



Alabama Technology Plan

Hayden Primary School

Blount County Board of Education

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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?

Founded in 1914, Hayden is a small town in the southwestern part of Blount County, Alabama. It was first called Rockland, likely named for the small to medium-size rocks that were scattered over the hilly terrain. Rockland became Hayden with the advent of the L & N Railroad. The name Hayden was chosen to honor one of the first settlers, Major Hayden, a former Army officer, who moved into the Blount County area from South Alabama.

The original school building for Hayden Primary School was named Hayden Elementary School. This building was constructed in 1975 and housed students in grades Kindergarten through sixth grade. In 1976, an addition was made to include a lunchroom area, administrative offices, and additional classrooms. In 1998, seven additional classrooms were added to the east end of the building. The Hayden Elementary School facility became Hayden Primary School when grades three and four transitioned to a different school building due to increased student population. Hayden Primary School now serves Kindergarten, first, and second grade students.

There are presently 32 certified teachers in Kindergarten, first, and second grade homerooms, as well as certified staff for physical education, library/media, guidance, and special education. There is also a principal, assistant principal, and school nurse. The support staff consists of 9 special education aides, a bookkeeper, two janitors, and an INOW Information Specialist/Secretary. Hayden Primary School serves a population of 589 students; 163 Kindergartners, 194 first graders, and 198 second graders. The school is comprised of 98% white students, approximately 0.01% Black/African American students, and approximately 0.002% other students, which includes Asian, multi-race, Island Hispanic, Pacific Islander, and American Indian. 48% percent of students are eligible for free or reduced meals as of September 2018. There are currently 84 students receiving special education (non-gifted) services as defined by the Alabama State Code, which includes Speech or Language Impairment and preschool services.

The organizational pattern used at Hayden Primary is self-contained classrooms incorporating an integrated approach to learning while assuring adequate instruction in all content areas. Services are provided for identified students in the mentally handicapped, learning disability, and emotional conflict classes. Students with speech and language disorders receive services on a scheduled basis. Children receive physical education instruction daily, and library classes are provided based on a weekly schedule. The library has daily flexible time for students to check out books. The counselor provides large group, small group, and individual counseling activities and services on a bi-weekly rotation.

A noted strength of Hayden Primary School is the quality of faculty and staff. 100% of teachers are Highly Qualified. 65% of faculty holds a Masters Degree or above. Teachers follow the Alabama College and Career Readiness Standards for teaching English/Language Arts and Mathematics. Teachers also teach to IEP goals and accommodations and incorporate progress monitoring, benchmark assessments and Response to Instruction strategies into the school day. There is a protected intervention time scheduled daily for reading and math.

HPS also has a strong Parent-Teacher Organization. Members oversee multiple fundraisers to purchase resources for the school and volunteer their time as needed during the school day.

an interactive whiteboard. All classrooms have at least three desktop computers with Internet access for student use. Hayden Primary School teachers have access to 162 tablets, 32 Chromebooks, 11 laptops, 20 Forte Keyboards, and numerous e-readers for daily instruction that were acquired through Blount County Education Foundation grants. The school also houses a computer lab with 40 desktop computers that meet state guidelines, with a total of 165 desktop computers throughout the building. Hayden Primary School has high hopes and goals for continuing to strengthen our technology base in order to support student growth in reading, math, and all other content areas.

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 Hayden Primary School is to provide students with a foundation to become responsible citizens and lifelong learners. We are committed to this mission through meeting the academic, emotional, physical, and social needs of every student, every day. Our beliefs are evident in the instructional practices and high expectations provided to our students through data-driven, high quality core instruction as well as Tier II and Tier III intervention programs that are scientifically research-based. The mission, vision, and philosophy at Hayden Primary School promote a positive atmosphere that is conducive to learning. The faculty and staff believe success is the only option for our students and all students can learn. We also believe all students deserve a quality education, and it is our privilege and responsibility to ensure this happens.

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.

Hayden Primary School is committed to providing students with a foundation to become responsible citizens and lifelong learners. We work collaboratively to review student data and increase student achievement. We implement an increasingly effective Response to Intervention (RTI) system to analyze student data and to reflect on ways to address student needs. Student progress is monitored frequently to make decisions about changes in instruction. Teachers have attended English/Language Arts and Math vertical training across grade levels to increase rigor and align instruction to the Alabama College and Career Readiness Standards. Also, teachers have participated in professional development training, on-site school visits, and grade level planning to effectively implement these standards. Through the Blount County Education Foundation, teachers have applied for grants and been awarded \$19,740 over the past three years to purchase classroom resources and instructional materials. Hayden Primary School also elected to participate in the summer library program and the week-long summer camp programs which provided another \$10,250 of support for our students.

Hayden Primary School maintains a high level of achievement in kindergarten through second grade assessments, including the PAR assessment and Scantron assessment. This indicates effective instruction in phonemic awareness, phonics, and fluency. To target intensive instructional needs, students attend intervention conducted by a certified teacher in a scientifically research-based program called SPIRE. These classes target students who have been identified with dyslexic tendencies and who need dyslexia-specific intervention.

The members of Hayden Primary School believe it is important to provide enriching learning experiences for our students. Music, art, and physical education classes are offered after school. These programs are designed to build self-esteem, improve physical fitness, and encourage expression of individual student talents. Hayden Primary School has also incorporated music education throughout the school day by using federal funds to employ a music education teacher to provide instruction to students weekly.

Our school counselor, Mrs. Billie Miller, has been awarded the RAVE award (Recognition of Accountability, Verification and Excellence) for the past three years. She has won the Bronze, Silver and Gold awards, and this year, she is considered a Diamond award winner and will participate in judging other candidate entries. Mrs. Miller has also been chosen as one of the Blount County presenters for Career Counseling at the ALCA (Alabama Counseling Association) Conference. HPS is so proud of the accomplishments of Mrs. Miller, and it is a direct correlation to the quality of services she provides for our students.

