



Alabama Technology Plan

Cherokee Elementary School

Colbert County Board of Education

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TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	7

Improvement Plan Stakeholder Involvement

Introduction.....	9
Improvement Planning Process.....	10

Technology Diagnostic

Introduction.....	13
Data.....	14
Needs Assessment.....	15
Professional Learning.....	19
Accountability Questions.....	20

2018-2019 Technology Goals

Overview.....	29
---------------	----

Goals Summary 30

- Goal 1: Engage and Empower the Learner Through Technology 31
- Goal 2: Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students 32
- Goal 3: All educators and students will have tools to access comprehensive viable infrastructure when and where they need it. 32

Activity Summary by Funding Source 34

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?

Cherokee Elementary is a Title I school serving over 300 students in grades Pre-K through 6th within a rural community in Northwest Colbert County, Alabama. Our school is located in the town of Cherokee, Alabama positioned in the northwest corner of the state near the Natchez Trace and the Tennessee River. The community is exceptionally supportive of the school which is evident through our active Parent Teacher Organization, various school functions, and stakeholder involvement. Parent volunteers and a Foster Grandparent program are examples of how community members volunteer their time to help Cherokee's students. Many churches and businesses in the area provide supplies for students in need. These churches provide food, school supplies, clothing, and gifts throughout the school year to encourage the students and teachers. Local businesses continue to assist Cherokee Elementary in creating partnerships to foster student achievement. Industry in the area prove to show interest in helping the school develop productive young citizens. The natural beauty of Cherokee is just one of the many attractions of living in the area. Cherokee is situated close to areas rich in tradition such as the Shoals, Memphis, Tupelo, and the town itself. Mr. Anthony Olivis serves as the school principal. The school houses grades Pre-K through sixth where enrollment is currently at 325 students. Approximately 71% of the student population qualifies for free and reduced lunch. Of the 305 students, 85% are Caucasian, 8% are African-American, 3% are multi-race, 3% are Hispanic, and .3% Asian. Over 75% of the staff members at Cherokee Elementary have a master's degree or are working towards a master's degree. Staff members include 44 faculty members and 1 administrator. Of the 44 faculty members, we have 1 part-time music teacher, 1 full-time school nurse, 1 media specialist, 1 full-time counselor, 1 full-time and 1 part-time physical education teachers, 2 full-time special education teachers, 1 part time speech teacher, 1 part-time English Second Language teacher, 1 secretary 16 classroom teachers, 5 lunchroom workers, 8 paraprofessional, 2 custodians and 2 instructional coaches. All certified personnel are highly qualified. Professional development has been conducted for common core state standards over the past 4 years. Other professional development has included Mathematics/Reading textbook training, technology training, and Alabama Math and Science Initiative Training (AMSTI). Teachers continue to further their education and knowledge through current professional development and professional learning communities. These PLCs have participated in book studies, vertical/horizontal planning, and school improvement practices. A challenge Cherokee has been facing is recent budget cuts. These budget cuts have resulted in an increase in student-teacher ratios, Another challenge for Cherokee Elementary is declining enrollment. Over the past several years, a few local industries have closed affecting Cherokee's student enrollment as families migrate to other areas in search of employment. A recent decrease in student enrollment

Executive Summary
Cherokee Elementary School

Page 2

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consumed a first and third grade teaching unit at the end of the 2017-2018 school year. Most of the students come from low socio-economic backgrounds. However, parental involvement and support are top priorities at Cherokee Elementary. Cherokee's faculty and staff encourage parental involvement and work with parents to help students succeed daily. Cherokee Elementary has a large PTO encompassed of an executive committee, grade representatives, and homeroom moms. The PTO holds an annual events such as the Fall Festival, bake sales, t-shirt sales, student musical programs, Field Day, and other various activities throughout the school year. The funds the PTO raises are used to make school improvements, to help with classroom needs and supplies, and create incentive opportunities for students. According to the stakeholder survey results, a majority of students and parents feel a sense

of security. With over 90% of parents reporting they feel their children are provided a safe learning environment and more than 80% of

students feeling the school is safe and clean, it is clear Cherokee Elementary promotes a secure learning environment. The staff collaborates
SY 2018-2019

on a weekly basis about student learning and implements action plans based on current data. Collaboration begins in a monthly data meeting to establish goals and small groups for Tier II and Tier III instruction. Teachers work with the instructional coaches to begin intervention with these students. They communicate weekly during planning times to check for progress. Security measures have been implemented to provide a safe academic environment. Cherokee Elementary annually reviews and modifies the school safety plan and procedures. Monthly emergency drills are conducted to keep students and staff familiar with procedures.

