



Alabama Technology Plan: Transform 2020

Phenix City 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?

Phenix City, Alabama, is the result of the consolidation of two separate communities, Girard and Brownsville. Tradition says that the city was originally named for the Eagle and Phenix Mill located in Columbus, Georgia. At some point, the "o" was dropped from the word Phoenix, to distinguish it from Phoenix, Arizona. Although the spelling omits the "o", the city's symbol is the legendary Phoenix bird which symbolizes rebirth which has proven to be an appropriate symbol for the resilient people who live here. Phenix City is a friendly, family-oriented community. Although Alabama is in the central time zone, Phenix City operates on Eastern Time. Because so many residents work in Columbus and Fort Benning, the government in early years decided to change the time to accommodate the needs of its citizenry.

The city is located in east Alabama along the west bank of the Chattahoochee River, and forms the boundary between the states of Alabama and Georgia. It is also located at the fall line, a geological fact that has significantly impacted its history. Phenix City is the county seat of Russell County located immediately west of downtown Columbus, Georgia, and in close proximity to Fort Benning, Georgia, a larger Army installation. Locally, these cities are referred to as the bi-city area.

According to the most recent census, the county has a population of 52,947 with 32,822 residing within the city limits of Phenix City. Approximately 51% of Phenix City residents are Caucasian, 47% are African American and 2% are represented by other races/ethnicities. Between 2000 and 2010, the city's population grew by 14%. Yearly per capita income for city residents is \$32,608 with average household income at \$44,315. The largest employer in the county is the Phenix City Board of Education.

There are numerous educational opportunities within the immediate community. Chattahoochee Valley Community College and Troy University are located in Phenix City. Secondary students participate in dual enrollment at these higher educational institutions. Additionally, there are other colleges and universities within a 50-mile radius of Phenix City to include: Columbus State University, Auburn University, Columbus Technical College, Tuskegee University, LaGrange College, Troy University (Fort Benning), Georgia Military College, and Southern Union Community College.

Fortunately, each school has multiple Adopt-A-School Partners that provide human, fiscal, and material resources to supplement the state, local, and federal revenues. These include, but are not limited to, local businesses such as Wal-Mart and Chick-fil-A, civic groups, Troy University, Chattahoochee Valley Community College, Auburn University (East Alabama Regional In-service Center), Columbus State University, Fort Benning, Family and Children Connection, East Alabama Mental Health, Department of Human Resources, Boral Bricks, Continental Carbon, TEARS, USO (United to Save Ourselves), banking institutions, and others. These organizations provide mentors and other valuable information and resources for teachers and students.

The school system is governed by a seven-member Board of Education appointed by the city council. The primary responsibility of the Board is to formulate policy that directly impacts educational programs. With a dedicated commitment to students and quality instruction, the business of the Board is to promote and improve student learning in a high-quality, safe environment. The day-to-day operations of the school system are entrusted to the Superintendent of Education who is selected by the School Board. With the assistance of a central office staff of Directors, the Superintendent's primary responsibility is that of implementing board policy and successfully administering educational programs to fulfill state requirements, as well as expectations of community stakeholders. In late November of 2013, the School Board

unanimously voted in favor of buying out the contract of the Superintendent. An Interim Superintendent was immediately appointed to serve until such time as the Board is able to select a new candidate for the position. Dr. Rodney Hinton, Interim Superintendent, immediately began to implement his vision for positive change through improved student learning, fiscal responsibility, and community involvement.

The Phenix City Board of Education, the superintendent, the central office staff, along with a dedicated faculty and staff unite with the community to form the foundation upon which the Phenix City Public School System builds its efforts daily to pursue excellence on behalf of every student in every school. Currently there are 850 employees, of which 507 are certified personnel while the other 343 serve as support staff in such positions as secretarial/clerical, bookkeeping, maintenance, bus driver, custodial, teacher aide, and lunchroom worker.

Phenix City Schools provides program offerings to its students through eleven school sites, plus a Head Start Center and a Success Academy, both of which serve the entire system. Enrollment in the Phenix City School System has increased by 1,585 students since 2004. During that time, a new Freshman Academy and a new primary school (grades K & 1) have been built. Additionally, five of the existing schools have been expanded to accommodate increased enrollment. Currently, there are approximately 6900 students in eleven schools with an enrollment of 60% African American, 32% Caucasian, and 8% other races and ethnicities. This is not consistent with the population of Phenix City which, as referenced earlier, is comprised of a larger population of Caucasian residents (51%) than African American residents (47%). Of the students enrolled, 63% are from low-income families based on the number receiving free and reduced price meals. The remaining 37% represent those who pay for or bring their meals from home.

Currently, there are approximately four languages (Spanish, German, Gujarati, and Swahili) spoken by the fifty-five English Learners (EL) in the system. The number of EL students has risen from thirty-one last school year to fifty-five during the current school year.

There are 570 students currently receiving special education (non-gifted) services as defined by the Alabama State Code. Early intervention is also provided for preschool students who qualify for special education services. The system currently has 375 students eligible for gifted services.

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 school district and each school actualize our vision, mission, and belief statements in curriculum development, course offerings, and selection of resources, instructional practices, and fiscal decisions which are evidenced in each school's Continuous Improvement Plan. The curriculum and instructional programs are research based, are aligned to content standards found in the Alabama Courses of Study, and have an emphasis on Alabama's College and Career Ready Standards. Vertical and horizontal planning and professional development are integral parts of addressing the school system's stated purpose. Each school's Building Leadership Team collaborates on the development of the school's Continuous Improvement Plan based on current data from local and state assessments, attendance records, discipline files, and survey results.

Each school holds regular data meetings during which assessment data is discussed and instructional decisions are made. Each teacher keeps a data binder in which he/she tracks student progress over time and documents intervention efforts for struggling students. Students in need of intensive intervention, beyond what can be provided during regular instruction, are referred to the school's Problem Solving Team (PST) through which efforts at remediation are documented and progress through tiered instruction is supported. The Building Leadership Team uses the data to develop the goals, strategies, and action steps for the school's Continuous Improvement Plan. Likewise, the data is analyzed at the district level to identify areas of instruction and/or implementation that require additional professional development across the district. Data is also used to develop the goals, strategies, and action steps for the district's Continuous Improvement Plan.

