Alabama Technology Plan: Transform 2020

Haleyville Middle School

Haleyville City Schools

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

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

Description of the School

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

Haleyville is a small town in Northwest Alabama with a total population of a little over 4,100 people. Due to businesses that have closed in the past few years, our unemployment rate has risen. This is a disadvantage to the community as well as the school. Many companies that were able to give monetary donations and support are no longer able to do so. The decreasing tax revenue also affects the budgeting of the school.

Haleyville Middle School is a new school in the Haleyville City School System that consists of grades six through eight. The school opened in February 2009. The student population at Haleyville Middle School is 382. Of these students, 89% White, 6% Hispanic, 2% Multi-racial, 1% African-American, 1% Asian and 1% American Indian/Pacific Islander. 46% of our student population is female and 54% is male. Currently, 60% of our student population receives free or reduced lunches.

The Haleyville Middle School Staff is composed of 38 members. Of the staff; 100 percent is White, 80 percent of the staff population is female and 20 percent is male.

The community of Haleyville at large has a total population of 4,173. Of these members; 91% White, 5% Hispanic, 2% Multiracial, 07% African-American, 05% percent Asian, and 08% other.

School's Purpose

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

The mission of Haleyville Middle School is to inspire and challenge every student to reach his/her greatest potential. This mission statement was created by a team of representatives from each group of stakeholders: faculty, parents, students, and members of the community. All stakeholders are a vital part of the fulfillment of our mission statement. Our mission statement is communicated to our stakeholders via our website, newsletters, and media presentations, and through personal contacts.

Our school embodies our mission by providing a qualified, enthusiastic, and dedicated teaching staff that strives to prepare each student. We provide a stimulating curriculum in a safe, orderly, and nurturing environment that engages, challenges, and supports all students so that they may thrive and achieve their academic potential while preparing them to pursue college and career readiness opportunities.

Our school has established research-based practices to support the curriculum and to ensure instructional strategies are current and rigorous. Programs, plans, assessments, and activities support the purpose of Haleyville Middle School. Programs that support the curriculum include Alabama Reading Initiative (ARI), Alabama Math, Science, and Technology Initiative (AMSTI), and Response to Instruction (RtI). Local plans that support the curriculum include our Continuous Improvement Plan (a-CIP), Professional Development Plan, Parental Involvement Plan, Technology Plan, and Safety Plan.

Assessments that support the curriculum include ACT Aspire, Alabama Science Assessment, Stride Academy, and End of Course Assessments.

Activities that support the curriculum include Parent Teacher Organization, Honor Society, Scholar Bowl, Band, Family Career Community Leaders of America (FCCLA), Fellowship of Christian Students (FCS), and athletics.

Notable Achievements and Areas of Improvement

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

Notable Achievements

- In 2013 and in 2014 Haleyville Middle School won the County Academic Bowl Championship.
- Our library now has the Destiny Circulatory System program that allows students to use our library catalog while off campus.
- We began a middle school scholars bowl team that began competing in the 2013-2014 school year.
- This school year we have implemented Google Classroom, 6th through 8th grade. All staff and students will be able to access.
- This school year we have converted old laptops to chrome books for student use in the classroom.
- In the 2014-2015 school year we implemented Stride Academy to enhance common core standards in Reading, Math and Science.
- This school year we implemented Science, Technology, Engineering and Math (STEM) program for 7th grade students.
- October 2015, we were awarded a $5000.00 grant to purchase chromebooks to use for Google Classroom from Northwest Alabama RC&D.

Goals for Improvement

Our ACIP goal for school improvement over the next three years begins with raising our math scores. To improve our scores, we will implement Stride Academy in our AO classes. We want to continue giving our teachers the proper professional development in technology such as Stride Academy and Google Classroom in order to achieve positive results in math, reading and other core subjects. We will continually provide resources for the replacement of failing and outdated equipment and computers. Wireless access and connectivity will be reevaluated and updated. Chromebooks will be purchased to provide students access to using Google Classroom.

Additional Information

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

As a local school system we are always working toward making Haleyville Middle School a shining star among other schools in our area. Two teachers will attend the Google Classroom training in order to allow our faculty to administer assessments to all students at Haleyville Middle 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.

Stakeholders of Haleyville Middle include faculty and staff members, members from the community, parents, and students. Stakeholders are sought out based on their vested interest in our school as well as their level of knowledge of technology by the Technology Coordinator, Principal and Assistant Principal. Our technology committee meets regularly district wide. Meetings are scheduled in order to accommodate the hours of our staff, students, parents, and community leaders. The role of our stakeholders is explained district wide at the fall technology committee meeting held by our Technology Coordinator/ Director.