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.

Cherokee Elementary embraces a philosophy of "Creating Everyday Success" as we strive to empower students through engaging them in continuous improvement. We offer the students quality instruction with ample opportunities to participate in numerous organizations and events designed to involve them in a well-rounded education. Our school involves all stakeholders in the educational process through active involvement and cooperative support. Another motto of CES is "Make it a Great Day" as we encourage students to take ownership in their success.

Mission

Cherokee Elementary School will work cohesively with the district, parents, students, and stakeholders to educate all students with a challenging curriculum while maintaining a safe and supportive learning environment.

Vision

Cherokee Elementary School exist to nurture a love of learning in a safe environment where high expectations are set for academic and social development conducive to life-long success.

Core Beliefs:

All children can learn.

School should be a safe environment for children.

The classroom should be well-managed and conducive to learning.

We educate children academically and socially.

Nurture a love of learning for life-long success.

A well balance of compassion and discipline should exist in the school.

Teachers set high expectations for student learning and behavior for overall success

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.

Reading and Mathematics achievement scores have shown improvement at Cherokee Elementary in certain areas over the past three years. A priority has been placed on improving the scores of free and reduced lunch students. This has led to increased proficiency levels in this demographic group of students. Sixth grade Aspire Mathematics also exceeded the national and district average in the 2016-17 school year. These trends help us create our goals for grades 3-6 as Cherokee Elementary plans in these areas of improvement. Student involvement in 4H, academic and artistic competitions, and various clubs continue to provide learning opportunities outside of the classroom. School safety has been improved with the installation of security cameras and a front door lock system. The Bosch Security Monitoring System has been updated to include real time information to the monitoring station and principal's cell phone. The staff at Cherokee Elementary has participated in professional development provided by the Alabama section of the Department of Homeland Security to enhance the safety measures in place.

Over the next three years, the school will focus on the continued implementation of the Alabama College and Career Readiness Standards for English Language Arts, Mathematics, as well as the Science standards. Professional development will take place as the new CCRS Science standards have been implemented in the 2017-18 school year. A vertical planning approach for all grades will help ensure continuity throughout the school. The focus of formative assessment will continue to take place with interventions being developed to address gaps in achievement. Professional learning communities will offer the teachers more opportunities to grow as educators. These PLCs will service the students and parents in areas of increased support and communication.

Additional Information

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

Cherokee Elementary endeavors to provide our students with opportunities to be successful now and in the future. Our staff works constantly on improving what we do to better serve the students, parents, and community as a whole. We strive to prepare the students for college and career readiness on a formative level so they will be better prepared at the secondary level. Our staff is most proud of the opportunities provide to our student body. Together our staff promote the success of all students. Many programs have been established to help our students be the best they can possibly be. Our ICU program has been developed to offer students more opportunities to complete requirements in case they need extra time and support to finish their assignments. Numerous clubs and organizations such as our PRIDE Team (Ambassadors), Student Council, SWAT Team (technology), Robotics, Green Team (Recycling), Library Assistants, and many more offer our students academic engagement beyond the classroom.

Cherokee Elementary strives to stay abreast of the current technological trends. All of our classroom teachers receive Technology in Motion training annually from a partnering university. Those teachers also received three tablet computers per homeroom to utilize with their students on the numerous educational sites available. The students and staff have wireless capacity throughout the school building. Many teachers also utilize student monitoring software such as Class Dojo and Remind 101 to have real time communication with parents. These resources also track student progress with classroom management being the focus.