The mission of the Phenix City School System, in partnership with family and community, is to ensure each student develops into a responsible and productive citizen who is prepared for the challenges of the future.

The vision statement of Phenix City Schools is, "Pursuing excellence on behalf of every student in every school."

The beliefs of Phenix City Schools are as follows:

- Excellence is obtainable for students and staff.
- Students have unlimited learning potential.
- All students can achieve academic success.
- Student academic success is fostered through family engagement.
- Students and staff have the right to be in a safe and clean learning environment.
- Nurturing, inviting, and stimulating environments are conditions where students thrive emotionally, socially, and academically.
- Students have the right to a competent, dedicated, and highly motivated certificated staff.
- All students, staff, and parents have the right to be respected at all times.
- Character, integrity, and service to others contribute to civic health.
- Student and staff diversity is to be valued, respected, and embraced.
- Empowered and inspired students strive for continuous knowledge and improvement beyond high school.

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.

Technology is an area of notable achievement for our school system. It is our belief that all students must be taught to use the latest technologies in order to compete in the high-tech world of the 21st century. In order to compete for the attention and interest of our children today, our teachers must be equipped with the latest hardware and software that will capture the imagination of students. Each classroom is equipped with multiple student computers and the Internet. Smart Boards are the norm, complete with surround-sound and video projectors. Our schools also have numerous laptops and iPads that students use on a regular basis. Each classroom is equipped with multiple desktop computers. All of these devices provide students access to educational apps, programs, and Internet resources that they utilize for their learning.

Many schools have hi-definition televisions and classroom student response systems. Student response systems provide each student with a "clicker" which allows the student to respond to teacher questions, exams, or roll-call by simply aiming the clicker and pressing a button. The feedback to the teacher is automatic; therefore, it allows him/her to make instructional decisions immediately. Software is included with the student response systems so that the clickers will communicate with the teacher's computer, enter test scores, calculate grades, and prepare charts and graphs in order to communicate results in a colorful and easy-to-understand fashion.

All of our school campuses have been equipped with surveillance equipment strategically placed in appropriate locations to monitor activity in and around the buildings. This technology allows administrators at all levels to remotely monitor activity in and around school and district sites. Live images may be viewed from the comfort of an office or on a laptop computer while sitting in a vehicle. This technology allows school officials, law enforcement, and safety personnel to view the surveillance cameras via the world-wide-web. In the event of an emergency, law enforcement personnel will have access to the security video before entering harm's way. This instant information gleaned from the video images will aid in decision-making and improve critical response time. Only school and central office administrators, law enforcement, and safety personnel have access to the password and images displayed on the surveillance cameras.

Another notable achievement is the strength of our Child Nutrition Program (CNP). During the past five years, the Child Nutrition Program has received several recognitions and grants. Some of them are as follows:

- Achieved Healthier US School Challenge Gold Level of Distinction for all schools
- Recognized by the Alabama State School Board for the Healthier US School Challenge Gold Level of Distinction
- One of only 72 school systems recognized by the "Let's Move" program at The White House, Washington, D.C.
- Recognized as a State Child Nutrition Best Practice program for the last 6 years
- Southeastern USDA Award winner for the last 4 years.
- Menus offer all required menu items by USDA standards in grades K-12
- Six Cent certified school system
- Recognized in the national School Nutrition Association journal for promoting health and wellness
- Phenix City Child Nutrition Program has had the Alabama School Nutrition District Chair, District Co-Chair, State Board officer, State Legislative Chair, State Legislative Co-Chair, State Legislative Aide, as well as, State Vice President and State President for Alabama Child Nutrition Directors

During the current school year, the school system has developed a comprehensive written assessment plan that outlines the ways in which assessment is aligned to curriculum and its link to the continuous improvement and professional development processes. The assessment plan also explains the test security plan and protocol and provides information on test validity and reliability. Comprehensive information is also provided on the various assessments utilized in the Phenix City School System. In addition to the system-wide assessment plan, each school has an individual assessment plan. Each school's assessment plan can be found at the school site and is also published in the school district's assessment plan manual.

Over the past five years the school system has created content area pacing guides and has implemented a comprehensive process for continuous improvement. The Phenix City School District began the curriculum alignment process by forming curriculum committees that meet several times during the school year and during summer break as needed. These committees are comprised of teachers, department leaders, instructional coaches, and administrators who have worked together to create pacing guides for reading, language arts with writing, math, science, social studies, and technology. These pacing guides are fluid documents that are annually reviewed and improved. The curriculum committees have also attempted to set up the pacing guides in an easy to read, visual format for the teachers to use in lesson planning. These pacing guides are posted to the Curriculum and Instruction page of the school district's website, www.pcboe.net.

The pacing guides ensure that horizontal alignment by teachers in a common grade level is achieved by providing teachers with a guide, or goal, for their instruction. The guides capture the content and skills every teacher in the school system is teaching. The guides address the educational needs of the entire student population being served and also helps students by ensuring that each student is adequately prepared for the next grade and state assessment.

The implementation of Alabama's College and Career Ready Standards supports the vertical alignment of curriculum across the grade levels, from Kindergarten through high school, building upon instruction based upon standards. The Phenix City School System has provided extensive professional development to teachers over the past two years on the interpretation, implementation, and application of Alabama's College and Career Ready Standards. This professional development is on-going and provides multiple opportunities for vertical alignment of content in an effort to improve student performance by decreasing the amount of instructional time consumed with re-teaching concepts. Additionally, vertical alignment is evaluated through state testing.

Curriculum in the Phenix City School System is aligned with state standards, standardized tests and/or state tests, curriculum-embedded tests, student assignments, lesson plans, textbooks, and instruction. This process prevents teachers from overlapping or skipping content that is essential to meeting state and national standards. Curriculum alignment facilitates communication among educators as they plan for both horizontal and vertical alignment of the curriculum.