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

Stakeholders are made up of parents, students, core subject teachers, the principal, assistant principal, technology teacher, and the library media specialist. The responsibilities of the Technology Committee (Stakeholders) are to collect data, to determine the school needs, and to develop goals to meet specific goals. Parents and students are encouraged to participate in the Technology meetings to provide suggestions, feedback and assistance in moving Haleyville Middle School forward in technology. Some members of our Haleyville Middle School Technology Committee are selected by the Technology Coordinator, Federal Programs Coordinator and Administrator to participate in professional development that is brought back and introduced to teachers, staff, parents, and students. Our Committee Members for 2015-2016 are: Bo Wilcoxson (Principal), Jennifer Warhurst (Asst Principal), Mandy McNutt (Teacher), Renea Allen (Technology Teacher), Pam Mobley (Library Media) and Melody Phillips (Teacher).

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 technology plan is presented to all stakeholders via email, Haleyville Middle School website and hard copy located in Library. Follow-up on the plan is communicated through email, faculty meetings, and our school website. The Technology Committee has two scheduled meetings, one in the fall and one in the spring where all members are encouraged to attend. All stakeholders are encouraged to keep in constant communication with members on their team or with the Technology Coordinator. The progress of the Technology Plan is monitored frequently by administration and committee members to ensure that the plan is being followed and completed. All school plans, including the technology plan is housed in the library media center in paper format.

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
- EducateAlabama Data
- Federal Government Regulations
- Formative Assessments
- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- School of Education (SOE) Accreditation Reviews/Reports
- Principal Walk-Through Checklist
- Professional Learning Evaluations, Lesson Plans
- State Government Regulations
- Student Achievement Data
- Technology Program Audit, etc.
- Transform2020 Surveys (*Required)

Needs Assessment

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

The major areas of need associated with our technology infrastructure are:

Needs:

1. Additional Professional Development-Technology Training

2. Additional desktops to accommodate dated and failing machines.

3. Additional laptops with Chrome to accommodate the implementation of Google Classroom.

Strengths:

1. Fast easy access to the network and Internet from classroom computers.

2. Computer labs and library media labs with access to computers, iPads, and laptops.

3. Classroom Technology: Each classroom has a teacher computer, teacher iPad, at least 3 student computers, ELMO, Smartboard, LCD projector, and wireless access.

4. Curriculum based software access (Stride Academy and Odyssey) for curriculum enhancement and RTI.

5. Implementation of Google Classroom access for all teachers and students.

Data Sources used to determine the areas of need:

1. Teacher and Administrator surveys and verbal responses.

2. Administrative and Technology Committee observations and walk-throughs

3. Inventory Assessments conducted throughout the year.

4. Transform2020 survey results

Data Results Used:

Transform2020 survey results and teacher verbal response, 67 percent of teachers felt that additional technology professional development for project-based /authentic learning activities was needed and 72 percent was interested in learning more about and implementing a 1-1 (device to student ratio) in their classroom.

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

The major areas of need associated with our technology inventory are:

Needs:

1. Wireless connection devices for computer labs

2. Increased resources for failing and outdated equipment.

3. Update software versions

4. Additional laptops with Chrome to accommodate the implementation of Google Classroom.

Strengths:

1. Fast easy access to the network and Internet from classroom and library computers.

2. Computer labs and library media labs with access to computers, iPads, and laptops for entire class sizes.

3. Classroom Technology: Each classroom has a teacher computer, teacher iPad, at least 3 student computers, ELMO, Smartboard, LCD projector, and wireless access.

4. Implementation of Google Classroom access for all teachers and students.

Data Sources used to determine the areas of need:

1. Teacher surveys and verbal responses.

2. Administrative and Technology Committee observations and walk throughs.

3. Inventory Assessments conducted throughout the year.

4. Transform2020 survey results

Data Results Used:

Through verbal response and technology assessments it has been determined that the two computer labs are in need of additional wireless coverage to handle multiple wireless devices to operate successfully.

According to Transform2020 survey results, 72 percent of our teachers were interested in learning more about and implementing a 1-1 (device to student ratio) in their classroom. Because of out-of-date software and failing equipment, 48 percent of our teacher/staff responded "somewhat" to the question associated with feeling that they had sufficient devices or tools to effectively integrate technology in their teaching.

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

The major areas of need associated with our technology in student learning are:

Needs:

1. Wireless devices in computer labs to accommodate wireless laptops and iPads. Preferably wireless that is password protected for curriculum devices only.

2. Additional classroom student desktops to accommodate dated and failing machines.

3. Additional training for students in typing skills and computer processes such as PowerPoint , google slides, database development, presentations and document development.

Strengths:

1. Technology addressed in lesson plans and integrated in classroom.

2. Computer labs and library media labs with access to computers, iPads, and laptops.

3. Classroom Technology: Each classroom has a teacher computer, teacher iPad, at least 3 student computers, ELMO, Smartboard, LCD projector, and wireless access.