The procedures and opportunities for students to succeed at Cherokee Elementary School are implemented, reviewed, and improved upon a continuous basis. We strive to help young people grow academically, socially, and physically as productive citizens of tomorrow. Our community involvement is a focus where parents, business, and other organizations in the area are encouraged to partake in helping us achieve our goals of supporting students.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The school principal determines the parents that are involved in the CIP.

Cherokee Elementary will provide information regarding our Parental Involvement Plan in the following ways:

- The Annual Title I Meeting in Fall of each year
- PTO Open House Meeting during first six weeks of school
- Flexible number of meetings and times offered to parents
- Leadership Team includes parents
- Teachers available for parent conferences as needed
- Opportunities provided for parents to read the Parental Involvement Plan

Cherokee Elementary will allocate parental involvement funds in the following ways:

- School newsletter sent home monthly informing parents of upcoming events and monthly plans for each grade
- The purchase of summer reading and readiness materials to be used at home by the parent and student in preparation for the upcoming school year
- Kindergarten readiness materials are provided for those students who pre-register in the Spring.

Topics discussed at the annual Title Meeting:

- What it means to be a Title I School
- The 1% Set-Asides
- The LEA Title I Plan
- The Parental Involvement Plan
- The ACIP
- Requesting qualifications of your Child's Teacher
- Notifications of teachers who are not Highly Qualified
- The Annual evaluation of the Parental Involvement Plan
- The process for how all Title I parents may have involvement in the 1% set-aside, the LEA Title I Plan, the CIP, the revisions of compacts, the LEA and School Parental Involvement

Plans.

- School-Parent Compacts
- Introduction of parent leaders/contacts

Cherokee Elementary has at least two parents serving on the county wide Parent Involvement Committee.

Cherokee Elementary provides parents timely information concerning their child's education in the following ways:

- Parent Teacher Conferences
- Weekly Calendars
- Open House
- School Newsletters distributed monthly
- Honors Day
- Letter/Fliers to Parents
- PTO Meetings

- Pre K -6th Grade Parent Orientation
- Parents Right to Know Forms
- School-wide Communication Notebooks
- County Parent Handbooks

At parent meetings throughout the year, Cherokee Elementary provides information about its Title I program, the curriculum, and results of academic assessment. Parents are also informed about the goals of the ACIP plan. In addition, parents learn how to schedule parent/teacher/administrator conferences and participate in decisions related to the education of their child. Cherokee Elementary School uses its parental involvement funds as follows: To pay for .25 salary for our parent involvement coordinator, to fund all materials and supplies for our school's parent training and for the parent information, to provide transportation and our phone call out system.

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

Sandy Thompson- Central Office

Anthony Olivis - Principal

Christy Wilcoxson - Reading Coach

Brad King- Reading Coach

Gina Carr - Teacher

Melissa Guerra- Teacher

Ginger Bohannon -Special Ed.Teacher

Misty Whitt - Parent Representative

Amanda Carter- Parent Representative

Jason Williamson- Community Stakeholder

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

The final plan is posted on the school website for review by parents at their convenience throughout the year.

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.

Strength:

1. 87.09% of teachers felt they have sufficient digital devices and tools to effectively integrate technology into my teaching. of teachers felt they had sufficient access to online digital resources. (Technology Transform 2020, Section C , #26)
2. 100% of teacher feel 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.(Technology Transform 2020, Section C, #21)

Weakness:

1. 27.34% of teachers utilize the devices/ resources that make up our technology infrastructure. (Technology Transform 2020, Section D, #28)
2. 72.66% of teachers do not utilize the internet as a digital device or resource. (Technology Transform 2020, Section D #28)

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.

Based on the technology inventory and infrastructure reports, teachers felt there was a need for the following:

Strengths:

Teachers felt they had sufficient technology devices in the following areas:

1. Each classroom has at least 4 student computers.
2. Every classroom has projectors.
3. Every classroom has document cameras.
4. Classrooms have access to a shared Chromebook cart with 25 Chromebooks to share within the grade level. Classrooms also have an ipad cart with 14 ipads, and computer lab for student use.
5. Teachers have an ipad with Airserver software to project their ipad and engage students.
6. Some classrooms have 4 or 5 tablets for student use.