The facilities at Hayden Primary have undergone improvements over the last three years. Projectors and interactive whiteboards are used in all classrooms. Redcat voice amplification devices have been purchased for all classrooms and are utilized during instruction. Wi-Fi capabilities are available throughout the entire school. To address student safety, 16 security cameras and a new entrance monitoring system have been installed. In addition, Hayden Primary School utilizes the Raptorware software program to monitor daily visitors to the school and to alert school personnel and local officials of emergency situations on our campus. A new fence encompasses the playground. New playground equipment, picnic tables, and outside benches have been purchased and installed for the improvement of school grounds. A large television monitor was installed to improve communication among all stakeholders, including students, teachers, and parents. The school website has been updated for easier access for teachers, parents, and stakeholders and continues to be updated as the year progresses and the platform becomes more familiar to our users. A new sign has been purchased for the school entrance. New landscaping has been planted on the front lawn and in the courtyard, with the installation of a fall vegetable garden and butterfly garden.

Outdoor and indoor accommodations are always being considered and implemented to meet the varied needs of our students. Entrances and exits to our playground have been updated to meet ADA codes and to allow for our special needs students to participate in the same or similar activities as our students without special needs. Hayden Primary School has also participated in the district initiative that has partnered with Schneider Electric to provide the most up-to-date energy-saving utilities throughout our building. Hayden Primary School has over 40 new heating and cooling units installed in our building, new LED lighting throughout our building, and new outside lighting to provide an extra safety feature that we did not previously have. Hayden Primary School is so proud to have been a part of this initiative, and we look forward to being able to better meet the needs of our students with the extra resources we will have access to now that we have implemented such an economical and efficient system in our building.

Additional Information

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

Throughout the year, we offer many community and parental involvement opportunities through our Parent-Teacher Organization. PTO helps us offer Fun Day, in conjunction with our physical education department, special snack days that coordinate with seasonal events, as well as various fundraisers throughout the year that directly benefit students and teachers in their purchase and use of instructional materials.

Hayden Primary School offers a RISE preschool program for students with special needs that allows them to gain exposure to a classroom environment with typical peers in order to strengthen academic and social skills before entering the public school setting in Kindergarten.

Music, art, gymnastics, dance, and Bible classes are offered as after-school enrichment activities for students who choose to participate.

Hayden Primary School participates in various seasonal celebrations throughout the school year, which include Reading and Writing Celebration Week, Red Ribbon Week, The Child Abuse Prevention Poster Contest, The Tooth Dental Awareness Week, and The Children's Center program classes.

We are very appreciative of our many local churches who support our student snack program, Christmas for Needy Families, and The United Way Backpack Food Distribution Plan.

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.

In order to engage a variety of stakeholders in the development of the technology plan, Hayden Primary School created a team of stakeholders that would meet regularly to discuss the plan. This team includes a teacher representative from each grade level, the school counselor, the school instructional coach, the principal and assistant principal, and parents of Hayden Primary School students. Stakeholders were selected based on their leadership qualities and willingness to serve. Stakeholders were notified of scheduled technology plan meetings and invited to attend. Classroom teachers were provided with substitute teachers so that instruction continued during their absences. The role of technology plan team members was clearly defined at the first meeting of the school year, and the objectives for each meeting were clearly stated by administration.

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

This technology plan team includes a teacher representative from each grade level, the school counselor, the school instructional coach, the principal and assistant principal, and parents of Hayden Primary School students. Their responsibilities during technology plan meetings were to provide feedback and suggestions for the plan based on funding and school needs.

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

Once the technology plan was complete, the plan was communicated to stakeholders in several ways. A summary of the plan was communicated to all faculty and staff during a regularly-scheduled faculty meeting. A final hard copy of the technology plan was also placed in the school office for easy accessibility for faculty and staff, as well as for parents.

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:

- Continuous Improvement Plan
- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- Technology Plan 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 top area of need in the Blount County school district is to enhance Internet speed. According to the Spring 2018 Alabama Transform 2020 Technology Survey, 88% of Administrators feel that we have a robust infrastructure to support management, operations, teaching, and learning. This is a 6% increase from the previous survey.

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

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

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

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

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

Hayden Primary continues to ensure connectivity for all wireless devices for effective student use. According to the technology survey, all Hayden Primary classrooms and all common areas within the main building have Wifi access points. During the 2017-2018 school year, it was reported in Spiceworks that our gym was an area of need. Wifi connectivity access points were added to our gym at the end of the 2017-2018 school year.

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

According to the Blount County Technology Inventory 2018-2019, local schools have at least 2-3 computer labs and most have additional
SY 2018-2019

mobile labs consisting of laptops, tablet devices or Chromebooks. Through grants awarded by the Blount County Education Foundation, many classrooms have 5+ tablet mini-labs to relieve scheduling issues in the computer labs. Many schools are working toward one-to-one Chromebook initiatives. The district Chromebook inventory total has increased from 2119 to 3003 in one year.

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

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

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

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

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

Over the next three years, Hayden Primary will provide 50% of students with a digital device to meet the BYOD initiative, as funds become available. During the 2016-2017 school year, an i-Pad Mini cart and Chrome cart was added and available for classroom use. During the 2017-2018 school year, an additional i-Pad Mini cart was purchased and available for classroom use. During the 2018-2019 school year, an additional i-Pad cart will be purchased and available for classroom use.

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

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

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

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

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

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

The system's graduation rate has improved by 25 percentage points over the past three years. Currently, the district four-year cohort graduation rate is 89%. In addition, all six high schools have shown improvement in graduation rate, with some improvement as high as 30%. Student assessment data shows our system's gains in reading and math. The Alabama Reading and Mathematics Test results show a 9% increase in the number of students who are proficient in math over the past three years. Reading also increased by five percent over the past three years. In addition to the increase in graduation rate and number of students who are proficient in reading and math, Blount County Schools has committed to increasing the number of courses available to students through the hiring of an ACCESS facilitator at each school. Approximately 8% of the student body is taking advantage of classes offered through ACCESS. Currently, we are targeting 7th and 8th grade math achievement, which demonstrates the area of highest priority. We will be partnering with the State Department of Education and the Southern Regional Education Board (SREB) to implement the Literacy Design Collaborative and the Mathematics Design Collaborative in our 7th and 8th grade classrooms. We will continue the Literacy Design Collaborative and Math Design Collaborative program in the 18-19 school year.