4. Stride Academy implemented during AO and RTI periods.

5. Odyssey to provide additional curriculum based learning for struggling students.

6. Implementation of Google Classroom access for all teachers and students.

Data Sources used to determine the areas of need:

1. Teacher surveys and verbal responses.

2. Administrative and Technology Committee observations and walk-throughs

3. Transform2020 survey results

Data Results Used:

Through Teacher verbal response and walk-throughs, the need for more wireless capabilities to handle multiple devices to operate is necessary and student desktops to be updated or replaced.

According to Transform2020 survey results, 72 percent of our teachers were interested in learning more about and implementing a 1-1 (device to student ratio) in their classroom. According to Transform2020 survey results, 27 percent of our teachers responded that they Never/Rarely use NETS when planning their instruction and 14 percent responded that they Never/Rarely participate in any learning communities to explore creative applications to improve student learning.

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

Needs:

1. Insufficient professional development activities and resources to understand integration and usage of digital technology in grades 6-8 in relation to CCRS and project based learning.

2. Access to Digital Textbooks and digital media.

Strengths:

1. Classroom Technology: Each classroom has a teacher computer, teacher iPad, at least 3 student computers, ELMO, Smartboard, LCD projector, and wireless access.

2. Implementation of Google Classroom access for all teachers and students.

Data Sources used to determine the areas of need:

1. Teacher surveys and verbal responses.

2. Administrative and Technology Committee observations and walk throughs.

3. Transform2020 survey results

Data Results Used:

According to Transform2020 survey results over 49 percent of teachers responded that they occasionally or never evaluate and reflect on

current research and Professional practice to make effective use of existing and emerging digital tools in support of student learning.

Through teacher suggestion and administrative walkthroughs, additional resources for the purchase of Chromebooks for use by the students to participate in Google Classroom activities have been requested.

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

The major areas of need associated with our technology teacher use are:

Needs:

1. Insufficient professional development activities and resources to understand integration and usage of digital technology in grades 6-8 in relation to CCRS and project based learning.

2. Need additional classroom student desktops to accommodate dated and failing machines and update all computers with updated software.

3. Additional laptops with Chrome to accommodate the implementation of Google Classroom.

Strengths:

1. Classroom Technology: Each classroom has a teacher computer, teacher iPad, at least 3 student computers, ELMO, Smartboard, LCD projector, and wireless access.

2. Computer labs and library media labs with access to computers, iPads, and laptops.

3. Wireless capabilities have been increased in each grade levels hallways, library and gym.

4. Implementation of Google Classroom access for all teachers and students.

Data Sources used to determine the areas of need:

1. Teacher surveys and verbal responses.

2. Administrative and Technology Committee observations and walk throughs.

3. Transform2020 survey results

Data Results Used:

According to Transform2020 survey results over 49 percent of teachers responded that they occasionally or never evaluate and reflect on current research and Professional practice to make effective use of existing and emerging digital tools in support of student learning and 72 percent of our teachers were interested in learning more about and implementing a 1-1 (device to student ratio) in their classroom.

According to Transform2020 survey results 28 percent responded that the Never/Rarely use NETS to plan instruction.

Through teacher suggestion and administrative walkthroughs, additional resources for the purchase of Chromebooks for use by the students to participate in Google Classroom activities have been requested.

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

The major areas of need associated with technology and teacher productivity.

Needs:

1. Insufficient professional development activities and resources to understand integration and usage of digital technology in grades 6-8.
2. Training for usage of NETS standards paired to curriculum.
3. Training in the use of Stride Academy, Odyssey.
4. Additional laptops or desktops with Chrome to accommodate the implementation of Google Classroom.

Strengths:

1. Classroom Technology: Each classroom has a teacher computer, teacher iPad, at least 3 student computers, ELMO, Smartboard, LCD projector, and wireless access.
2. Computer labs and library media labs with access to computers, iPads, and laptops.
3. Curriculum based software access (Stride Academy and Odyssey) for curriculum enhancement and RTI.
4. Implementation of Google Classroom access for all teachers and students.

Data Sources used to determine the areas of need:

1. Teacher surveys and verbal responses.
2. Administrative and Technology Committee observations and walk throughs.
3. Transform2020 survey results

Data Results Used:

According to Transform2020 survey results over 49 percent of teachers responded that they occasionally or never evaluate and reflect on current research and Professional practice to make effective use of existing and emerging digital tools in support of student learning and 72 percent of our teachers were interested in learning more about and implementing a 1-1 (device to student ratio) in their classroom.
According to Transform2020 survey results 28 percent responded that the Never/Rarely use NETS to plan instruction.
Through teacher suggestion and administrative walkthroughs, additional resources for the purchase of Chromebooks for use by the students to participate in Google Classroom activities have been requested.

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

The major areas of need associated with our technology and school leaders:

Needs:

1. The school leaders need more professional development for technology and programs currently being used at Haleyville Middle School.

2. The school leaders need the opportunity to visit other professional leaders in middle school settings in order to enhance or develop ideas for a productive environment.

Strengths:

1. Advocates and understands the need for the necessary technology infrastructure to support management, teaching, learning, and community goals and communications.