Weaknesses:

1. Teachers felt there was a need for increased one-to-one devices and enough Chromebooks for each student to have his own.
2. Teachers felt SMART projectors were needed for student engagement in each classroom.
3. Teachers would like more professional development on technology and time to practice that learning.

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.

Strengths:

1. 87.29% of teachers promote, support, and model creative and innovative thinking and inventiveness using digital resources and tools. (Transform 2020 Survey, Section B, 1)
2. 61.29% of teachers model collaboration by engaging in learning with students, colleagues, and others in online and face-to-face environments using digital devices and resources to support my students' success and innovation. (Transform 2020 Survey, Section B, 10.)

Weaknesses:

1. 45.16% of teachers never or occasionally plan and implement real/authentic learning experiences whereby students use contemporary tools and resources in creative ways to pursue their individual curiosities and manage/ access their own learning. (Transform 2020 Survey, Section B, 5).
2. 38.71% of teachers never or occasionally plan activities that promote individual and collaborative student reflection using digital communication tools. (Transform 2020 Survey, Section B, 3).

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.

Strengths:

1. 64.52% of teachers frequently or routinely evaluate and reflect on current research and Professional practice to make effective use of existing and emerging digital tools and resources in support of student learning. (Technology Transform 2020, Section B, #19)
2. 90.32% of teacher feel they are able to attend a sufficient number of professional learning sessions to help me successfully integrate technology and digital resources into my classroom. (Technology Transform 2020, Section C, #23)

Weaknesses:

1. 35.48% of teachers evaluate and reflect on current research and Professional practice to make effective use of existing and emerging digital tools and resources in support of student learning. (Technology Transform 2020, Section B, 19)
2. 48.38% of teachers feel they either do not have or only somewhat have sufficient digital devices and tools to effectively integrate technology into my teaching. (Technology Transform 2020, Section C, 26)

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.

Strengths:

1. 54.84% of teachers plan and implement authentic/real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. (Technology Transform 2020, Section B, # 5)

2. 70.97% of teachers model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.(Technology Transform 2020, Section B, #12.)

Weaknesses:

1. 19.36% of teachers do not routinely model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.(Technology Transform 2020, Section B, # 15.)

2. 48.39% of teaches do not routinely teach students about the responsibilities of digital citizenship through global/ cultural awareness and using digital tools to communicate about/ with people in other cultures.

(Technology Transform 2020, Section B, #16.)

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.

Strengths:

1. 100% of teachers contribute to the overall effectiveness, vitality, and self-renewal of the teaching profession, my school, and community by modeling the use of digital resources and tools.(Technology Transform 2020, Section B, #20)

2. 100% of teachers demonstrate fluency in technology use and transferring that knowledge to new technologies and situations.

(Technology Transform 2020, Section B, #9)

Weaknesses:

1. 8% of teachers never or rarely provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use the resulting data to inform learning and teaching.(Technology Transform 2020, Section B, #8)

2. 12% of teachers never or rarely model collaboration engaging in learning with students, colleagues, and others in online and face-to-face environments using digital devices and resources to support my students' success and innovation.

(Technology Transform 2020, Section B, #10)

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.

Strengths:

1. 100% of the administration routinely stays abreast of educational research and emerging trends regarding effective use of technology and encourage the use of new technologies that have the greatest potential to improve student learning. (Transform 2020-Admin, Section B, #12)

2. 100% of the administration routinely supports and promote integrating digital resources and tools into learning throughout my school.(Transform 2020-Admin, Section B, #24)

Weaknesses:

1. The administrator frequently models, promotes, and discusses through teacher evaluations the frequent and effective research-based use of technology for learning throughout the curriculum.(Transform 2020-Admin, Section B, #6.)

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.

N/A

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.

Based upon the areas of need listed the following Professional Learning Topics are scheduled:

1. Technology in Motion with Barry Wiginton to provide training on the use of Google Classroom.
2. Technology in Motion with Barry Wiginton to provide training on the different websites to use for formative assessment.