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

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

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

Hayden Primary added a Forte Keyboarding lab, 2 i-Pad Mini carts, and a Chrome cart for classroom use. An additional i-Pad cart will be added during the 2018-2019 school year. We continue to use Dreambox-Math Instructional Online Adaptive K-8th, MobyMax Adaptive Learning K-8, Waterford Early Start Preschool, SPIRE Reading Intervention, and Renaissance Math Facts in a Flash for Tier 1, 2, & 3 learning. Google Drive and Classroom continue to be utilized by all certified personnel. All students in K-2 have a gmail account, although accessed mostly by 2nd grade students for Chromebook use. To meet the need of Kindergarten teachers utilizing the Standards Based Report Card, ESGI, an assessment platform for conducting one-on-one assessments for emergent and non-readers, will be added during the 2018-2019 school year.

To increase student achievement in the area of STEAM-related areas, our second grade teachers created Second Grade STEAM. During the 2018-2019 school year, 5 Dash Robots for coding instruction and a classroom set of i-Pads will be added to our STEAM mobile lab.

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

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

The school technology coach and technology integration specialist will conduct individual professional learning opportunities within the classroom as needed with classroom teachers and students. There will be additional resources on the District web page, Edmodo, Google Drive/Team Drive and shared network drives for teachers to have access to additional training for collaboration.

One-on-one collaborative training in the classroom with school tech coach and classroom teachers is provided on a daily basis as needed. The technology integration specialist and parental involvement specialist offer workshops on Internet Safety for parents and guardians within the community. These programs were expanded in the 2016-2017 school year to include all family members.

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

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

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

Family Engagement Activities - School Year 2017-2018

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

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

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

Girls/Boys Night Out Events

Three schools held their first annual "Girls/Boys Night Out" Program for 5th and 6th grade girls/boys using parents, counselors, and community stakeholders to plan, provide activities, and fund the event. The program is designed to address issues that young boys and girls face as they enter into high school. Activities that were provided were to address bullying issues, building relationships, team building and social media safety.

At Hayden Primary 100% of our teachers were able to attend a sufficient number of professional learning sessions to help them successfully integrate technology and digital resources into the classroom. Hayden Primary's school technology coach will continue to provide professional development to all teachers and staff on Gmail and Google Drive during PLP meetings in the 2018-2019 school year. Hayden Primary's teachers are given sufficient professional learning sessions through SimpleK-12 webinars. The Blount County Technology Integration Specialist will offer professional learning on Google Docs and Chromebooks during the 2018-2019 school year to meet the needs of our teachers.

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

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

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

Effective at the beginning of 2015-2016 school year, the Blount County Board of Education implemented a Bring Your Own Device Policy (BYOD). Students may have electronic communication devices and other digital devices in their possession such as iOS devices (MacBooks, iPhones/smart phones, iPads, iWatches/smart watches, iPods), Kindles, Nooks, tablets, Androids, Chromebooks, MP3 players, and laptops

to be used for instructional purposes. Students will have basic technology available at school necessary to complete lessons and assignments as directed by the teacher. The purpose of the BYOD initiative is to enhance instruction and assist students in developing communication, problem-solving, and critical thinking skills necessary to meet the College and Career Readiness Standards. This initiative should provide more opportunities for real-world technology use within the classroom. Most schools have purchased at least two carts (30) of tablet devices which should increase student engagement.

The FOCUS schools (Hayden High, Locust Fork High, Pennington High, Susan Moore High, and Susan Moore Elementary) in the district received an additional Chromebook cart of 30 devices to assist in closing the low achievement gap between the special education students and all students. Two additional carts were purchased for the high schools (Susan Moore and Pennington High School) with the highest poverty rate in the district with the Athens Inservice Center FOCUS Schools Grant. The FOCUS schools plan on purchasing additional Chromebook carts contingent upon award of FY18 FOCUS grant.

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

At Hayden Primary, 100% of our teachers engage students in exploring real world issues and solving authentic issues using digital tools and 100% model creative and innovative thinking and inventiveness using digital tools and resources. In order to increase student learning through technology, teachers will increase use of student devices, interactive whiteboards and/or tablets where available. A Forte Keyboarding lab, 2 i-Pad Mini carts, and a Chrome cart has been added for classroom use. An additional i-Pad cart will be added during the 2018-2019 school year. A morning announcement student created system will be added during the 2018-2019 school year.

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

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

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

Hayden Primary Teachers will continue to receive training on current software and hardware. The school technology coach will provide professional development to teachers and staff for Gmail and Google Drive. Hayden Primary's teachers use Google Drive and Classroom on

a weekly basis. Teachers collaborate through Google Docs. The Blount County Reading Specialist collaborates with our teachers through Google Docs on a regular basis.

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

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

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

Hayden Primary's STC will continue to provide administrator training as needed with new technologies as they become available. The assistance principal is responsible for managing programs such as Dreambox and MobyMax. Hayden Primary's principal and assistant principal will use technology for evaluating using the eleot (Effective Learning Environments Observation Tool) during the 2018-2019 school year. Two additional i-Pads will be purchased during the 2018-2019 school year for eleot use.

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

Keyboarding proficiency for all students will be driven to the forefront due to increased rigor in writing and assessments for the new college and career ready standards. Forte keyboarding devices and carts were purchased for every elementary school in the 2014-2015 year to address the need for keyboard instruction beginning in the third grade. This allowed each 3rd and 4th grade school access to Forte's for every student. An additional 15 devices per school were purchased to expand the instruction into upper grade levels. According to the CIP budget, additional schools are using Title I funds to purchase additional Forte sets and other software to address these issues in individual classrooms. in addition to the Forte's,

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

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

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

Hayden Primary purchased a Forte keyboard cart to be utilized by second grade students to meet technology keyboarding standards. We purchased 2 i-Pad carts to be utilized by first and second grade students. We added a Chrome cart to be utilized by second grade students to meet technology standards. An additional i-Pad cart will be purchased during the 2018-2019 school year to be utilized by Kindergarten students. Several i-Pad mini labs have been obtained through grants awarded to our teachers through the Blount County Education Foundation. During the 2017-2018 school year, our computer lab was upgraded and older computer were reloaded and distributed to classrooms for student use.