2. Use of technology tools to collect, evaluate, disseminate, and analyze data to improve staff and student performance for immediate feedback.

3. Encourages faculty to expand teaching through the use of their current technology.

Data Sources used to determine the areas of need:

1. Teacher surveys and verbal responses.

2. Technology Committee observations.

3. Transform2020 survey results

Data Results Used:

Data results from Teacher Surveys, Student Surveys, and by verbal response indicate that our school leaders are advocates for any implementation of technology which leads to student success and teacher productivity.

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

The major areas of need associated with other technology program areas:

Needs:

1. Update software and outdated or failing equipment.

2. Additional laptops with Chrome to accommodate the implementation of Google Classroom.

Strengths:

1. Classroom Technology: Each classroom has a teacher computer, teacher iPad, at least 3 student computers, ELMO, Smartboard, LCD projector, and wireless access.

2. Computer labs and library media labs with access to computers, iPads, and laptops.

3. Implementation of Google Classroom access for all teachers and students.

Data Sources used to determine the areas of need:

1. Technology Committee observations.

2. Transform2020 survey results

3. Student Requests.

Data Results Used:

According to Transform2020 survey results, 72 percent of our teachers were interested in learning more about and implementing a 1-1(device to student ratio) in their classroom.

Through teacher suggestion and administrative walkthroughs, additional resources for the purchase of Chromebooks for use by the students to participate in Google Classroom activities have been requested.

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.

Topics to be addressed:

1. Additional professional development for administrators, faculty, and staff will be made available through online and face-to-face resources. The professional development will be offered on scheduled professional development days, after school hours, and personal time. The Library Media Specialist, Technology Integration Specialist, Staff Members, and outside Instructors will provide the professional development training. The professional development topics will include Odyssey, Stride Academy, CCRS, Technology Safety, Google Classroom, digital devices, and other topics that arise.

The topics above were determined using data from:

1. Teacher surveys and verbal responses.

2. Administrative and Technology Committee observations and walkthroughs

3. Inventory Assessments conducted throughout the year.

4. Transform2020 survey results

Accountability Questions

Identify one (1) or more activities that focus upon using digital tools to improve achievement of all students with special emphasis upon high need and high poverty students.

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

40% of All Students will demonstrate a proficiency in Stride Academy and the use of Google Classroom in Mathematics by 05/26/2016 as measured by Data Results.

Strategy1:

Digital Tools - The inclusion of digital tools (iPads, Laptops, Desktops, etc.) by the teacher in presenting lessons and requiring students to use the tools to complete necessary academic projects and/or as an informational gathering avenue.

Research Cited: Research Cited: http://www.ldonline.org/article/6291/Technology-Supported Math Instruction for Students

http://www..ltseducation.com/research.php

Activity - Digital Presentations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Integrate technology into the lesson by having students participate in Google Classroom activities and testing, visit online libraries and other educational sites, prepare PowerPoint presentations based on digital research, or insert graphics into reports. Digital tools will motivate students to write, draw, investigate, research, focus, learn and test better.	Technology			08/10/2015	05/26/2016	$0 - No Funding Required	Teachers, Administrators, Library Media

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development opportunities will be offered for all teachers 6-8 to help them better utilize new and innovative technologies as well as existing technologies.	Professional Learning			08/10/2015	05/26/2016	$1658 - State Funds	Teachers, Staff, and Administrators

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at Haleyville Middle School will work in groups on a regular basis by subject area and/or grade level to locate/share digital content to teach Math, English Language Arts, Reading, and Science Standards in the classroom.	Academic Support Program			08/10/2015	05/26/2016	$0 - No Funding Required	Teachers and Administrators

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College- Career-Ready Students through the use of online technology assessments and curriculum based online software programs

Measurable Objective 1:

40% of All Students will demonstrate a proficiency in mathematics through the use of Stride Academy in Mathematics by 05/26/2016 as measured by Classroom based assessments,Act Aspire and Stride Academy data results.

Strategy1:

Academic Support - Students will gain academic success through technology support and instruction.

Research Cited: Research Cited: Research written by Ted S. Hasselbring, Alan C. Lott, and Janet M. Zydney on LD Online supports the technology supported mathematics instruction

for students who at at risk of failure. http://www.ldonline.org/article/6291/

Activity - Technology Updates	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Out-of-date and failing equipment will be monitored and/or replaced. Operating systems will be updated with present updates. All students and staff will have access to Google Classroom for use in their classrooms.	Technology			08/10/2015	05/26/2016	$10000 - Title I Part A	Technology Director, IT Staff, Administrators

Activity - Stride Academy, Odyssey and Google Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stride Academy,Odyssey and Google Classroom training will give faculty direct instruction on the implementation of the program for classroom instruction and understanding	Academic Support Program			08/10/2015	05/26/2016	$0 - No Funding Required	Classroom Teachers, Support Personnel, and Administators

Goal 3:

Students will become proficient using Google Classroom

Measurable Objective 1:

achieve college and career readiness using technology by 05/27/2016 as measured by Google Classroom Results.