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:

87% of All Students will demonstrate a behavior showing knowledge, skills, and attitudes necessary for school (PK-12) and careers in Career & Technical by 05/25/2018 as measured by teacher observation and student work samples.

Strategy1:

Demonstration of National Education Technology Standards - National Technology Standards available on ALEX will be reviewed and applied.

Category: Develop/Implement College and Career Ready Standards

Research Cited: (Technology Transform 2020, Section B, #6)

Activity - Students will collaborate using digital communication tools to research and create projects based on NETS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Student research projects and reading activities that use technology 2. Implementation of Google Classroom in grades 3-6 3. Samples and teacher observation	Technology	08/01/2018	05/31/2019	\$0 - No Funding Required	teachers, administrators, Reading Coach, school librarian, and students

Measurable Objective 2:

88% of All Students will demonstrate a proficiency using computer software and digital resources to increase skills by 2% in Reading by 05/25/2018 as measured by assessment reports in Edmentum, Performance Series, and Renaissance Place..

Strategy1:

Contemporary Tools and Digital Resources - 1. Administer Edmentum and Performance Series tests twice a year to measure yearly growth.
2. Utilize the STAR and Accelerated Reader Programs as part of Renaissance Place to increase reading skills.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Technology Transform 2020,(Section B, #5) (Edmentum & Performance Series & Renaissance Place)

Alabama Technology Plan

Cherokee Elementary School

Activity - Learning Paths & Accelerated Reader tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The student will utilize learning paths and Renaissance Place using technology.	Technology	08/01/2018	05/31/2019	\$3400 - State Funds	administrators, teachers, reading coach, librarian, and students

Goal 2:

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

Measurable Objective 1:

92% of All Students will demonstrate a behavior using digital tools and resources to address diverse learning styles and abilities with a focus upon authentically preparing my students for school, careers, and adulthood. in Career & Technical by 05/25/2018 as measured by teacher observation and student work samples.

Strategy1:

Professional Development - Provide professional development through Technology in Motion at the school.

Category: Develop/Implement Professional Learning and Support

Research Cited: Technology Transform 2020 (Section B, #23)

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities to utilize technology	Professional Learning	08/01/2018	05/31/2019	\$1400 - State Funds	administrator, librarian, and teachers

Strategy2:

Career Readiness with Digital Tools and Resources - Students will use digital resources to create projects and participate in activities that align with the course of study and the NETS (National Education Technology Standards).

Category: Develop/Implement College and Career Ready Standards

Research Cited: Technology Transform 2020 (Section B, #7)

Activity - Utilize Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize technology for creating projects, testing, research, and improving typing skills that align with the CCRS and NETS.	Technology	08/01/2018	05/31/2019	\$0 - No Funding Required	administrators, teachers, librarian, and students

Goal 3:

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

Measurable Objective 1:

80% of All Students will demonstrate a behavior by using and transferring knowledge to new technologies and situations in Career & Technical by 05/31/2018 as measured by student performance is using new technology.

Strategy1:

New Technology Usage - Students will demonstrate the use of new technologies such ipads, Chromebooks, and Google Classroom.

Category: Develop/Implement Learning Supports

Research Cited: Technology Transform 2020, (Section B, #9)

Activity - Technology Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and use of new technologies with remaining funds from Technology Funds-\$900.00	Technology	08/01/2018	05/31/2019	\$900 - State Funds	administrators, teachers, librarian, and students

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:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

87% of All Students will demonstrate a behavior showing knowledge, skills, and attitudes necessary for school (PK-12) and careers in Career & Technical by 05/25/2018 as measured by teacher observation and student work samples.

Strategy1:

Demonstration of National Education Technology Standards - National Technology Standards available on ALEX will be reviewed and applied.

