pairs students in local classrooms to a student in a global classroom. Through PBL, STEAM activities, and global interaction, teachers will assist students in solving a real-world problem local to their community, the community for the partner student or a global community issue. The Level Up Village curriculum will be utilized.	Professional Learning, Technology	03/01/2017	05/24/2019	$185000	LEA Staff - Coordinator of Instructional Technology, Level Up Village-outside consultants
				Total	$185000	

Charles R. Drew Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBL/STEAM-based Curriculum with Global Connections	Teachers in grade K-8 will participate in a curriculum which pairs students in local classrooms to a student in a global classroom. Through PBL, STEAM activities, and global interaction, teachers will assist students in solving a real-world problem local to their community, the community for the partner student or a global community issue. The Level Up Village curriculum will be utilized.	Professional Learning, Technology	03/01/2017	05/24/2019	$185000	LEA Staff - Coordinator of Instructional Technology, Level Up Village-outside consultants
				Total	$185000	

B.B. Comer Memorial High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBL/STEAM-based Curriculum with Global Connections	Teachers in grade K-8 will participate in a curriculum which pairs students in local classrooms to a student in a global classroom. Through PBL, STEAM activities, and global interaction, teachers will assist students in solving a real-world problem local to their community, the community for the partner student or a global community issue. The Level Up Village curriculum will be utilized.	Professional Learning, Technology	03/01/2017	05/24/2019	$185000	LEA Staff - Coordinator of Instructional Technology, Level Up Village- outside consultants
				Total	$185000	

B. B. Comer Memorial Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBL/STEAM-based Curriculum with Global Connections	Teachers in grade K-8 will participate in a curriculum which pairs students in local classrooms to a student in a global classroom. Through PBL, STEAM activities, and global interaction, teachers will assist students in solving a real-world problem local to their community, the community for the partner student or a global community issue. The Level Up Village curriculum will be utilized.	Professional Learning, Technology	03/01/2017	05/24/2019	$185000	LEA Staff - Coordinator of Instructional Technology, Level Up Village- outside consultants
				Total	$185000	

A. H. Watwood Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBL/STEAM-based Curriculum with Global Connections	Teachers in grade K-8 will participate in a curriculum which pairs students in local classrooms to a student in a global classroom. Through PBL, STEAM activities, and global interaction, teachers will assist students in solving a real-world problem local to their community, the community for the partner student or a global community issue. The Level Up Village curriculum will be utilized.	Professional Learning, Technology	03/01/2017	05/24/2019	$185000	LEA Staff - Coordinator of Instructional Technology, Level Up Village- outside consultants
				Total	$185000	