Strategy1:

Google Classroom - Students will take test on Google Classroom. While students are using Google Classroom they will learn to use Google Docs, Sheets, Slides and assessments on the classroom page. All middle school students will have access to Google Classroom. The passwords will assigned and will move with the students through the remainder of their school years at Haleyville City Schools. Two teachers will attend the Google Summit and return to teach the other faculty members on how to give instruction how to implement the Google Classroom Apps to student.

Research Cited: *Marzano, R. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA. ASCD.

Activity - Google Summit	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers will attend the Google Summit to learn all aspects of Google Classroom. On October 19, 2015 these teachers will conduct a professional learning workshop for teachers grades four-eight. These teachers will then implement Google Classroom in their individual classrooms.	Technology Direct Instruction Professional Learning			10/19/2015	05/27/2016	$1010 - Other	Renea Allen and Cindy Taylor Google Classroom instructors and faculty.

Identify one (1) or more activities that facilitate and improve the use of telecommunications networks (phone/Internet/email) among educators, students, and parents/community to improve learning.

Goal 1:

All educators, students, parents, and the community will have the tools to access a comprehensive viable infrastructure in order to communicate effectively in order to improve learning and achievement.

Measurable Objective 1:

50% of All Students will demonstrate a behavior that will be positive due to being notified through STI, Google Classroom, parent meetings, school website and grade reports in Mathematics by 05/26/2016 as measured by parent involvement, grades and increase of technology..

Strategy1:

Telecommunications - Haleyville Middle School will facilitate and improve the use of telecommunications networks using the technology tools. such as Remind 101, Facebook, Email, Webpage

Research Cited: http://www.cord.org/uploadedfiles/ACF1C2.pdf

Activity - Webpage	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Haleyville Middle School Webpage: This tool provides our stakeholders with frequent information about our programs, progress, traditional school hour's information, as well as information and activities occurring after school hours.	Parent Involvement			08/10/2015	05/26/2016	$0 - No Funding Required	Teachers, Staff, Administrators

Activity - Facebook and Twitter	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Facebook and Twitter: These online tools will be used and updated regularly to provide our students, parents, staff, and the community of events, testing, and etc for facilitating conversation between the school and our stakeholders.	Parent Involvement			08/10/2015	05/26/2016	$0 - No Funding Required	Teachers and Administrators

Activity - Remind 101	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Remind 101: This online tool will be used by our teachers as a safe way for teachers to text message students and stay in touch with parents. Using this tool allows a teacher to keep parents and students informed of upcoming tests, notifications involving school and their classroom, as well as basic info.	Parent Involvement			08/10/2015	05/26/2016	$0 - No Funding Required	Teachers

Activity - Email	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Email: Every staff member is required to have an email account with Haleyville City Schools in order for increased communication between the school and stakeholders.	Parent Involvement			08/10/2015	05/26/2016	$0 - No Funding Required	Teachers, Staff, Administrators

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

40% of All Students will demonstrate a proficiency in Stride Academy and the use of Google Classroom in Mathematics by 05/26/2016 as

measured by Data Results.

Strategy1:

Digital Tools - The inclusion of digital tools (iPads, Laptops, Desktops, etc.) by the teacher in presenting lessons and requiring students to use the tools to complete necessary academic projects and/or as an informational gathering avenue.

Research Cited: Research Cited: http://www.ldonline.org/article/6291/Technology-Supported Math Instruction for Students

http://www..ltseducation.com/research.php

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development opportunities will be offered for all teachers 6-8 to help them better utilize new and innovative technologies as well as existing technologies.	Professional Learning			08/10/2015	05/26/2016	$1658 - State Funds	Teachers, Staff, and Administrators

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at Haleyville Middle School will work in groups on a regular basis by subject area and/or grade level to locate/share digital content to teach Math, English Language Arts, Reading, and Science Standards in the classroom.	Academic Support Program			08/10/2015	05/26/2016	$0 - No Funding Required	Teachers and Administrators

Activity - Digital Presentations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Integrate technology into the lesson by having students participate in Google Classroom activities and testing, visit online libraries and other educational sites, prepare PowerPoint presentations based on digital research, or insert graphics into reports. Digital tools will motivate students to write, draw, investigate, research, focus, learn and test better.	Technology			08/10/2015	05/26/2016	$0 - No Funding Required	Teachers, Administrators, Library Media

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College- Career-Ready Students through the use of online technology assessments and curriculum based online software programs

Measurable Objective 1:

40% of All Students will demonstrate a proficiency in mathematics through the use of Stride Academy in Mathematics by 05/26/2016 as measured by Classroom based assessments,Act Aspire and Stride Academy data results.

Strategy1:

Academic Support - Students will gain academic success through technology support and instruction.

