Alabama Technology Plan: Transform

2020

Linden High School

Linden City Board of Education

Mr. Roderick Hamilton, Principal
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Executive Summary

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Introduction

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

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

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Description of the School

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

The city of Linden is having serious problems holding on to existing businesses and attracting new business and industry. This usually means that the local school suffers as far as enrollment is concerned. However, Linden High School's enrollment is holding fast. In the last two years our enrollment has ranged from 155 to 185 students. This school year we have 171 students enrolled in our school. We believe that this is mainly because of the change in our educational atmosphere here at the school. We strive to create and maintain an environment that is conducive to learning. As a result, parents have seen a positive change in the school environment and have decided to enroll their children in our school.

The racial mix of students at Linden High School has remained steady. Currently, our student population is comprised of 93 males and 78 females. Ninety-seven percent of the student population is African-American, 1% is Caucasian, 1% is multi-race, and 1% Hawaiian or Pacific Islander.

Research indicates that the socio-economic level of the surrounding areas can have a direct effect upon student performance. The lack of parental involvement creates a tremendous problem, and student motivation is difficult to maintain. The socio-economic level of the community is cause for concern. Ninety percent of all students live in homes that are below the poverty level. This causes a problem as far as parental involvement and student motivation are concerned. Nevertheless, we are creating an environment that will encourage our students to strive for greatness regardless of their current situations.

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School's Purpose

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

Vision Statement: We envision Linden High School as an institution of learning where the students and faculty are given the opportunity to be successful in all personal, professional, and career goals.

Mission Statement: Linden High School's mission is to have high expectations for its students and provide them with the proper values and skills to gain knowledge, make wise decisions, and become productive individuals in today's society.

The overall morale of both the students and teachers is higher. These are school improvements that have assisted Linden High School in helping each student reach his/her maximum potential not only as an academic participant but also as a well-rounded, informed participant in society.

The technological advancements at Linden High School have steadily progressed over the past few years. We have grown from having a few computers connected to the Internet to having the entire school networked. Furthermore, our latest technology initiative ensures that all of our students have access to laptops, netbooks, and iPads. We used this technology to start credit recovery and to provide otherwise unavailable courses to students. We also have a classroom that is equipped as a distance learning lab. Finally, every core curriculum classroom is equipped with a laptop, a projector, a document camera, and a Promethean board.

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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.

One highly notable area improvement is our WorkKeys assessment results. Our seniors made a great improvement in their scores on this assessment and we were able to meet the indicator goal that we set for our students last year. Our athletics program is also an area of high achievement. Our Lady Patriot basketball team placed runner up in the state championship. The unity and support shown to these young ladies was extraordinary and goes to show that parents and community members are able to come together for causes.

The overall morale of both the students and teachers has increased. Recent technological advances, along with sustaining and improving these advances, add to the overall increase in morale.

Even though we have had many success stories, we are currently putting ACT and ACT Aspire performance on the top of our improvement list. All teachers are incorporating ACT and ACT Aspire practice into their lessons in hopes of increasing scores.

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Additional Information

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

As we look to the future, our challenges are many. Given the all-too-often low expectations of our parents and students, we must stay focused on providing a challenging program that will assist each student in reaching his or her potential. It is crucial that we recognize our students are living in an age that is quite different from the age in which teachers and parents attended school. We will need to be diligent in reviewing new techniques in instructional methods as well as keeping our faculty current in the best methods for teaching students in this era.

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Improvement Plan Stakeholder Involvement

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Introduction

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

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Improvement Planning Process

Improvement Planning Process

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

Some stakeholders were initially identified and selected based upon their past involvement with school-wide activities. Meetings were scheduled by proposing alternate dates and selecting the specific times based upon the recommendations of a majority of stakeholders. CIP reflections and projections were developed departmentally and were shared to identify areas of strength and weakness with suggestions for improvement. The team analyzed data from previous assessments, specifically the ACT Aspire and Global Scholar.
Additionally, school demographic data related to attendance, discipline, and graduation rate was analyzed.
Students completed surveys during school hours using either a computer or a smart phone. Parents were sent a link to respond to surveys. Teachers were allowed to complete surveys during their collaborative prep. The school staff meets regularly to review data and identify needs. All stakeholders were informed that the results of the surveys would be used to improve our school.

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

The stakeholders involved in the improvement plan process include community leaders, PTO members, parents, school staff, and teachers. Community members discussed how community involvement impacts school development and learning.
School staff members provide feedback to parents and community members on the financial and academic support needed to make adjustments in the school focus. In addition, once we identified school needs and set goals to address those needs, our collaborative teams will meet regularly. They provide resources to help improve academic achievement as well.