Category: Develop/Implement College and Career Ready Standards

Research Cited: (Technology Transform 2020, Section B, #6)

Activity - Students will collaborate using digital communication tools to research and create projects based on NETS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Student research projects and reading activities that use technology 2. Implementation of Google Classroom in grades 3-6 3. Samples and teacher observation	Technology	08/01/2018	05/31/2019	\$0 - No Funding Required	teachers, administrators, Reading Coach, school librarian, and students

Measurable Objective 2:

88% of All Students will demonstrate a proficiency using computer software and digital resources to increase skills by 2% in Reading by

Alabama Technology Plan

Cherokee Elementary School

05/25/2018 as measured by assessment reports in Edmentum, Performance Series, and Renaissance Place..

Strategy1:

Contemporary Tools and Digital Resources - 1. Administer Edmentum and Performance Series tests twice a year to measure yearly growth.
2. Utilize the STAR and Accelerated Reader Programs as part of Renaissance Place to increase reading skills.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Technology Transform 2020,(Section B, #5) (Edmentum & Performance Series & Renaissance Place)

Activity - Learning Paths & Accelerated Reader tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The student will utilize learning paths and Renaissance Place using technology.	Technology	08/01/2018	05/31/2019	\$3400 - State Funds	administrators, teachers, reading coach, librarian, and students

Goal 2:

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

Measurable Objective 1:

92% of All Students will demonstrate a behavior using digital tools and resources to address diverse learning styles and abilities with a focus upon authentically preparing my students for school, careers, and adulthood. in Career & Technical by 05/25/2018 as measured by teacher observation and student work samples.

Strategy1:

Career Readiness with Digital Tools and Resources - Students will use digital resources to create projects and participate in activities that align with the course of study and the NETS (National Education Technology Standards).

Category: Develop/Implement College and Career Ready Standards

Research Cited: Technology Transform 2020 (Section B, #7)

Activity - Utilize Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize technology for creating projects, testing, research, and improving typing skills that align with the CCRS and NETS.	Technology	08/01/2018	05/31/2019	\$0 - No Funding Required	administrators, teachers, librarian, and students

Measurable Objective 2:

97% of All Students will demonstrate a proficiency using computerized assessments in Reading by 05/25/2018 as measured by Student's ability to successfully complete digital assessments.

Strategy1:

Digital Assessments - Students will complete STAR, Global Scholar, Study Island, Reading Eggs, Riverdeep, Earobics, and Essential Skills

Alabama Technology Plan

Cherokee Elementary School

computerized assessments in multiple curriculum areas, along with reading assessment using Renaissance Place.

Category:

Research Cited: Technology Transform 2020, (Section B, #8)

Activity - Computerized Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use multiple and varied formative and summative assessments aligned with content and technology standards and use the resulting data to inform learning and teaching.	Technology	08/01/2016	05/26/2017		Teachers, administrators, librarian and students

Goal 3:

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

Measurable Objective 1:

80% of All Students will demonstrate a behavior by using and transferring knowledge to new technologies and situations in Career & Technical by 05/31/2018 as measured by student performance is using new technology.

Strategy1:

New Technology Usage - Students will demonstrate the use of new technologies such ipads, Chromebooks, and Google Classroom.

Category: Develop/Implement Learning Supports

Research Cited: Technology Transform 2020, (Section B, #9)

Activity - Technology Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and use of new technologies with remaining funds from Technology Funds-\$900.00	Technology	08/01/2018	05/31/2019	\$900 - State Funds	administrators, teachers, librarian, and students

Measurable Objective 2:

93% of All Students will demonstrate a behavior in knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments in Career & Technical by 05/31/2018 as measured by digital activities.

Strategy1:

Engaging Digital Learning Environments - Students will participate in the construction of digital activities that promote digital learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Technology Transform 2020, (Section B, #4)

Alabama Technology Plan

Cherokee Elementary School

Activity - Digital Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in creative digital activities such as virtual field trips, digital projects, virtual classrooms, and a variety of other digital activities	Technology	08/03/2017	05/31/2018	\$1000 - General Fund	Teachers, administrators, school librarian, and other school personnel

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:

88% of All Students will demonstrate a proficiency using computer software and digital resources to increase skills by 2% in Reading by 05/25/2018 as measured by assessment reports in Edmentum, Performance Series, and Renaissance Place..