Research Cited: Research Cited: Research written by Ted S. Hasselbring, Alan C. Lott, and Janet M. Zydney on LD Online supports the

technology supported mathematics instruction

for students who at at risk of failure. http://www.ldonline.org/article/6291/

Activity - Stride Academy, Odyssey and Google Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stride Academy,Odyssey and Google Classroom training will give faculty direct instruction on the implementation of the program for classroom instruction and understanding	Academic Support Program			08/10/2015	05/26/2016	$0 - No Funding Required	Classroom Teachers, Support Personnel, and Administators

Activity - Technology Updates	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Out-of-date and failing equipment will be monitored and/or replaced. Operating systems will be updated with present updates. All students and staff will have access to Google Classroom for use in their classrooms.	Technology			08/10/2015	05/26/2016	$10000 - Title I Part A	Technology Director, IT Staff, Administrators

Goal 3:

Students will become proficient using Google Classroom

Measurable Objective 1:

achieve college and career readiness using technology by 05/27/2016 as measured by Google Classroom Results.

Strategy1:

Google Classroom - Students will take test on Google Classroom. While students are using Google Classroom they will learn to use Google

Docs, Sheets, Slides and assessments on the classroom page. All middle school students will have access to Google Classroom. The

passwords will assigned and will move with the students through the remainder of their school years at Haleyville City Schools. Two teachers

will attend the Google Summit and return to teach the other faculty members on how to give instruction how to implement the Google

Classroom Apps to student.

Research Cited: *Marzano, R. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement.

Alexandria, VA. ASCD.

Activity - Google Summit	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers will attend the Google Summit to learn all aspects of Google Classroom. On October 19, 2015 these teachers will conduct a professional learning workshop for teachers grades four-eight. These teachers will then implement Google Classroom in their individual classrooms.	Technology Professional Learning Direct Instruction			10/19/2015	05/27/2016	$1010 - Other	Renea Allen and Cindy Taylor Google Classroom instructors and faculty.

2015-2016 HMS Technology Plan

Overview

Plan Name

2015-2016 HMS Technology Plan

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 students at Haleyville Middle School will become proficient in the area of mathematics.	Objectives: 2 Strategies: 1 Activities: 1	Academic	$0
2	All educators, students, parents, and the community will have the tools to access a comprehensive viable infrastructure in order to communicate effectively in order to improve learning and achievement.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0
3	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 3	Academic	$1658
4	Prepare and Support Teachers and Leaders to Graduate College- Career-Ready Students through the use of online technology assessments and curriculum based online software programs	Objectives: 1 Strategies: 1 Activities: 2	Academic	$10000
5	Students will become proficient using Google Classroom	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$1010
6	Extended Learning Goals for Students	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: All students at Haleyville Middle School will become proficient in the area of mathematics.

Measurable Objective 1:

10% of Sixth, Seventh and Eighth grade Female students will demonstrate a proficiency on the Stride Academy in Mathematics by 05/27/2016 as measured by Stride Academy PMA Test.

(shared) Strategy 1:

Tier II Mathematics Instruction - Students will be placed on Stride Academy once per week to extend academic success during their AO class period. Success will be monitored bi-weekly and the results will be emailed to the principal, assistant principal, and the ACIP chairperson.

Research Cited: Research written by Ted S. Hasselbring, Alan C. Lott, and Janet M. Zydney on LD Online supports the technology supported mathematics instruction for students who at at risk of failure. http://www.ldonline.org/article/6291/

Activity - Teacher Training for Stride Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dr.Little with Stride Academy will give faculty direct instruction on the implementation of the program for classroom instruction.	Professional Learning	09/14/2015	05/27/2016	$0	No Funding Required	Classroom teachers, support personnel, and principals. Funding from this training is provided by the State Department of Education.

Measurable Objective 2:

10% of Sixth, Seventh and Eighth grade Male students will demonstrate a proficiency in Mathematics by 05/26/2016 as measured by Stride Academy.

(shared) Strategy 1:

Tier II Mathematics Instruction - Students will be placed on Stride Academy once per week to extend academic success during their AO class period. Success will be monitored bi-weekly and the results will be emailed to the principal, assistant principal, and the ACIP chairperson.

Research Cited: Research written by Ted S. Hasselbring, Alan C. Lott, and Janet M. Zydney on LD Online supports the technology supported mathematics instruction for students who at at risk of failure. http://www.ldonline.org/article/6291/

Activity - Teacher Training for Stride Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Dr.Little with Stride Academy will give faculty direct instruction on the implementation of the program for classroom instruction.	Professional Learning	09/14/2015	05/27/2016	$0	No Funding Required	Classroom teachers, support personnel, and principals. Funding from this training is provided by the State Department of Education.

Goal 2: All educators, students, parents, and the community will have the tools to access a comprehensive viable infrastructure in order to communicate effectively in order to improve learning and achievement.