Professional Learning

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

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

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

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

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

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

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

K-6 Cohort & 7-12 Cohort - 8:30 -3:30 - Tech Leaders, Administrators, Central Office Staff, Technology Staff, 50 total participants
Contingent on Title I & Title V funding, we are contracting with EdTech Team, Inc. to provide Blount County Schools (BCS) with the following high-quality professional development sessions:

Day 1

Google Classroom/Drive/Docs

Google Classroom to communicate with students

Engaging elementary students with Hyperdocs

Drive organization and sharing best practices

Google Classroom/Drive/Docs

[Review of Drive: organizing Drive](#)

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Docs: add-ons, assistive tools, tables, hyperlinks, HyperDocs,

Drawings: insert drawings in Docs and the stand-alone Drawings app

Classroom: review and best practices

Day 2

Google Forms and the Chrome OS

Extensions and Chromebook tips to help your early learners

Formative/Summative assessment using Google Forms

Manipulating data in the elementary classroom

Google Forms and the Chrome OS

Chromebook tips and Extensions

Chrome OS organization and best practices

Forms: quiz features

Visualizing data using charts in Sheets

Day 3

G Suite for Creativity

Google Slides for interactive presentations and digital portfolios

Google Drawings for graphic organizers and writing prompts

Chromebook apps for video and image editing

G Suite for Creativity

Interactive Slides for class efficiency and collaboration

Sites for Digital Portfolios

YouTube channel, playlists and uploading

Chromebook apps for video and image editing - screencasting

The district plans to host a Google Summit in July 2020 in conjunction with Oneonta City Schools. We will utilize our tech leaders for a portion of these sessions using the train-the-trainer method of delivery. These individuals will be selected following the G Suite Professional Development beginning January 2019.

Beginning in 2018, SimpleK12 was purchased to meet the state and federal mandatory requirements for the following: Bullying Prevention, Health Safety, Mandatory Reporting, School Safety Procedures, Standard Precautions, and Required Safety Training. This online teacher training platform also provides individualized training based on teacher need and interest on subjects such as Google G Suite, Microsoft Suite, etc.

Teachers and school leaders also take advantage of national, state, and regional workshops such as AETA, AETC, FETC and ISTE. STI PD is being utilized to register and document professional development activities in the district. Several members of the technology team will attend workshops during the 2017-2018 year as follows:

AETA (Alabama Educational Technology Association) - June 2018 - School Technology Coaches, Blount County Career Tech Instructors, Administrators

ISTE (International Society for Technology Education) - June 2018 - Technology Coordinator, Technology Technician, Technology Integration Specialist, Parent Involvement Specialist

FETC (Future of Technology Conference) - January 2019 - Technology Coordinator, Technology Technician, Technology Integration Specialist, Local School Technology Coach/ACCESS facilitator. Locust Fork High School principal, media specialist, and school technology coach.

The technology integration specialist will focus on basic Chromebook skills and Google Classroom instruction for 3rd - 8th grade teachers and students. These sessions provide the basic skills to promote ease of use for teachers using Google Suite products in a collaborative setting. Google Classroom introduces basic navigation skills for a learning management system.

Professional learning opportunities are on-going for teachers and administrators through one-on-one instruction provided by the technology integration specialist as needed. Each school has a School Technology Coach and Assistant to provide additional tech and training support as needed on a daily basis.

Blount County will continue to provide teachers with the skills needed to utilize 21st Century equipment for enrichment. We will conduct individual and small group learning activities for teachers and administrators at the local schools to meet an increasing need of onsite PD requests. Calendly (scheduling app) has been purchased for the technology integration specialist to facilitate ease of scheduling for requests. (calendly.com/canoles)

Our Educator Effectiveness Rubrics Self-Evaluations were set up in Google Classroom and assignments began September 2017 and continued for nine weeks at the beginning of the school year. This format immersed teachers and administrators in this learning platform and sparked an interest in utilizing this resource in their own classrooms. We will continue to use this platform in the coming years.

After the successful roll out of Google Classroom, many administrators are transitioning from hard copy documentation to digital copies through the use of Google Drive, Team Drive, & Classroom.

With the implementation of Google Apps for Education, teachers and staff requested in-depth training during prep-times and after school. Teachers are eager to use Google Drive & Classroom with their students and provide an easy collaborative experience.

With the District re-branding, we upgraded the website to meet ADA (Americans with Disabilities Act) regulations. This will allow us to manage a district Facebook & Twitter feed. Extensive training will occur so that each school will be able to build/maintain their own web pages.

Workshops were conducted by the technology integration specialist (TIS), software vendors, Athens State Technology-in-Motion, parental involvement specialist, and other LEA staff during the 2018-2019 school year on the following:

Subject - Location - Date - Length of Training - Trainer - Participants - Attendees - Total Hours

Google Bytes - CHS - 7-18-18 - 1 Hour - Trainers: Technology Staff, Parental Involvement Specialist - K-12 Teachers - 33

Tech Tips - 8-6-18 Resource Center (RC) - 8-6-18 - 1 Hour - Technology Integration Specialist (TIS) - K-12 New Teachers - 42

Computer Imaging - 8-1-18 - LFHS - 2 Hours - TIS - Media Specialist, School Tech Coach - 2

Chromebook Into & Google Classroom - 8-6-18 - RC - 6 Hours - TIS - 3rd Grade Teachers - 21 - 126