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

All stakeholders are invited to attend PTO meetings through communication through school marquee, social media, and caller system. Follow-up conversations provide opportunities for frequent feedback and suggestions. In addition, leadership team members and school administrators continued an initiative called "Parents Night Out" with the goals of forming relationships and partnerships among the school district's personnel, parents, and the business community. The final improvement plan draft was presented and discussed at a scheduled and announced district school board meeting. The finalized improvement plan was adopted. A copy of the improvement plan is kept in the school office, every classroom, and library.

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Technology Diagnostic

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Introduction

The ALSDE Technology Diagnostic is designed to facilitate the process of gathering and analyzing the technology needs which drive the Transform 2020 Technology Plan.

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Data

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

Response:

- •Board of Education actions
- •Compliance Monitoring Reports
- •Continuous Improvement Plan
- •Discipline and Attendance Reports
- •EducateAlabama Data
- •End of Course Assessments
- •Federal Government Regulations
- •Formative Assessments
- •Graduation Rates
- •School of Education (SOE) Accreditation Reviews/Reports
- •Principal Walk-Through Checklist
- •Professional Learning Evaluations, Lesson Plans
- •Transform2020 Surveys (*Required)

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Needs Assessment

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

Additional desktop computers and laptops are needed for student use. According to the Transform 2020 surveys completed by teachers, 73% of teachers say that both they and or their students use desktop computers and 80% engage students in exploring real-world issues and solving authentic problems using digital tools and resources based upon the Alabama Courses of Study standards.

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.

Additional technology such as laptops, computers, and iPads are needed to reach a 1-1 technology ratio. According to Transform 2020 data, 20% of teachers surveyed said that they have sufficient digital devices and tools to effectively integrate technology into their teaching.

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

Students will be given direct instruction in the use of AVL. According to Transform 2020 results, teachers are not utilizing AVL in their classrooms.

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.

Teachers will be given professional development to increase their knowledge of online digital resources. According to the Transform 2020 survey results 20% of teachers said that they are able to attend a sufficient number of professional learning sessions to help them successfully integrate technology and digital resources into their classroom.

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.

Teachers will be given additional training on the effective use of technology in their classrooms. According to the Transform 2020 survey results, 40% of teachers report that they model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate,

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and use information resources to support research and learning.

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.

Teachers use InformationNOW to increase productivity related to grades and assessment analysis.

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

The principal uses technology to communicate with teachers and parents including email and utilizing technology to present assessment results.

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.

After analyzing the Transform 2020 results, specific areas of technology need have been identified. These areas include direct instruction on the use of AVL, ALEX, and overall technology integration.

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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.

We will be involved in professional development concerning AVL, ipads, promethean boards, and the effective integration of technology into the classroom.

A. Webinars- Face to Face
B. 3 hours
C. Teachers, administrators

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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:

collaborate to use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources. by 05/20/2017 as measured by classroom/student observations.

Strategy1:

Use appropriate digital tools and resources - Teachers will instruct students on how to use appropriate digital tools and resources.

Category: Develop/Implement Professional Learning and Support

Research Cited: state objective

Activity - Digital Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taught how to utilize appropriate technology tools and resources in the classroom	Direct Instruction	08/08/2016	05/20/2017	$0 - No Funding Required	teachers

Goal 2:

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

Measurable Objective 1:

collaborate to plan, implement, and evaluate authentic learning experiences whereby students incorporate contemporary tools and digital resources. by 05/19/2017 as measured by Transform 2020 Survey results.

Strategy1:

Technology Workshop - Teachers will be taught how to implement technology into their classrooms.

Category: Develop/Implement Professional Learning and Support

Research Cited: state objective

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development activities which focus on including technology use in their teaching. examples: AVL, ALEX, iPads, etc.	Professional Learning	08/08/2016	05/19/2017	$0 - No Funding Required	teachers, professional development coordinator

Goal 3:

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

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity. by 05/25/2018 as measured by Transform 2020 survey results.

Strategy1:

Increase bandwidth - Increase bandwidth

Category: Align Fiscal Resources

Research Cited: state objective

Activity - Bandwidth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase Bandwidth	Technology	08/13/2015	05/25/2018	$0 - No Funding Required	technology coordinator

Goal 4:

Utilize ACT Aspire practice assessments to improve reading and mathematics outcomes on the ACT Aspire test.

Measurable Objective 1:

A 15% increase of Tenth grade students will demonstrate student proficiency (pass rate) of at least 23% of students reaching reading Ready, from 8%, on the ACT Aspire in Reading by 04/03/2017 as measured by the 2017 ACT Aspire results.