Another area of notable achievement is that Meadowlane Elementary was selected as an Alabama Torchbearer School in the 2009-2010 school year. The Torchbearer Schools Program was created to recognize high-poverty, high-performing public schools in Alabama. To be eligible for a monetary award, the Torchbearer School must make Adequate Yearly Progress (AYP) for two consecutive years and meet additional criteria. In order to be in the Torchbearer School category (i.e., a high-poverty, high-performing school) a school must meet all of the following, as applicable:

- Identified as Meeting the Challenge School
- Identified as Advancing the Challenge School
- Identified as Exceeding the Challenge School
- Have at least 80% poverty rate (percent free/reduced meals)
- Have at least 80% of students score Level III or Level IV on the reading section of the Alabama Reading and Mathematics Test
- Have at least 80% of students score Level III or Level IV on the mathematics section of the Alabama Reading and Mathematics Test

- Poverty rate is rounded to the nearest whole number
- Rounding is not used when determining if the criteria is met
- Calculations include only students who are full academic year (September 1 to testing window)
- Partial credit is not given for Level II
- Poverty rate is taken from the official fall SDE extract (20 days after Labor Day)

During the next three years, it is the intent of Phenix City Schools to implement the school system's Five Year Strategic Plan by achieving the following desired results:

- Ensure a nurturing and safe environment
- Ensure high standards and a variety of engaging learning experiences
 - Provide textbooks and all resource materials as appropriate
 - Expand the technology infrastructure to accommodate the increased need for wireless connectivity
 - Purchase technology hardware to accommodate the needs of a growing population of students
 - Ensure students are empowered and inspired for continuous knowledge and post-secondary success
 - Close the achievement gap between subgroups of students
- Ensure student and staff diversity is valued, respected, and embraced
 - Extend efforts to recruit more highly qualified and certified minority staff
- Ensure that the community and families are actively engaged in the educational process
 - Create more opportunities and a variety of opportunities for parent and community involvement
- Ensure that we have a caring and quality staff

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 decision was made during the 2012-2013 school year to push state testing back from early April to early May to accommodate the implementation of a new state test for students in grades 5 - 8. As a result of this late testing date, assessment data was not available to schools for the 2013-2014 school year until after school began. This delayed schools across the state in analyzing assessment data and applying it to early instructional decisions.

In an effort to support the state's economic growth through tourism, the state legislature mandated, in 2012, that public schools in Alabama could not start school before ten days prior to Labor Day and had to provide 180 instructional days, or its equivalent, with an end date no later than the Friday preceding Memorial Day. In order to accommodate this ruling and provide stakeholders with an acceptable calendar, the Phenix City School Board elected to extend the school day by fifteen minutes per day for 175 days. After operating under the extended day model for two years, it appears that the state legislature will rescind this mandate. Therefore, the Phenix City School System will eliminate the additional fifteen minutes from the school day and will return to 180 days of instruction. This new schedule and calendar will be implemented beginning with the 2014-2015 school year.

In November 2013, the Phenix City School Board made the decision to buy out the contract of the school system's superintendent. The board immediately appointed Dr. Rodney Hinton, a former administrator with the Phenix City School System, as interim superintendent. Because of Dr. Hinton's familiarity with the school system and his commitment to moving Phenix City Schools forward, without looking backwards, the school system has continued to thrive and is, like the city it represents, experiencing a "rebirth" filled with opportunities, challenges, revitalization, and success.

In strengthening our teaching/learning process we have developed and are implementing an Effectiveness Model. This model is designed to be focused, creative, and balanced. The components are Productive Planning, Appropriate Content and Skills, Reasonable Pacing, Time on Task, Rigorous Accountability, and Creative Teaching.

To implement the Effectiveness Model successfully, a committee of highly qualified and certificated personnel was formed to plan the implementation steps. These steps will incorporate a team approach, will minimize time away from classrooms, and will help to ensure that effective pacing of instruction is in place in all classrooms across the school district.

In a parallel and equally important effort, a Leadership Management Model was developed and is being implemented to guide the actions of our educational leaders. They are and will remain focused on maximizing student potential, being effective leader-managers using time and resources for maximum return, leading their schools in striving for excellence in all things, and becoming "Better Every Day" as we continue to pursue "excellence on behalf of every student in every school."

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 Phenix City School System has operated under the parameters of a Technology Improvement Plan for academic growth. Each year a committee of educators who are identified by principals and others as technology leaders in their schools are chosen to help with the on-going development, implementation, and evaluation of the District Technology Improvement Plan. The composition of the committee reflects representation from the district and someone from various schools to ensure that everyone has a voice and the opportunity to collaborate. Consideration for selection of committee members includes gender and racial balance as well as expertise in teaching and learning with technology. A schedule of meetings is drafted at the beginning of the school year which ensures that the committee meets often enough to achieve specified goals.

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

The Technology Improvement Plan was collaboratively created by representatives from the district office (technology and curriculum departments) and representatives from local schools. The information, data, strategy and activity ideas were gathered from various stakeholder groups with the Transform2020 Goals in mind. The district technology committee is made up of representation from each of the school sites in the district, including a mix of teachers and administrators. Other feedback was taken from parent, teacher and student surveys. The current year plan was aligned with guidelines set forth by the State Department of Education and Transform2020.

Committee Member	Role	Representing
David Jones	Chairman	Phenix City Elementary School - Principal
David Mathis	Co-Chair	Phenix City Schools - Technology Coordinator
Revonda Sutton	Secretary	South Girard Junior High School - Computer Applications Teacher
Jackie Sanes	Member	Phenix City Schools - Technology Department
Gabriella Dubose	Member	Central Freshman Academy - Media Specialist
Andrea Humber	Member	Phenix City Elementary School - Computer Applications Teacher
Tamara Doleman	Member	Meadowland Elementary School - 4th Grade Teacher
Shacovia Edmonds	Member	Ridgecrest Elementary School - 2nd Grade Teacher
Mitchell Holt	Member	Central High School - Social Studies Teacher
Jeremy Suchman	Member	Sherwood Elementary School - Principal
Elizabeth Cocking	Member	Phenix City Intermediate School - Computer Applications Teacher

The committee has also added to people from the community to assist with planning:

Giovanni Martinez	Computer Programmer	Total Systems
Sheila Larkin	Computer Science Instructor	Chattahoochee Valley State Community College

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 final improvement plan has been, and will be distributed to the schools in the district via the district technology committee representatives. The district Website and parent meetings hosted by the local schools will share information with students and parents about the District Technology Improvement Plan. The District Technology Improvement Plan will be used by local school level committees (made up of stakeholders) as a guide to create the local schools' Technology Improvement Plans.