Google Classroom - 8-14-18 - BES - 1 Hour - 4th Grade Teacher - 1

Chromebook & Google Classroom - 8-14-18 - BES - 6 Hours - TIS - 3rd Grade Teacher - 6

Chromebook & Google Classroom - 8-14-18 - BES - 1 Hour - TIS - 3rd Grade Students - 76

Chromebook & Google Classroom - 8-15-18 - HES - 3 Hours - TIS - 3rd Grade Students - (44 students) Total 132, Teacher 6 Hours

Chromebook & Google Classroom - 8-16-18 - HES - 3 Hours - TIS - 3rd Grade Students - (39 students) Total 117, Teacher 6 Hours

Chromebook & Google Classroom - 8-21-18 - HES - 3 Hours - TIS - 3rd Grade Students - (40 students) Total 120, Teacher 6 Hours

Chromebook & Google Classroom - 8-22-18 - HES - 3 Hours - TIS - 3rd Grade Students - (44 students) Total 132, Teacher 6 Hours

Chromebook & Google Classroom - 8-23-18 - HES - 3 Hours - TIS - 3rd Grade Students - (45 students) Total 135, Teacher 6 Hours

Chromebook & Google Classroom - 8-29-18 - HES - 3 Hours - TIS - 3rd Grade Students - (44 students) Total 132, Teacher 6 Hours

Chromebook & Google Classroom - 9-4-18 - BES- 1 Hour - TIS -2nd Grade Teacher - 1

These Face-to-Face training sessions provided by the Technology Integration Specialist are continuing throughout the year and scheduled through calendly.com/canoles. With the implementation of the 3rd grade Chromebook One-to-One initiative, these sessions provide the base-knowledge for the students and teachers to integrate this technology into the curriculum.

Student Technology Sessions are offered by the Blount County Education Foundation. Their focus for the past summer was, Welcome to the Summer of STREAM!!!!

Science * Technology * Reading * Engineering * Arts * Math

We served a total of 1,230 students. They attended 3,304 sessions. We had 30 camps and 10 library programs.

Elementary Sessions:

June 7 - Graphic Design 1.0 - 3.5 Hours - PHS - Richard Phillips, Business Owner - Say What Logo & Print Design

June 8 - Engineering Camp - 4 Hours - SMES - David Osborne, Alabama Power - What Does an Engineer Do?

June 9 - Digital Photography - 2.5 - PHS - Theresa Burns, Wallace State Instructor - Basic Camera, cropping, & lighting

June 13-17 - Theater Camp - 7 per day - PHS, Carron Clem, Covered Bridge Players - Scene work, light/sound, etc.

June 13 - 16 - CSI: Can you Solve the Crime - 4 Hours - SMES - STEAM Lab Teacher - Analyze fingerprints, bite marks, etc.

June 13 - 16 - The Great Art, Science, Math, & Music - 4 Hours per day - Elementary Teachers - Science cooking experiments

June 13 - Law Camp - 3 Hours - SMES - 3 Hours - Pamela Casey, District Attorney - Nation's Legal System

June 16 - Wild About Art - 3 Hours - LFES - Laura Walker, Wallace State Instructor - Art Projects with Recycled Materials

June 21 - 23 - Journalism, Yearbook - 4 Hours - LFES - Elementary Teacher - Research, Interview, Writing & More

June 21 - Virtual Reality - 3.5 Hours - PHS - Tech Integration Specialist - Create your own virtual reality experience

July 11 - 14 - Science Fun - 3.5 Hours - CHS - Career Tech Teacher - STEM activities

July 12 - Law Enforcement Camp - 2 Hours - PHS - Lt Russ Claburn, School Resource Officer Supervisor - Forensics

High School Sessions

June 1 - AP Literature & College Writing - 4 Hours - BCCTC - Teacher - Advance/College Writing

June 6 - Digital Photography - 6 Hours - PHS - Career Coach - Photography, Adobe Photoshop, LightRoom, & More

June 7 - Graphic Design 1.0 - 3.5 Hours - PHS - Richard Phillips, Business Owner - Say What Logo & Print Design

June 8 - Engineering Camp - 4 Hours - SMES - David Osborne, Alabama Power - What Does an Engineer Do?

June 9 - Digital Photography - 6 Hours - PHS - Career Coach - Photography, Adobe Photoshop, LightRoom, & More

June 13 - Law Camp - 3 Hours - SMES - 3 Hours - Pamela Casey, District Attorney - Nation's Legal System

June 14 - 16 - Firefighter Camp - 6 Hours Day - PHS - Blount County Fire & EMA - First Responder Training

June 15, 22, 29 - Leadership Camp - 6 Hours - BOE - Aimee Wilson, Chamber of Commerce & Business Leaders

June 21 - 23 - Journalism, Yearbook - 4 Hours - LFES - Elementary Teacher - Research, Interview, Writing & More

June 30 - Marketing Yourself: Business & College - LFHS - Dr Stoney Beavers, Asst Superintendent, Peyton Hazelrig, CHS graduate

July 11 - 14 - Science Fun - 3.5 Hours - CHS - Career Tech Teacher - STEM activities

June 21 - Virtual Reality - 3.5 Hours - PHS - Tech Integration Specialist. Tech Coordinator - Create your own virtual reality experience

Summer Program 2018 Partners: Alabama Power Foundation, Appalachian Regional Commission, Blount County Literacy Council, Cawaco RC&D, Inc., Community Foundation of Greater Birmingham, Daniel Foundation of Alabama, Hometown Bank, Peoples Bank of Alabama, United Way of Central Alabama

Hayden Primary's school technology coach will provide professional development to all teachers and staff for Gmail and Google Drive.

Hayden Primary's certified personnel participated in training on Benchmark Literacy and Phonics during professional development days during the 2017-2018 school year. During the 2018-2019 school year, all certified personnel will participate in on-going professional

development and collaboration for Benchmark Literacy and Phonics.

Hayde Primary will utilize Calendly to schedule face-to-face training sessions to be provided by the Technology Integration Specialist throughout the 2018-2019 school year on Google Chromebook. These sessions provide the base-knowledge for the students and teachers to integrate this technology into the curriculum.