Strategy1:

Data Driven Instruction - Upon completion of monthly ACT Aspire practice assessments, teachers will utilize the data to determine areas of continued need for students and will use best practices to address those areas of concern.

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

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on direct instruction and best practices as it relates to teaching.	Direct Instruction	09/12/2016	02/01/2017	$150 - Title I Schoolwide	teachers principal

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Activity - Disaggrgating Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in meetings to learn to correctly disaggregate and utilize data to drive instruction.	Direct Instruction	09/15/2016	04/03/2017	$200 - Title I Schoolwide	teachers principal

Measurable Objective 2:

A 15% increase of Tenth grade students will demonstrate student proficiency (pass rate) of at least 16% of students reaching math Ready, from 1%, on the ACT Aspire in Mathematics by 04/03/2017 as measured by the 2017 ACT Aspire results.

Strategy1:

Data Driven Instruction - Upon completion of monthly ACT Aspire practice assessments, teachers will utilize the data to determine areas of continued need for students and will use best practices to address those areas of concern.

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

Research Cited:

Activity - Disaggrgating Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in meetings to learn to correctly disaggregate and utilize data to drive instruction.	Direct Instruction	09/15/2016	04/03/2017	$200 - Title I Schoolwide	teachers principal

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on direct instruction and best practices as it relates to teaching.	Direct Instruction	09/12/2016	02/01/2017	$150 - Title I Schoolwide	teachers principal

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

Goal 1:

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

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity. by 05/25/2018 as measured by Transform 2020 survey results.

Strategy1:

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Increase bandwidth - Increase bandwidth

Category: Align Fiscal Resources

Research Cited: state objective

Activity - Bandwidth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase Bandwidth	Technology	08/13/2015	05/25/2018	$0 - No Funding Required	technology coordinator

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

collaborate to use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources. by 05/20/2017 as measured by classroom/student observations.

Strategy1:

Use appropriate digital tools and resources - Teachers will instruct students on how to use appropriate digital tools and resources.

Category: Develop/Implement Professional Learning and Support

Research Cited: state objective

Activity - Digital Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taught how to utilize appropriate technology tools and resources in the classroom	Direct Instruction	08/08/2016	05/20/2017	$0 - No Funding Required	teachers

Goal 2:

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

Measurable Objective 1:

collaborate to plan, implement, and evaluate authentic learning experiences whereby students incorporate contemporary tools and digital resources. by 05/19/2017 as measured by Transform 2020 Survey results.

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Strategy1:

Technology Workshop - Teachers will be taught how to implement technology into their classrooms.

Category: Develop/Implement Professional Learning and Support

Research Cited: state objective

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development activities which focus on including technology use in their teaching. examples: AVL, ALEX, iPads, etc.	Professional Learning	08/08/2016	05/19/2017	$0 - No Funding Required	teachers, professional development coordinator

Goal 3:

Utilize ACT Aspire practice assessments to improve reading and mathematics outcomes on the ACT Aspire test.

Measurable Objective 1:

A 15% increase of Tenth grade students will demonstrate student proficiency (pass rate) of at least 16% of students reaching math Ready, from 1%, on the ACT Aspire in Mathematics by 04/03/2017 as measured by the 2017 ACT Aspire results.

Strategy1:

Data Driven Instruction - Upon completion of monthly ACT Aspire practice assessments, teachers will utilize the data to determine areas of continued need for students and will use best practices to address those areas of concern.

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

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on direct instruction and best practices as it relates to teaching.	Direct Instruction	09/12/2016	02/01/2017	$150 - Title I Schoolwide	teachers principal

Activity - Disaggrgating Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in meetings to learn to correctly disaggregate and utilize data to drive instruction.	Direct Instruction	09/15/2016	04/03/2017	$200 - Title I Schoolwide	teachers principal

Measurable Objective 2:

A 15% increase of Tenth grade students will demonstrate student proficiency (pass rate) of at least 23% of students reaching reading Ready, from 8%, on the ACT Aspire in Reading by 04/03/2017 as measured by the 2017 ACT Aspire results.

Strategy1:

Data Driven Instruction - Upon completion of monthly ACT Aspire practice assessments, teachers will utilize the data to determine areas of

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continued need for students and will use best practices to address those areas of concern.