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
- Compliance Monitoring Reports
- Continuous Improvement Plan
- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- Professional Learning Evaluations, Lesson Plans
- Transform2020 Surveys (*Required)

Title I compliance observations

ELEOT form

Network assessment

Technology inventory

Technology committee notes and products

AdvancEd surveys

School technology surveys

School and district web pages

District and school ACIP's

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.

1. a.) Top Three Areas of Need Associated With Our Technology Infrastructure:

- 1. a. 1.) Update inadequate network switches to prepare for more bandwidth
- 1. a. 2.) Increased bandwidth now and plan for future growth
- 1. a. 3.) Professional learning related to students using technology to direct their own learning

1. b.) Top Three Areas of Strength Associated With Our Technology Infrastructure:

- 1. b. 1.) Infrastructure that provides responsive, high-speed, reliable access to the network and the Internet
- 1. b. 2.) An adequate and increasing supply of personal technology in schools
- 1. b. 3.) A district-level technology committee that aims at supporting technology at the student level

1. c) Data sources and data: ELEOT walk-through forms and Title I walk-through forms; Network assessment; technology inventory; technology committee notes and documents; school technology surveys; AdvancEd surveys.

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.

1. a.) Top Three Areas of Need Associated With Our Technology Inventory:

- 1. a. 1.) Upgrade capability to serve the increased speed and wireless capabilities needed to serve students (Network Upgrades)
- 1. a. 2.) Increase technology in every school so there is a student computer for every five students in every classroom
- 1. a. 3.) Plan for the long term capability to provide a one to one ratio of computers to students in every classroom

1. b.) Top Three Areas of Strength Associated With Our Technology Inventory:

- 1. b. 1.) The current network is adequate and scalable and serves LEA Ethernet devices well
- 1. b. 2.) Most classrooms have interactive whiteboards and projectors
- 1. b. 3.) While the supply of computers is not optimum, there is an adequate supply

1. c) Data sources and data: Network assessment; technology inventory; technology committee notes and documents; school technology surveys; AdvancEd surveys.

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.

1. a.) Top Three Areas of Need Associated With Our Technology And Student Learning:

- 1. a. 1.) Students do not consistently use technology to gather, evaluate, and /or use information for learning in classrooms
- 1. a. 2.) Students do not consistently use technology to conduct research, solve problems, and / or create original works in classrooms
- 1. a. 3.) Students do not consistently use technology to communicate and work collaboratively in classrooms

1. b.) Top Three Areas of Strength Associated With Our Technology And Student Learning:

- 1. b. 1.) Students in Phenix City use a wide variety of free and purchased software for individualized student and adult learning
- 1. b. 2.) The district technology committee has aligned the State Technology Course of Study with other school programs to ensure all students are taught appropriate technology skills
- 1. b. 3.) There is an ongoing effort to improve teacher skills regarding technology and learning

1. c) Data sources and data: AdvancEd surveys; STI PD logs; School and district web pages; Technology committee meeting minutes, notes, and products.

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.

1. a.) Top Three Areas of Need Associated With Our Technology Professional Learning Program:

- 1. a. 1.) Teachers and administrators need training for meeting ELEOT technology criteria.
- 1. a. 2.) There should be a formal plan to ensure that all newly hired teachers have all necessary technology training to use existing technology
- 1. a. 3.) Teachers need job-embedded opportunities to share useful technology tools with one another

1. b.) Top Three Areas of Strength Associated With Our Technology Professional Learning Program:

- 1. b. 1.) Most teachers and administrators are proficient users of technology to be productive and to direct teaching and learning
- 1. b. 2.) There are ongoing efforts to provide professional development for teachers and leaders.
- 1. b. 3.) The district technology committee has set a list of minimum technology standards for all educators and will regularly revise this and recommend it to the superintendent.

1. c) Data sources and data: ELEOT WalkThrough Form; AdvancEd Surveys; STI PD logs; local technology surveys and technology committee meeting minutes.

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.

1. a.) Top Three Areas of Need Associated With Our Technology Teacher Use For Teaching:

- 1. a. 1.) Teachers need ongoing training and appropriate modeling for using technology skills listed on the ELEOT
- 1. a. 2.) Teachers need regular opportunities to visit and observe other teachers who are proficient users of technology
- 1. a. 3.) Teachers need training for managing and operating within a, 'Bring Your Own Device,' environment

1. b.) Top Three Areas of Strength Associated With Our Technology Teacher Use For Teaching:

- 1. b. 1.) Most teachers are proficient and regular users of technology to collect and analyze information and to solve their own problems both in and outside of school.
- 1. b. 2.) Teachers are beginning to envision students as users of technology both in and out of school to lead happier and more productive lives as well as to collect and analyze information and to solve their own problems.
- 1. b. 3.) Schools and the school district have put in place several online tools to assist students and teachers as they deliver an individualized learning plan for students. These tools include Renaissance Place, Criterion Writing, Study Island, the district web page, Wonders Reading, GMetrics, Certiport, Edgenuity and ACCESS distance learning.

1. c) Data sources and data: ELEOT Form; anecdotal evidence from principals; walk-through results;

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.

1. a.) Top Three Areas of Need Associated With Teachers Using Technology For Increased Productivity:

- 1. a. 1.) Teachers should use technology at all levels to keep students engaged
- 1. a. 2.) Teachers should use technology to individualize instruction
- 1. a. 3.) Teachers need a basic understanding of how to use integrated products such as Google Apps or Microsoft Office to collect, store, and analyze data and to produce relevant and coherent products

1. b.) Top Three Areas of Strength Associated With Teachers Using Technology For Increased Productivity:

- 1. b. 1.) Technology is available in most classrooms for teachers to use to meaningfully engage students
- 1. b. 2.) Technology is available in most classrooms for teachers to use for individualized instruction
- 1. b. 3.) There is a multitude of free applications used in Phenix City Schools and the school district provides Microsoft Office for every teacher so that teachers can use these things to increase productivity.