Hayden Primary's certified personnel will complete the Educator Effectiveness Self Assessments and PLP in Google Classroom during the 2018-2019 school year.

Hayden Primary's certified personnel will receive on-line professional learning through SimpleK12 to meet the state and federal mandatory requirements for the following: Bullying Prevention, Health Safety, Mandatory Reporting, School Safety Procedures, Standard Precautions, and Required Safety Training. This online teacher training platform also provides individualized training based on teacher need and interest on subjects such as Google G Suite, Microsoft Suite, etc.

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:

60% of Kindergarten, First and Second grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance by demonstrating creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments. in Reading by 05/24/2019 as measured by English Language Arts College and Career Readiness Standards..

Strategy1:

Technology

Technology Use - Provide a portal of best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Category:

Research Cited: (NETS-S 1, CCRS Literacy Standards Plan2020 p. 14, 26, 54)

Activity - iPad Cart	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the 2018-2019 school year, we will purchase an additional i-Pad cart for classroom use.	Career Preparation/ Orientation Technology Tutoring Academic Support Program Direct Instruction Field Trip	08/09/2018	05/20/2021	\$5500 - Other	Classroom Teachers, School Technology Coach, Administrators

Strategy2:

Real-Life Experiences - Teachers will use technology and resources to provide standards-based instruction in authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning. Resources needed: access to computers in lab, library, or classroom. This will be monitored during walk-throughs at local schools.

Category:

Research Cited: Alsde: Alabama college and career ready initiative (alabama common core standards). (n.d.). Retrieved from

<http://www.alsde.edu/home/General/alccs.aspx>

Alabama Technology Plan

Hayden Primary School

Activity - STEAM Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at Hayden Primary created a mobile Second Grade STEAM where students participate in weekly STEAM activities, including Dash Robot coding activities.	Technology Career Preparation/Orientation Academic Support Program	08/09/2018	05/20/2021	\$3700 - Other	Second Grade Classroom Teachers, School Technology Coach, Administrators

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

Goal 1:

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

Measurable Objective 1:

demonstrate a behavior of locating and promoting the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College-and Career-Ready Standards. by 05/24/2019 as measured by Hayden Primary's Technology Needs Assessment and Inventory Report.

Strategy1:

Digital Tools - 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.

Category:

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

Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hayden Primary Faculty will be required to check email several times daily for communication from administrators, fellow teachers or parents. Hayden Primary's new website (2018-2019) offers an abundance of information for parents and students. All Hayden Primary faculty utilizes Google Classroom for sharing lessons related to the Mathematical and English Language Arts CCRS. 84% of Hayden Primary teachers utilize Remind to communicate with parents. In addition to local communications, the Blount County District offers parents INOW Parent Portal, and School Messenger.	Technology	08/09/2018	05/20/2021	\$0 - No Funding Required	School Technology Coach, Library Media Specialist, Principals, Assistant Principals, District Technology Department, Classroom Teachers

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

Goal 1:

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

Measurable Objective 1:

collaborate to plan, implement, and evaluate authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world context by 05/24/2019 as measured by Alabama Transform 20/20 Technology Survey:

Teachers.

Strategy1:

Real-Life Experiences - Teachers will use technology and resources to provide standards-based instruction in authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning. Resources needed: access to computers in lab, library, or classroom. This will be monitored during walk-throughs at local schools.

Category:

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

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
State, District, or Local staff will plan and deliver professional develop for teachers to create effective, challenge-based lessons and units that require students to apply content through real-world experiences. Teachers receiving training will collaborate and share with colleagues through data meetings and shared network resources.	Professional Learning	08/09/2017	05/20/2021	\$0 - No Funding Required	Technology Integration Specialist, School Technology Coach, Curriculum Coordinators

Strategy2:

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

Category:

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

Alabama Technology Plan

Hayden Primary School

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide technology oriented professional development for the following: Training for intervention tools for teachers Training for technicians on hardware Training of principals/teachers, and school technology coaches by Technology Integration Specialist and Technology in Motion. Training of district technology coordinator, technology integration specialist, network administrator, technology technicians, and school technology coaches will be offered as funds are available through AETA & ISTE.	Academic Support Program	08/09/2017	05/20/2021	\$0 - No Funding Required	School Technology Coaches and Technology Integration Specialist

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will collaborate with teachers and other administrators within the local school or throughout the district to share best practice strategies through technology integration. Instructional leaders will engage in an ongoing collaborative process to develop, implement, and communicate the schools's technology plan.	Technology	08/09/2017	05/20/2021	\$0 - No Funding Required	Principals, Assistant Principals, LEA Coordinators

Plan for Alabama Technology Plan

Overview

Plan Name

Plan for Alabama 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	Engage and Empower the Learner Through Technology.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$9200
2	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
3	Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$1500

Goal 1: Engage and Empower the Learner Through Technology.

Measurable Objective 1:

60% of Kindergarten, First and Second grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance by demonstrating creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments. in Reading by 05/24/2019 as measured by English Language Arts College and Career Readiness Standards..

Strategy 1:

Technology Technology Use -

Provide a portal of best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Category:

Research Cited: (NETS-S 1, CCRS Literacy Standards Plan2020 p. 14, 26, 54)

Activity - Keyboarding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students at Hayden Primary will continue to utilize "Type to Learn Jr." during their scheduled computer lab time at least 4 times a month.	Technology	08/09/2017	05/01/2021	\$0	No Funding Required	Classroom teachers at Hayden Primary

Activity - iPad Cart	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2018-2019 school year, we will purchase an additional i-Pad cart for classroom use.	Field Trip, Academic Support Program, Career Preparation/Orientation, Tutoring, Direct Instruction, Technology	08/09/2018	05/20/2021	\$5500	Other	Classroom Teachers, School Technology Coach, Administrators

Strategy 2:

Real-Life Experiences - Teachers will use technology and resources to provide standards-based instruction in authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning. Resources needed: access to computers in lab, library, or classroom. This will be monitored during walk-throughs at local schools.