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

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on direct instruction and best practices as it relates to teaching.	Direct Instruction	09/12/2016	02/01/2017	$150 - Title I Schoolwide	teachers principal

Activity - Disaggrgating Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in meetings to learn to correctly disaggregate and utilize data to drive instruction.	Direct Instruction	09/15/2016	04/03/2017	$200 - Title I Schoolwide	teachers principal

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Transform 2020: 2016-2017

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Overview

Plan Name

Transform 2020: 2016-2017

Plan Description

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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: 1 Activities: 1	Organizational	$0
2	Prepare and Support Teachers and Leaders to Graduate College- and- Career - Ready Students	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
4	Utilize ACT Aspire practice assessments to improve reading and mathematics outcomes on the ACT Aspire test.	Objectives: 2 Strategies: 1 Activities: 2	Academic	$350

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Goal 1: Engage and Empower the Learner Through Technology

Measurable Objective 1:

collaborate to use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources. by 05/20/2017 as measured by classroom/student observations.

Strategy 1:

Use appropriate digital tools and resources - Teachers will instruct students on how to use appropriate digital tools and resources.

Category: Develop/Implement Professional Learning and Support

Research Cited: state objective

Activity - Digital Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be taught how to utilize appropriate technology tools and resources in the classroom	Direct Instruction	08/08/2016	05/20/2017	$0	No Funding Required	teachers

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

Measurable Objective 1:

collaborate to plan, implement, and evaluate authentic learning experiences whereby students incorporate contemporary tools and digital resources. by 05/19/2017 as measured by Transform 2020 Survey results.

Strategy 1:

Technology Workshop - Teachers will be taught how to implement technology into their classrooms.

Category: Develop/Implement Professional Learning and Support

Research Cited: state objective

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development activities which focus on including technology use in their teaching. examples: AVL, ALEX, iPads, etc.	Professional Learning	08/08/2016	05/19/2017	$0	No Funding Required	teachers, professional development coordinator

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Goal 3: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity. by 05/25/2018 as measured by Transform 2020 survey results.

Strategy 1:

Increase bandwidth - Increase bandwidth

Category: Align Fiscal Resources

Research Cited: state objective

Activity - Bandwidth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase Bandwidth	Technology	08/13/2015	05/25/2018	$0	No Funding Required	technology coordinator

Goal 4: Utilize ACT Aspire practice assessments to improve reading and mathematics outcomes on the ACT Aspire test.

Measurable Objective 1:

A 15% increase of Tenth grade students will demonstrate student proficiency (pass rate) of at least 23% of students reaching reading Ready, from 8%, on the ACT Aspire in Reading by 04/03/2017 as measured by the 2017 ACT Aspire results.

(shared) Strategy 1:

Data Driven Instruction - Upon completion of monthly ACT Aspire practice assessments, teachers will utilize the data to determine areas of continued need for students and will use best practices to address those areas of concern.

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

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on direct instruction and best practices as it relates to teaching.	Direct Instruction	09/12/2016	02/01/2017	$150	Title I Schoolwide	teachers principal

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Activity - Disaggrgating Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in meetings to learn to correctly disaggregate and utilize data to drive instruction.	Direct Instruction	09/15/2016	04/03/2017	$200	Title I Schoolwide	teachers principal

Measurable Objective 2:

A 15% increase of Tenth grade students will demonstrate student proficiency (pass rate) of at least 16% of students reaching math Ready, from 1%, on the ACT Aspire in Mathematics by 04/03/2017 as measured by the 2017 ACT Aspire results.

(shared) Strategy 1:

Data Driven Instruction - Upon completion of monthly ACT Aspire practice assessments, teachers will utilize the data to determine areas of continued need for students and will use best practices to address those areas of concern.

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

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on direct instruction and best practices as it relates to teaching.	Direct Instruction	09/12/2016	02/01/2017	$150	Title I Schoolwide	teachers principal

Activity - Disaggrgating Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in meetings to learn to correctly disaggregate and utilize data to drive instruction.	Direct Instruction	09/15/2016	04/03/2017	$200	Title I Schoolwide	teachers principal

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will receive professional development on direct instruction and best practices as it relates to teaching.	Direct Instruction	09/12/2016	02/01/2017	$150	teachers principal
Disaggrgating Data	Teachers will participate in meetings to learn to correctly disaggregate and utilize data to drive instruction.	Direct Instruction	09/15/2016	04/03/2017	$200	teachers principal
				Total	$350	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will participate in professional development activities which focus on including technology use in their teaching. examples: AVL, ALEX, iPads, etc.	Professional Learning	08/08/2016	05/19/2017	$0	teachers, professional development coordinator
Bandwidth	Increase Bandwidth	Technology	08/13/2015	05/25/2018	$0	technology coordinator
Digital Projects	Students will be taught how to utilize appropriate technology tools and resources in the classroom	Direct Instruction	08/08/2016	05/20/2017	$0	teachers
				Total	$0	

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