1. c) Data sources and data: AdvancEd surveys, District Technology Committee meeting minutes; District and school ACIP's

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.

1. a.) Top Three Areas of Need Associated With Technology School Leaders Use:

- 1. a. 1.) School leaders need to be trained to evaluate the Technology component of the ELEOT improve instruction.
- 1. a. 2.) School leaders need to maintain fully functioning technology committees in schools
- 1. a. 3.) School leaders need a basic understanding of how to use integrated products such as Google Apps or Microsoft Office to collect, store, and analyze data and to produce relevant and coherent products

1. b.) Top Three Areas of Strength Associated With Technology School Leaders Use:

- 1. b. 1.) All school leaders have iPads, smartphones, and desktop computers. Most have laptop computers.
- 1. b. 2.) School leaders have a good grasp of technology basics and some are advanced users
- 1. b. 3.) School leaders seek to integrate technology into classrooms to improve teaching and learning.

1. c) Data sources and data: AdvancEd Surveys; ELEOT instrument; technology inventory; District Technology Committee meeting minutes.

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.

This Question is Optional - prior assessments have been inclusive in scope

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.

Phenix City teachers have a good understanding of the basic use of technology and address the technology course of study with their students. While this is necessary to effectively prepare learners for living and working in the digital world, it is not sufficient. The common thread throughout our technology needs assessment is the need for training in Digital Learning Environment indicators as listed on the ELEOT instrument. Specifically, making certain students do the following:

1. Use digital tools/technology to gather, evaluate, and/or use information for learning
2. Use digital tools/technology to conduct research, solve problems, and/or create original works for learning
3. Use digital tools/technology to communicate and work collaboratively for learning

To address the use of digital tool/technology to gather, evaluate, and/or use information for learning, targeted teachers in the district will be trained for 2 hours, face to face by Technology in Motion (TIM) trainer in the hands-on course "Alabama Virtual Library: Start Your Search Engines." The information will then be shared by the previously trained LEA staff as a face-to-face, hands-on 2 hour session at each school.

To address the use digital tools/technology to conduct research, solve problems, and/or create original works for learning, teachers in the district will be trained for 2 - 5 hours, face-to-face by TIM trainer in hands-on courses that address publication of student research. The courses vary and will be offered as a tiered approach where the easiest publishing programs will be offered to beginning level teachers. Those who already have the ability to meet the minimum standard of student publication can then take advanced sessions addressing more complicated publishing programs and methods. When possible, sessions will be taught as face-to-face, 2 - 5 hour hands-on courses by local school instructors.

To address the use digital tools/technology to communicate and work collaboratively for learning, targeted teachers in the district will be trained for 2 - 5 hours, face-to-face by TIM trainer in hands-on courses that focus specifically on technology tools that allow for student collaboration and communication, such as Google Docs, digital storytelling, Edmodo, etc. The information will then be shared by previously trained LEA staff as a face-to-face, hands-on 2 - 5 hour session at each school.

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 Infrastructure - All schools are networked back to the central board of education office with a fiber optic backbone using single-mode fiber optic cable to all locations. Servers are centrally located in the Educational Services Center Server Room. Access Distance Learning Lab is available at the high school connected by a fiber-optic high-speed Internet connection.

LAN Infrastructure - All schools are further networked to the classroom level using multi-mode fiber optic cabling between network cabinets and enhanced Cat 5 Ethernet cabling to the classrooms. All schools have a minimum of 6 hardwired network drops per classroom. In addition many classrooms also have wireless (WIFI) capabilities as needed.

Connectivity - Wired connections at all schools are managed using 10/100/1000 Cisco smart switches. Wireless connectivity is accomplished using multiple Cisco wireless access points strategically placed throughout the each building.

Bandwidth - All schools currently share 100MB of Internet bandwidth.

Internet Access - Our school district has adopted a Computer and Internet Acceptable use Policy; Parents are given the policy at registration and must sign the policy before students are allowed to use district-owned computers. All schools Internet access is filtered using Lightspeed's high-speed content filtering appliance to ensure CIPA compliance. In addition, all students are systematically trained in the best practices of Internet Safety.

Information Security & Safety - All schools have a Microsoft domain controller for network logon and file access security. Each user's level of access to network resources is based on their individual logon credentials and controlled by the network administrator. All computers and servers are protected from malware and viruses using Symantec's Endpoint Protection software. In addition, our central office accounting and payroll departments use the McAleer (CSI) software system which has its own built-in account security.

Digital Content - The district currently uses the web-based Renaissance Place program to access Accelerated Reader, Accelerated Math, Star Reading and Star Math in grades K-7. Students at all schools can find standards-based resources utilizing Follett Destiny. Edgenuity (E2020) web-based learning system is used in the Dropout Recovery program where students can earn a regular diploma in an alternative setting. Daily classroom instruction now includes virtual field trips, webquest participation, and student-created multimedia projects. Diagnostic testing is accomplished using the performance series web-based software by Global Scholar. Students in grades 9-12 have increased access to course offerings and instructors through the ACCESS Distance Learning Lab.

Digital Tools - Our users use a variety of digital tools to help them in the classroom.

Google Drive - Office tools & file storage

SkyDrive - File storage and synchronization service

Dropbox - File storage and synchronization service

YoutubeEDU - Educational video site

Google Search - Web search engine

Evernote - Productivity tool

Moodle - Learning Management System

Skype - Text and voice chat tool

Wikipedia - Collaborative Encyclopedia

Pinterest - Pinning Tool

TED Talks/ED - Inspirational Tools/lessons

WebEx - Web Conferencing software

GoToMeeting - Web meeting and conferencing tools

Flickr - Photo sharing site

Keynote - Presentation software

Survey Monkey - Survey Software

ITunes - Digital media player and course distribution platform

OneNote - Note taking software

Google Maps - Interactive Maps

Wikispaces - Wiki hosting platform

Label	Assurance	Response	Comment	Attachment
2.	Did you complete the Inventory for each school in your school system. If so, please upload the inventory collection worksheet below.	Yes	See Attachment	PCBOE.xlsx

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:

All Teachers Will Engage and Empower the Learners Through Technology

Measurable Objective 1:

demonstrate a proficiency in student creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments by 05/20/2014 as measured by principal's reports using Classroom Student Observation Tools, such as, ELEOT, Educate Alabama Observations and District Walkthroughs.