Strategy1:

Contemporary Tools and Digital Resources - 1. Administer Edmentum and Performance Series tests twice a year to measure yearly growth.
2. Utilize the STAR and Accelerated Reader Programs as part of Renaissance Place to increase reading skills.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Technology Transform 2020,(Section B, #5) (Edmentum & Performance Series & Renaissance Place)

Activity - Learning Paths & Accelerated Reader tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The student will utilize learning paths and Renaissance Place using technology.	Technology	08/01/2018	05/31/2019	\$3400 - State Funds	administrators, teachers, reading coach, librarian, and students

Measurable Objective 2:

87% of All Students will demonstrate a behavior showing knowledge, skills, and attitudes necessary for school (PK-12) and careers in Career & Technical by 05/25/2018 as measured by teacher observation and student work samples.

Strategy1:

Demonstration of National Education Technology Standards - National Technology Standards available on ALEX will be reviewed and applied.

Category: Develop/Implement College and Career Ready Standards

Research Cited: (Technology Transform 2020, Section B, #6)

Alabama Technology Plan

Cherokee Elementary School

Activity - Students will collaborate using digital communication tools to research and create projects based on NETS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Student research projects and reading activities that use technology 2. Implementation of Google Classroom in grades 3-6 3. Samples and teacher observation	Technology	08/01/2018	05/31/2019	\$0 - No Funding Required	teachers, administrators, Reading Coach, school librarian, and students

Goal 2:

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

Measurable Objective 1:

92% of All Students will demonstrate a behavior using digital tools and resources to address diverse learning styles and abilities with a focus upon authentically preparing my students for school, careers, and adulthood. in Career & Technical by 05/25/2018 as measured by teacher observation and student work samples.

Strategy1:

Career Readiness with Digital Tools and Resources - Students will use digital resources to create projects and participate in activities that align with the course of study and the NETS (National Education Technology Standards).

Category: Develop/Implement College and Career Ready Standards

Research Cited: Technology Transform 2020 (Section B, #7)

Activity - Utilize Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize technology for creating projects, testing, research, and improving typing skills that align with the CCRS and NETS.	Technology	08/01/2018	05/31/2019	\$0 - No Funding Required	administrators, teachers, librarian, and students

Measurable Objective 2:

97% of All Students will demonstrate a proficiency using computerized assessments in Reading by 05/25/2018 as measured by Student's ability to successfully complete digital assessments.

Strategy1:

Digital Assessments - Students will complete STAR, Global Scholar, Study Island, Reading Eggs, Riverdeep, Earobics, and Essential Skills computerized assessments in multiple curriculum areas, along with reading assessment using Renaissance Place.

Category:

Research Cited: Technology Transform 2020, (Section B, #8)

Alabama Technology Plan

Cherokee Elementary School

Activity - Computerized Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use multiple and varied formative and summative assessments aligned with content and technology standards and use the resulting data to inform learning and teaching.	Technology	08/01/2016	05/26/2017		Teachers, administrators, librarian and students

Goal 3:

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

Measurable Objective 1:

93% of All Students will demonstrate a behavior in knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments in Career & Technical by 05/31/2018 as measured by digital activities.

Strategy1:

Engaging Digital Learning Environments - Students will participate in the construction of digital activities that promote digital learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Technology Transform 2020, (Section B, #4)

Activity - Digital Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in creative digital activities such as virtual field trips, digital projects, virtual classrooms, and a variety of other digital activities	Technology	08/03/2017	05/31/2018	\$1000 - General Fund	Teachers, administrators, school librarian, and other school personnel

Measurable Objective 2:

80% of All Students will demonstrate a behavior by using and transferring knowledge to new technologies and situations in Career & Technical by 05/31/2018 as measured by student performance is using new technology.

Strategy1:

New Technology Usage - Students will demonstrate the use of new technologies such ipads, Chromebooks, and Google Classroom.