Measurable Objective 1:

50% of All Students will demonstrate a behavior that will be positive due to being notified through STI, Google Classroom, parent meetings, school website and grade reports in Mathematics by 05/26/2016 as measured by parent involvement, grades and increase of technology..

Strategy 1:

Telecommunications - Haleyville Middle School will facilitate and improve the use of telecommunications networks using the technology tools. such as Remind 101, Facebook, Email, Webpage

Research Cited: http://www.cord.org/uploadedfiles/ACF1C2.pdf

Activity - Facebook and Twitter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Facebook and Twitter: These online tools will be used and updated regularly to provide our students, parents, staff, and the community of events, testing, and etc for facilitating conversation between the school and our stakeholders.	Parent Involvement	09/01/2014	05/22/2015	$0	No Funding Required	Teachers and Administrators

Activity - Remind 101	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Remind 101: This online tool will be used by our teachers as a safe way for teachers to text message students and stay in touch with parents. Using this tool allows a teacher to keep parents and students informed of upcoming tests, notifications involving school and their classroom, as well as basic info.	Parent Involvement	09/01/2014	05/22/2015	$0	No Funding Required	Teachers

Activity - Email	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Email: Every staff member is required to have an email account with Haleyville City Schools in order for increased communication between the school and stakeholders.	Parent Involvement	09/01/2014	05/22/2015	$0	No Funding Required	Teachers, Staff, Administrators

Activity - Webpage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Haleyville Middle School Webpage: This tool provides our stakeholders with frequent information about our programs, progress, traditional school hour's information, as well as information and activities occurring after school hours.	Parent Involvement	09/01/2014	05/22/2015	$0	No Funding Required	Teachers, Staff, Administrators

Goal 3: Engage and Empower the Learner Through Technology

Measurable Objective 1:

40% of All Students will demonstrate a proficiency in Stride Academy and the use of Google Classroom in Mathematics by 05/26/2016 as measured by Data Results.

Strategy 1:

Digital Tools - The inclusion of digital tools (iPads, Laptops, Desktops, etc.) by the teacher in presenting lessons and requiring students to use the tools to complete necessary academic projects and/or as an informational gathering avenue.

Research Cited: Research Cited: http://www.ldonline.org/article/6291/Technology-Supported Math Instruction for Students

http://www..ltseducation.com/research.php

Activity - Digital Presentations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Integrate technology into the lesson by having students participate in Google Classroom activities and testing, visit online libraries and other educational sites, prepare PowerPoint presentations based on digital research, or insert graphics into reports. Digital tools will motivate students to write, draw, investigate, research, focus, learn and test better.	Technology	08/10/2015	05/26/2016	$0	No Funding Required	Teachers, Administrators, Library Media

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development opportunities will be offered for all teachers 6-8 to help them better utilize new and innovative technologies as well as existing technologies.	Professional Learning	08/10/2015	05/26/2016	$1658	State Funds	Teachers, Staff, and Administrators

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

Teachers at Haleyville Middle School will work in groups on a regular basis by subject area and/ or grade level to locate/share digital content to teach Math, English Language Arts, Reading, and Science Standards in the classroom.	Academic Support Program	08/10/2015	05/26/2016	$0	No Funding Required	Teachers and Administrators

Goal 4: Prepare and Support Teachers and Leaders to Graduate College- Career-Ready Students through the use of online technology assessments and curriculum based online software programs

Measurable Objective 1:

40% of All Students will demonstrate a proficiency in mathematics through the use of Stride Academy in Mathematics by 05/26/2016 as measured by Classroom based assessments,Act Aspire and Stride Academy data results.

Strategy 1:

Academic Support - Students will gain academic success through technology support and instruction.

Research Cited: Research Cited: Research written by Ted S. Hasselbring, Alan C. Lott, and Janet M. Zydney on LD Online supports the technology supported

mathematics instruction

for students who at at risk of failure. http://www.ldonline.org/article/6291/

Activity - Stride Academy, Odyssey and Google Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stride Academy,Odyssey and Google Classroom training will give faculty direct instruction on the implementation of the program for classroom instruction and understanding	Academic Support Program	08/10/2015	05/26/2016	$0	No Funding Required	Classroom Teachers, Support Personnel, and Administators

Activity - Technology Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Out-of-date and failing equipment will be monitored and/or replaced. Operating systems will be updated with present updates. All students and staff will have access to Google Classroom for use in their classrooms.	Technology	08/10/2015	05/26/2016	$10000	Title I Part A	Technology Director, IT Staff, Administrators

Goal 5: Students will become proficient using Google Classroom

Measurable Objective 1:

achieve college and career readiness using technology by 05/27/2016 as measured by Google Classroom Results.

Strategy 1:

Google Classroom - Students will take test on Google Classroom. While students are using Google Classroom they will learn to use Google Docs, Sheets, Slides and assessments on the classroom page. All middle school students will have access to Google Classroom. The passwords will assigned and will move with the students through the remainder of their school years at Haleyville City Schools. Two teachers will attend the Google Summit and return to teach the other faculty members on how to give instruction how to implement the Google Classroom Apps to student.