Strategy1:

Professional Development - District will provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

Research Cited: Strategy taken from State Strategies as part of Transform 2020 State Technology Plan.

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Tier:

Activity - Teacher Training on Creating Lessons Rich in Student Use of Innovative Products and Processes using Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided professional development opportunities to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.	Professional Learning			10/01/2013	08/01/2014	\$10000 - Title II Part A	Technology Coordinator, Curriculum Director, Educate Alabama Coordinator

Goal 2:

90% of Teachers and Leaders Will Be Prepared to Graduate College- and Career-Ready Students.

Measurable Objective 1:

collaborate to help Instructional Leaders provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources by 08/01/2014 as measured by Lead and Educate Alabama reports and evidence.

Strategy1:

Develop variety of methods and formats for providing high quality professional development - The district will develop and disseminate a variety of methods and formats for providing high-quality professional development, such as online, face-to-face, professional learning communities, etc.

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Tier:

Alabama Technology Plan: Transform 2020

Phenix City Board of Education

Activity - Technology in Motion Training and Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs.	Professional Learning			10/01/2013	08/01/2014	\$0 - No Funding Required	Technology Director, Curriculum Director, Technology Coordinator

Measurable Objective 2:

collaborate to help teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources by 08/01/2014 as measured by Educate Alabama reports and principal and district walk-through data.

Strategy1:

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

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Strategy2:

Professional Learning - Provide Professional Learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.

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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:

All Teachers Will Engage and Empower the Learners Through Technology

Measurable Objective 1:

demonstrate a proficiency in student creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments by 05/20/2014 as measured by principal's reports using Classroom Student Observation Tools, such as, ELEOT, Educate Alabama Observations and District Walkthroughs.

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Goal 2:

90% of Teachers and Leaders Will Be Prepared to Graduate College- and Career-Ready Students.

Measurable Objective 1:

collaborate to help teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources by

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Strategy2:

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Strategy3:

Professional Learning - Provide Professional Learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.

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Measurable Objective 2:

collaborate to help Instructional Leaders provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources by 08/01/2014 as measured by Lead and Educate Alabama reports and evidence.

Strategy1:

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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:

All Teachers Will Engage and Empower the Learners Through Technology

Measurable Objective 1:

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Goal 2:

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Measurable Objective 1:

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Tier:

Activity - Technology in Motion Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs.	Professional Learning			10/01/2013	08/01/2014	\$0 - No Funding Required	Technology Director, Curriculum Director, Technology Coordinator

Strategy3:

Professional Development - District will provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

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District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs.	Professional Learning			10/01/2013	08/01/2014	\$0 - No Funding Required	Technology Director, Curriculum Director, Technology Coordinator

Measurable Objective 2:

collaborate to help Instructional Leaders provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources by 08/01/2014 as measured by Lead and Educate Alabama reports and evidence.

Strategy1:

Develop variety of methods and formats for providing high quality professional development - The district will develop and disseminate a variety of methods and formats for providing high-quality professional development, such as online, face-to-face, professional learning communities, etc.

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Tier:

Activity - Technology in Motion Training and Colaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs.	Professional Learning			10/01/2013	08/01/2014	\$0 - No Funding Required	Technology Director, Curriculum Director, Technology Coordinator

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:

All Teachers Will Engage and Empower the Learners Through Technology

Measurable Objective 1:

demonstrate a proficiency in student creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments by 05/20/2014 as measured by principal's reports using Classroom Student Observation Tools, such as, ELEOT, Educate Alabama Observations and District Walkthroughs.

Strategy1:

Professional Development - District will provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

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State Superintendent of Public Instruction Education Technology Task Force, Education Technology Task Force Work Group. (2012).

Education technology task force recommendations. Retrieved from: <http://www.cde.ca.gov/eo/in/documents/efftmemo.pdf>

Tier:

Activity - Teacher Training on Creating Lessons Rich in Student Use of Innovative Products and Processes using Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided professional development opportunities to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.	Professional Learning			10/01/2013	08/01/2014	\$10000 - Title II Part A	Technology Coordinator, Curriculum Director, Educate Alabama Coordinator

Goal 2:

90% of Teachers and Leaders Will Be Prepared to Graduate College- and Career-Ready Students.

Measurable Objective 1:

collaborate to help Instructional Leaders provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources by 08/01/2014 as measured by Lead and Educate Alabama reports and evidence.

Strategy1:

Develop variety of methods and formats for providing high quality professional development - The district will develop and disseminate a variety of methods and formats for providing high-quality professional development, such as online, face-to-face, professional learning communities, etc.

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Tier:

Activity - Technology in Motion Training and Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs.	Professional Learning			10/01/2013	08/01/2014	\$0 - No Funding Required	Technology Director, Curriculum Director, Technology Coordinator

Measurable Objective 2:

collaborate to help teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources by 08/01/2014 as measured by Educate Alabama reports and principal and district walk-through data.

Strategy1:

Professional Learning - Provide Professional Learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.

Research Cited: Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

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Tier:

Activity - Technology in Motion Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs.	Professional Learning			10/01/2013	08/01/2014	\$0 - No Funding Required	Technology Director, Curriculum Director, Technology Coordinator

Strategy2:

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

Research Cited: Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

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Tier:

Activity - Technology in Motion Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs.	Professional Learning			10/01/2013	08/01/2014	\$0 - No Funding Required	Technology Director, Curriculum Director, Technology Coordinator

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:

90% of educators and 75% of students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to Ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data (educators) by 08/01/2014 as measured by Bandwidth Traffic Reports.