Category:

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

Activity - Virtual Field Trip	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at Hayden Primary will continue to experience virtual field trips via the Web. The virtual field trip will correspond with units at each grade level.	Technology	08/09/2017	05/01/2021	\$0	No Funding Required	Faculty and Staff of Hayden Primary
Activity - Skype	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a Skype on-line session conducted by the Library Media Specialist of Hayden Primary.	Technology	08/09/2017	05/01/2021	\$0	No Funding Required	Hayden Primary's Library Media Specialist
Activity - Performance Task Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at Hayden Primary are required to complete a performance task assessment meeting the Mathematical College and Career Readiness Standards and English Language Arts College and Career Readiness Standards at least once a month. Performance Task Assessments require students to use their mastery of standards to perform a real world task (example: store purchases, etc.).	Direct Instruction	08/09/2017	05/01/2021	\$0	No Funding Required	Classroom Teachers at Hayden Primary
Activity - STEAM Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at Hayden Primary created a mobile Second Grade STEAM where students participate in weekly STEAM activities, including Dash Robot coding activities.	Academic Support Program, Career Preparation/Orientation, Technology	08/09/2018	05/20/2021	\$3700	Other	Second Grade Classroom Teachers, School Technology Coach, Administrators

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

Measurable Objective 1:

Alabama Technology Plan

Hayden Primary School

demonstrate a behavior of locating and promoting the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College-and Career-Ready Standards. by 05/24/2019 as measured by Hayden Primary's Technology Needs Assessment and Inventory Report.

Strategy 1:

Digital Tools - 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.

Category:

Research Cited: Alsde: Alabama college and career ready initiative (alabama common core standards). (n.d.). Retrieved from

<http://www.alsde.edu/home/General/alccs.aspx>

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hayden Primary Faculty will be required to check email several times daily for communication from administrators, fellow teachers or parents. Hayden Primary's new website (2018-2019) offers an abundance of information for parents and students. All Hayden Primary faculty utilizes Google Classroom for sharing lessons related to the Mathematical and English Language Arts CCRS. 84% of Hayden Primary teachers utilize Remind to communicate with parents. In addition to local communications, the Blount County District offers parents INOW Parent Portal, and School Messenger.	Technology	08/09/2018	05/20/2021	\$0	No Funding Required	School Technology Coach, Library Media Specialist, Principals, Assistant Principals, District Technology Department, Classroom Teachers

Activity - Technology Integration Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The LEA Technology Integration Specialist will conduct individual professional learning opportunities within the classrooms as needed with classroom teachers and students.	Professional Learning	08/09/2017	05/20/2021	\$0	No Funding Required	Technology Integration Specialist, School Technology Coordinator, Classroom Teachers

Activity - Mobile Technology Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hayden Primary's School Technology Coach will conduct training and support to classroom teachers for utilizing the Forte Keyboarding Lab, Chromebook Cart, i-Pad Mini Labs and classroom mini tablet labs. These labs will be used by students in the classroom.	Academic Support Program	08/09/2017	05/20/2021	\$0	No Funding Required	School Technology Coach Classroom Teachers

Goal 3: Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

Measurable Objective 1:

collaborate to plan, implement, and evaluate authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world context by 05/24/2019 as measured by Alabama Transform 20/20 Technology Survey: Teachers.

Strategy 1:

Real-Life Experiences - Teachers will use technology and resources to provide standards-based instruction in authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning. Resources needed: access to computers in lab, library, or classroom. This will be monitored during walk-throughs at local schools.

Category:

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

Activity - Technology Coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide support and fund stipends for School Technology Coaches to increase technology integration in the classroom to better prepare students to be college and career-ready.	Professional Learning	08/09/2017	05/20/2021	\$1500	Title II Part A	Federal Programs, Technology Coordinator, Technology Integration Specialist, School Technology Coach

Activity - Digital Classroom Experience	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology Integration Specialist and School Technology Coaches will collaborate with teachers to better utilize Skype and/or Interactive Video Conferencing lab to bring professionals and professors into the classroom to discuss relevant, real-world content. This may include virtual field trips.	Technology	08/09/2017	05/20/2021	\$0	No Funding Required	Technology Integration Specialist, School Technology Coaches, Classroom Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Alabama Technology Plan

Hayden Primary School

State, District, or Local staff will plan and deliver professional development for teachers to create effective, challenge-based lessons and units that require students to apply content through real-world experiences. Teachers receiving training will collaborate and share with colleagues through data meetings and shared network resources.	Professional Learning	08/09/2017	05/20/2021	\$0	No Funding Required	Technology Integration Specialist, School Technology Coach, Curriculum Coordinators
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Activity - Primary Sources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will provide a central location for teachers to access primary sources needed for teaching Alabama College and Career-Ready standards. This will be monitored through periodic review of web resource links on the district web page, walk-throughs and lesson plans at local schools.	Academic Support Program	08/09/2017	05/20/2021	\$0	No Funding Required	Technology Coordinator, Technology Integration Specialist, Curriculum Coordinator, School Improvement Specialist

Activity - Learning Management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Google Classroom to share educational content. Teachers also engage in professional development with webinars through SimpleK12.	Technology	08/09/2018	05/20/2021	\$0	No Funding Required	Curriculum Coordinator, Technology Integration Specialist, School Technology Coach, Classroom Teachers

Strategy 2:

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

Category:

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

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

Hayden Primary School

Administrators will collaborate with teachers and other administrators within the local school or throughout the district to share best practice strategies through technology integration. Instructional leaders will engage in an ongoing collaborative process to develop, implement, and communicate the schools's technology plan.	Technology	08/09/2017	05/20/2021	\$0	No Funding Required	Principals, Assistant Principals, LEA Coordinators
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Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide technology oriented professional development for the following: Training for intervention tools for teachers Training for technicians on hardware Training of principals/teachers, and school technology coaches by Technology Integration Specialist and Technology in Motion. Training of district technology coordinator, technology integration specialist, network administrator, technology technicians, and school technology coaches will be offered as funds are available through AETA & ISTE.	Academic Support Program	08/09/2017	05/20/2021	\$0	No Funding Required	School Technology Coaches and Technology Integration Specialist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
iPad Cart	During the 2018-2019 school year, we will purchase an additional i-Pad cart for classroom use.	Field Trip, Academic Support Program, Career Preparation/Orientation, Tutoring, Direct Instruction, Technology	08/09/2018	05/20/2021	\$5500	Classroom Teachers, School Technology Coach, Administrators
STEAM Lab	Teachers at Hayden Primary created a mobile Second Grade STEAM where students participate in weekly STEAM activities, including Dash Robot coding activities.	Academic Support Program, Career Preparation/Orientation, Technology	08/09/2018	05/20/2021	\$3700	Second Grade Classroom Teachers, School Technology Coach, Administrators
Total					\$9200	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Provide technology oriented professional development for the following: Training for intervention tools for teachers Training for technicians on hardware Training of principals/teachers, and school technology coaches by Technology Integration Specialist and Technology in Motion. Training of district technology coordinator, technology integration specialist, network administrator, technology technicians, and school technology coaches will be offered as funds are available through AETA & ISTE.	Academic Support Program	08/09/2017	05/20/2021	\$0	School Technology Coaches and Technology Integration Specialist

Alabama Technology Plan

Hayden Primary School

Keyboarding	The students at Hayden Primary will continue to utilize "Type to Learn Jr." during their scheduled computer lab time at least 4 times a month.	Technology	08/09/2017	05/01/2021	\$0	Classroom teachers at Hayden Primary
Virtual Field Trip	Students at Hayden Primary will continue to experience virtual field trips via the Web. The virtual field trip will correspond with units at each grade level.	Technology	08/09/2017	05/01/2021	\$0	Faculty and Staff of Hayden Primary
Learning Management	Teachers will utilize Google Classroom to share educational content. Teachers also engage in professional development with webinars through SimpleK12.	Technology	08/09/2018	05/20/2021	\$0	Curriculum Coordinator, Technology Integration Specialist, School Technology Coach, Classroom Teachers
Mobile Technology Labs	Hayden Primary's School Technology Coach will conduct training and support to classroom teachers for utilizing the Forte Keyboarding Lab, Chromebook Cart, i-Pad Mini Labs and classroom mini tablet labs. These labs will be used by students in the classroom.	Academic Support Program	08/09/2017	05/20/2021	\$0	School Technology Coach Classroom Teachers
Communication	Hayden Primary Faculty will be required to check email several times daily for communication from administrators, fellow teachers or parents. Hayden Primary's new website (2018-2019) offers an abundance of information for parents and students. All Hayden Primary faculty utilizes Google Classroom for sharing lessons related to the Mathematical and English Language Arts CCRS. 84% of Hayden Primary teachers utilize Remind to communicate with parents. In addition to local communications, the Blount County District offers parents INOW Parent Portal, and School Messenger.	Technology	08/09/2018	05/20/2021	\$0	School Technology Coach, Library Media Specialist, Principals, Assistant Principals, District Technology Department, Classroom Teachers
Collaboration	Administrators will collaborate with teachers and other administrators within the local school or throughout the district to share best practice strategies through technology integration. Instructional leaders will engage in an ongoing collaborative process to develop, implement, and communicate the schools's technology plan.	Technology	08/09/2017	05/20/2021	\$0	Principals, Assistant Principals, LEA Coordinators

Alabama Technology Plan

Hayden Primary School

Primary Sources	The District will provide a central location for teachers to access primary sources needed for teaching Alabama College and Career-Ready standards. This will be monitored through periodic review of web resource links on the district web page, walk-throughs and lesson plans at local schools.	Academic Support Program	08/09/2017	05/20/2021	\$0	Technology Coordinator, Technology Integration Specialist, Curriculum Coordinator, School Improvement Specialist
Technology Integration Specialist	The LEA Technology Integration Specialist will conduct individual professional learning opportunities within the classrooms as needed with classroom teachers and students.	Professional Learning	08/09/2017	05/20/2021	\$0	Technology Integration Specialist, School Technology Coordinator, Classroom Teachers
Skype	Students will participate in a Skype on-line session conducted by the Library Media Specialist of Hayden Primary.	Technology	08/09/2017	05/01/2021	\$0	Hayden Primary's Library Media Specialist
Digital Classroom Experience	Technology Integration Specialist and School Technology Coaches will collaborate with teachers to better utilize Skype and/or Interactive Video Conferencing lab to bring professionals and professors into the classroom to discuss relevant, real-world content. This may include virtual field trips.	Technology	08/09/2017	05/20/2021	\$0	Technology Integration Specialist, School Technology Coaches, Classroom Teachers
Performance Task Assessments	Students at Hayden Primary are required to complete a performance task assessment meeting the Mathematical College and Career Readiness Standards and English Language Arts College and Career Readiness Standards at least once a month. Performance Task Assessments require students to use their mastery of standards to perform a real world task (example: store purchases, etc.).	Direct Instruction	08/09/2017	05/01/2021	\$0	Classroom Teachers at Hayden Primary
Professional Learning	State, District, or Local staff will plan and deliver professional develop for teachers to create effective, challenge-based lessons and units that require students to apply content through real-world experiences. Teachers receiving training will collaborate and share with colleagues through data meetings and shared network resources.	Professional Learning	08/09/2017	05/20/2021	\$0	Technology Integration Specialist, School Technology Coach, Curriculum Coordinators
Total					\$0	

Title II Part A

Alabama Technology Plan

Hayden Primary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Coaches	The district will provide support and fund stipends for School Technology Coaches to increase technology integration in the classroom to better prepare students to be college and career-ready.	Professional Learning	08/09/2017	05/20/2021	\$1500	Federal Programs, Technology Coordinator, Technology Integration Specialist, School Technology Coach
Total					\$1500	