Research Cited: *Marzano, R. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA. ASCD.

Activity - Google Summit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two teachers will attend the Google Summit to learn all aspects of Google Classroom. On October 19, 2015 these teachers will conduct a professional learning workshop for teachers grades four-eight. These teachers will then implement Google Classroom in their individual classrooms.	Technology, Professional Learning, Direct Instruction	10/19/2015	05/27/2016	$1010	Other	Renea Allen and Cindy Taylor Google Classroom instructors and faculty.

Goal 6: Extended Learning Goals for Students

Measurable Objective 1:

A total of 20 All Students will increase student growth on Stride Academy in Mathematics by 05/26/2016 as measured by Stride Academy.

Strategy 1:

Stride Academy - Students will work on increasing their skills on Stride Academy. Students will be allowed to work forward on standards on the Stride Academy Program. They will be allowed to move forward to the next grade level standards once they have mastered the standards in their grade level.

Research Cited: http://idonline.org/article?6291/Technology-Supported Math Instruction for Students

http://www.itseducation.com/research.php

Activity - Stride Extended Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be allowed to move forward in the next grade level standard as they have mastered their current grade level standard.	Academic Support Program	09/08/2015	05/26/2016	$0	No Funding Required	Students and faculty.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Updates	Out-of-date and failing equipment will be monitored and/or replaced. Operating systems will be updated with present updates. All students and staff will have access to Google Classroom for use in their classrooms.	Technology	08/10/2015	05/26/2016	$10000	Technology Director, IT Staff, Administrators
				Total	$10000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaboration	Teachers at Haleyville Middle School will work in groups on a regular basis by subject area and/ or grade level to locate/share digital content to teach Math, English Language Arts, Reading, and Science Standards in the classroom.	Academic Support Program	08/10/2015	05/26/2016	$0	Teachers and Administrators
Digital Presentations	Integrate technology into the lesson by having students participate in Google Classroom activities and testing, visit online libraries and other educational sites, prepare PowerPoint presentations based on digital research, or insert graphics into reports. Digital tools will motivate students to write, draw, investigate, research, focus, learn and test better.	Technology	08/10/2015	05/26/2016	$0	Teachers, Administrators, Library Media
Stride Extended Learning	Students will be allowed to move forward in the next grade level standard as they have mastered their current grade level standard.	Academic Support Program	09/08/2015	05/26/2016	$0	Students and faculty.
Stride Academy, Odyssey and Google Classroom	Stride Academy,Odyssey and Google Classroom training will give faculty direct instruction on the implementation of the program for classroom instruction and understanding	Academic Support Program	08/10/2015	05/26/2016	$0	Classroom Teachers, Support Personnel, and Administators

Remind 101	1. Remind 101: This online tool will be used by our teachers as a safe way for teachers to text message students and stay in touch with parents. Using this tool allows a teacher to keep parents and students informed of upcoming tests, notifications involving school and their classroom, as well as basic info.	Parent Involvement	09/01/2014	05/22/2015	$0	Teachers
Webpage	Haleyville Middle School Webpage: This tool provides our stakeholders with frequent information about our programs, progress, traditional school hour's information, as well as information and activities occurring after school hours.	Parent Involvement	09/01/2014	05/22/2015	$0	Teachers, Staff, Administrators
Email	Email: Every staff member is required to have an email account with Haleyville City Schools in order for increased communication between the school and stakeholders.	Parent Involvement	09/01/2014	05/22/2015	$0	Teachers, Staff, Administrators
Teacher Training for Stride Academy	Dr.Little with Stride Academy will give faculty direct instruction on the implementation of the program for classroom instruction.	Professional Learning	09/14/2015	05/27/2016	$0	Classroom teachers, support personnel, and principals. Funding from this training is provided by the State Department of Education.
Facebook and Twitter	Facebook and Twitter: These online tools will be used and updated regularly to provide our students, parents, staff, and the community of events, testing, and etc for facilitating conversation between the school and our stakeholders.	Parent Involvement	09/01/2014	05/22/2015	$0	Teachers and Administrators
				Total	$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional Development opportunities will be offered for all teachers 6-8 to help them better utilize new and innovative technologies as well as existing technologies.	Professional Learning	08/10/2015	05/26/2016	$1658	Teachers, Staff, and Administrators
				Total	$1658	

Other

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

Google Summit	Two teachers will attend the Google Summit to learn all aspects of Google Classroom. On October 19, 2015 these teachers will conduct a professional learning workshop for teachers grades four-eight. These teachers will then implement Google Classroom in their individual classrooms.	Technology, Professional Learning, Direct Instruction	10/19/2015	05/27/2016	$1010	Renea Allen and Cindy Taylor Google Classroom instructors and faculty.
				Total	$1010	