Strategy1:

Increase Bandwidth - The district will purchase increased bandwidth and begin to replace switches to handle increased load and future scalability.

Research Cited: Technology Readiness for College- and Career-Ready Teaching, Learning and Assessment. (2102). Retrieved from www.setda.org.

Horizon Report. (2012). Retrieved from <http://www.educause.edu/library/resources/2012-horizon-report>.

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California Educational Technology Blueprint. (2012). Retrieved from www.cde.ca.gov/eo/in/documents/efftmemo.pdf

Tier:

Alabama Technology Plan: Transform 2020

Phenix City Board of Education

Activity - Replace Switches	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Replace switches to handle increased bandwidth at school / building sites throughout the district	Technology			10/01/2013	08/01/2014	\$37500 - Other	Technology Director and Technology Coordinator

Activity - Increase Bandwidth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will plan and purchase increased bandwidth from current provider. First year increase will be five times the previous bandwidth.	Technology			12/01/2013	08/01/2014	\$24000 - Other	Technology Director and Technology Coordinator

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

Goal 1:

All Teachers Will Engage and Empower the Learners Through Technology

Measurable Objective 1:

demonstrate a proficiency in student creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments by 05/20/2014 as measured by principal's reports using Classroom Student Observation Tools, such as, ELEOT, Educate Alabama Observations and District Walkthroughs.

Strategy1:

Professional Development - District will provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

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Tier:

Alabama Technology Plan: Transform 2020

Phenix City Board of Education

Activity - Teacher Training on Creating Lessons Rich in Student Use of Innovative Products and Processes using Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided professional development opportunities to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.	Professional Learning			10/01/2013	08/01/2014	\$10000 - Title II Part A	Technology Coordinator, Curriculum Director, Educate Alabama Coordinator

Goal 2:

90% of Teachers and Leaders Will Be Prepared to Graduate College- and Career-Ready Students.

Measurable Objective 1:

collaborate to help Instructional Leaders provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources by 08/01/2014 as measured by Lead and Educate Alabama reports and evidence.

Strategy1:

Develop variety of methods and formats for providing high quality professional development - The district will develop and disseminate a variety of methods and formats for providing high-quality professional development, such as online, face-to-face, professional learning communities, etc.

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Activity - Technology in Motion Training and Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs.	Professional Learning			10/01/2013	08/01/2014	\$0 - No Funding Required	Technology Director, Curriculum Director, Technology Coordinator

Measurable Objective 2:

collaborate to help teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources by 08/01/2014 as measured by Educate Alabama reports and principal and district walk-through data.

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Strategy2:

Professional Development - District will provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

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Tier:

Alabama Technology Plan: Transform 2020

Phenix City Board of Education

Activity - Technology in Motion Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs.	Professional Learning			10/01/2013	08/01/2014	\$0 - No Funding Required	Technology Director, Curriculum Director, Technology Coordinator

Strategy3:

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

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Activity - Technology in Motion Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs.	Professional Learning			10/01/2013	08/01/2014	\$0 - No Funding Required	Technology Director, Curriculum Director, Technology Coordinator

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.pdf

Plan for Alabama Technology Plan: Transform 2020

Overview

Plan Name

Plan for Alabama Technology Plan: Transform 2020

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Teachers Will Engage and Empower the Learners Through Technology	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$10000
2	90% of educators and 75% of students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$61500
3	90% of Teachers and Leaders Will Be Prepared to Graduate College- and Career-Ready Students.	Objectives: 2 Strategies: 4 Activities: 4	Organizational	\$0

Goal 1: All Teachers Will Engage and Empower the Learners Through Technology

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

demonstrate a proficiency in student creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments by 05/20/2014 as measured by principal's reports using Classroom Student Observation Tools, such as, ELEOT, Educate Alabama Observations and District Walkthroughs.

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State Superintendent of Public Instruction Education Technology Task Force, Education Technology Task Force Work Group. (2012). Education technology task force recommendations. Retrieved from: <http://www.cde.ca.gov/eo/in/documents/efftmemo.pdf>

Activity - Teacher Training on Creating Lessons Rich in Student Use of Innovative Products and Processes using Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development opportunities to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. Schools: All Schools	Professional Learning	10/01/2013	08/01/2014	\$10000	Title II Part A	Technology Coordinator, Curriculum Director, Educate Alabama Coordinator

Goal 2: 90% of educators and 75% of students will have tools to access a comprehensive viable infrastructure when and where they need it.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to Ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data (educators) by 08/01/2014 as measured by Bandwidth Traffic Reports.

Strategy 1:

Increase Bandwidth - The district will purchase increased bandwidth and begin to replace switches to handle increased load and future scalability.

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California Educational Technology Blueprint. (2012). Retrieved from www.cde.ca.gov/eo/in/documents/efttmemo.pdf

Activity - Increase Bandwidth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will plan and purchase increased bandwidth from current provider. First year increase will be five times the previous bandwidth. Schools: All Schools	Technology	12/01/2013	08/01/2014	\$24000	Other	Technology Director and Technology Coordinator

Activity - Replace Switches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Replace switches to handle increased bandwidth at school / building sites throughout the district Schools: All Schools	Technology	10/01/2013	08/01/2014	\$37500	Other	Technology Director and Technology Coordinator

Goal 3: 90% of Teachers and Leaders Will Be Prepared to Graduate College- and Career-Ready Students.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to help teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources by 08/01/2014 as measured by Educate Alabama reports and principal and district walk-through data.

Strategy 1:

Professional Development - District will provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Research Cited: Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Alabama Standards for Instructional Leaders (ALSIL). Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Alabama Continuum for Instructional Leader Development (ALCILD)

Alabama Continuum for Teacher Development (ALCTD)

Alabama School Librarian Continuum (ALSLC)

Alabama Quality Teaching Standards (ALQTS)

International Society for Technology in Education (ISTE) Adapted from NETS-A: Retrieved from <http://www.iste.org/docs/pdfs/NETS-a-standards.pdf?sfvrsn=2>

International Society for Technology in Education (ISTE) Adapted from NETS-C: Retrieved from <http://www.iste.org/docs/pdfs/NETS-c-standards.pdf?sfvrsn=2>

International Society for Technology in Education (ISTE) Adapted from NETS-T: Retrieved from <http://www.iste.org/docs/pdfs/NETS-t-standards.pdf?sfvrsn=2>

National Council for Accreditation of Teacher Education (NCATE): Standards. Retrieved from <http://www.ncate.org/standards/tabid/107/default.aspx>

Activity - Technology in Motion Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs. Schools: All Schools	Professional Learning	10/01/2013	08/01/2014	\$0	No Funding Required	Technology Director, Curriculum Director, Technology Coordinator

Strategy 2:

Professional Learning - Provide Professional Learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.

Research Cited: Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Alabama Standards for Instructional Leaders (ALSIL). Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

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International Society for Technology in Education (ISTE) Adapted from NETS-T: Retrieved from <http://www.iste.org/docs/pdfs/NETS-t-standards.pdf?sfvrsn=2>

National Council for Accreditation of Teacher Education (NCATE): Standards. Retrieved from <http://www.ncate.org/standards/tabid/107/default.aspx>

Activity - Technology in Motion Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs. Schools: All Schools	Professional Learning	10/01/2013	08/01/2014	\$0	No Funding Required	Technology Director, Curriculum Director, Technology Coordinator

Strategy 3:

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

Research Cited: Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Alabama Standards for Instructional Leaders (ALSIL). Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

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International Society for Technology in Education (ISTE) Adapted from NETS-C: Retrieved from <http://www.iste.org/docs/pdfs/NETS-c-standards.pdf?sfvrsn=2>

International Society for Technology in Education (ISTE) Adapted from NETS-T: Retrieved from <http://www.iste.org/docs/pdfs/NETS-t-standards.pdf?sfvrsn=2>

National Council for Accreditation of Teacher Education (NCATE): Standards. Retrieved from <http://www.ncate.org/standards/tabid/107/default.aspx>

Activity - Technology in Motion Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs. Schools: All Schools	Professional Learning	10/01/2013	08/01/2014	\$0	No Funding Required	Technology Director, Curriculum Director, Technology Coordinator

Measurable Objective 2:

collaborate to help Instructional Leaders provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources by 08/01/2014 as measured by Lead and Educate Alabama reports and evidence.

Strategy 1:

Develop variety of methods and formats for providing high quality professional development - The district will develop and disseminate a variety of methods and formats for providing high-quality professional development, such as online, face-to-face, professional learning communities, etc.

Research Cited: Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Alabama Standards for Instructional Leaders (ALSIL). Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

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International Society for Technology in Education (ISTE) Adapted from NETS-C: Retrieved from <http://www.iste.org/docs/pdfs/NETS-c-standards.pdf?sfvrsn=2>

International Society for Technology in Education (ISTE) Adapted from NETS-T: Retrieved from <http://www.iste.org/docs/pdfs/NETS-t-standards.pdf?sfvrsn=2>

National Council for Accreditation of Teacher Education (NCATE): Standards. Retrieved from <http://www.ncate.org/standards/tabid/107/default.aspx>

Activity - Technology in Motion Training and Colaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs. Schools: All Schools	Professional Learning	10/01/2013	08/01/2014	\$0	No Funding Required	Technology Director, Curriculum Director, Technology Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology in Motion Training	District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs.	Professional Learning	10/01/2013	08/01/2014	\$0	Technology Director, Curriculum Director, Technology Coordinator
Technology in Motion Training and Colaboration	District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs.	Professional Learning	10/01/2013	08/01/2014	\$0	Technology Director, Curriculum Director, Technology Coordinator
Technology in Motion Training	District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs.	Professional Learning	10/01/2013	08/01/2014	\$0	Technology Director, Curriculum Director, Technology Coordinator
Technology in Motion Training	District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs.	Professional Learning	10/01/2013	08/01/2014	\$0	Technology Director, Curriculum Director, Technology Coordinator
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Creating Lessons Rich in Student Use of Innovative Products and Processes using Technology	Teachers will be provided professional development opportunities to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.	Professional Learning	10/01/2013	08/01/2014	\$10000	Technology Coordinator, Curriculum Director, Educate Alabama Coordinator

Total

\$10000

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Replace Switches	Replace switches to handle increased bandwidth at school / building sites throughout the district	Technology	10/01/2013	08/01/2014	\$37500	Technology Director and Technology Coordinator
Increase Bandwidth	District will plan and purchase increased bandwidth from current provider. First year increase will be five times the previous bandwidth.	Technology	12/01/2013	08/01/2014	\$24000	Technology Director and Technology Coordinator
Total					\$61500	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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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
Teacher Training on Creating Lessons Rich in Student Use of Innovative Products and Processes using Technology	Teachers will be provided professional development opportunities to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.	Professional Learning	10/01/2013	08/01/2014	\$10000	Technology Coordinator, Curriculum Director, Educate Alabama Coordinator
Increase Bandwidth	District will plan and purchase increased bandwidth from current provider. First year increase will be five times the previous bandwidth.	Technology	12/01/2013	08/01/2014	\$24000	Technology Director and Technology Coordinator
Replace Switches	Replace switches to handle increased bandwidth at school / building sites throughout the district	Technology	10/01/2013	08/01/2014	\$37500	Technology Director and Technology Coordinator
Technology in Motion Training	District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs.	Professional Learning	10/01/2013	08/01/2014	\$0	Technology Director, Curriculum Director, Technology Coordinator
Technology in Motion Training	District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs.	Professional Learning	10/01/2013	08/01/2014	\$0	Technology Director, Curriculum Director, Technology Coordinator
Technology in Motion Training	District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs.	Professional Learning	10/01/2013	08/01/2014	\$0	Technology Director, Curriculum Director, Technology Coordinator

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Technology in Motion Training and Colaboration	District will promote Technology in Motion workshops offered and work with Technology in Motion trainers to design specific training for the district's needs.	Professional Learning	10/01/2013	08/01/2014	\$0	Technology Director, Curriculum Director, Technology Coordinator
Total					\$71500	