Category: Develop/Implement Learning Supports

Research Cited: Technology Transform 2020, (Section B, #9)

Activity - Technology Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and use of new technologies with remaining funds from Technology Funds-\$900.00	Technology	08/01/2018	05/31/2019	\$900 - State Funds	administrators, teachers, librarian, and students

2018-2019 Technology Goals

Overview

Plan Name

2018-2019 Technology Goals

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: 2 Strategies: 2 Activities: 2	Academic	\$3400
2	Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1400
3	All educators and students will have tools to access comprehensive viable infrastructure when and where they need it.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$900

Goal 1: Engage and Empower the Learner Through Technology

Measurable Objective 1:

88% of All Students will demonstrate a proficiency using computer software and digital resources to increase skills by 2% in Reading by 05/25/2018 as measured by assessment reports in Edmentum, Performance Series, and Renaissance Place..

Strategy 1:

Contemporary Tools and Digital Resources - 1. Administer Edmentum and Performance Series tests twice a year to measure yearly growth.

2. Utilize the STAR and Accelerated Reader Programs as part of Renaissance Place to increase reading skills.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Technology Transform 2020,(Section B, #5) (Edmentum & Performance Series & Renaissance Place)

Activity - Learning Paths & Accelerated Reader tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The student will utilize learning paths and Renaissance Place using technology.	Technology	08/01/2018	05/31/2019	\$3400	State Funds	administrators , teachers, reading coach, librarian, and students

Measurable Objective 2:

87% of All Students will demonstrate a behavior showing knowledge, skills, and attitudes necessary for school (PK-12) and careers in Career & Technical by 05/25/2018 as measured by teacher observation and student work samples.

Strategy 1:

Demonstration of National Education Technology Standards - National Technology Standards available on ALEX will be reviewed and applied.

Category: Develop/Implement College and Career Ready Standards

Research Cited: (Technology Transform 2020, Section B, #6)

Activity - Students will collaborate using digital communication tools to research and create projects based on NETS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Student research projects and reading activities that use technology 2. Implementation of Google Classroom in grades 3-6 3. Samples and teacher observation	Technology	08/01/2018	05/31/2019	\$0	No Funding Required	teachers, administrators , Reading Coach, school librarian, and students

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

Measurable Objective 1:

92% of All Students will demonstrate a behavior using digital tools and resources to address diverse learning styles and abilities with a focus upon authentically preparing my students for school, careers, and adulthood. in Career & Technical by 05/25/2018 as measured by teacher observation and student work samples.

Strategy 1:

Career Readiness with Digital Tools and Resources - Students will use digital resources to create projects and participate in activities that align with the course of study and the NETS (National Education Technology Standards).

Category: Develop/Implement College and Career Ready Standards

Research Cited: Technology Transform 2020 (Section B, #7)

Activity - Utilize Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize technology for creating projects, testing, research, and improving typing skills that align with the CCRS and NETS.	Technology	08/01/2018	05/31/2019	\$0	No Funding Required	administrators, teachers, librarian, and students

Strategy 2:

Professional Development - Provide professional development through Technology in Motion at the school.

Category: Develop/Implement Professional Learning and Support

Research Cited: Technology Transform 2020 (Section B, #23)

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development opportunities to utilize technology	Professional Learning	08/01/2018	05/31/2019	\$1400	State Funds	administrator, librarian, and teachers

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

Measurable Objective 1:

80% of All Students will demonstrate a behavior by using and transferring knowledge to new technologies and situations in Career & Technical by 05/31/2018 as measured by student performance is using new technology.

Strategy 1:

New Technology Usage - Students will demonstrate the use of new technologies such ipads, Chromebooks, and Google Classroom.

Category: Develop/Implement Learning Supports

Research Cited: Technology Transform 2020, (Section B, #9)

Activity - Technology Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase and use of new technologies with remaining funds from Technology Funds- \$900.00	Technology	08/01/2018	05/31/2019	\$900	State Funds	administrators , teachers, librarian, and students

Measurable Objective 2:

93% of All Students will demonstrate a behavior in knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments in Career & Technical by 05/31/2018 as measured by digital activities.

Strategy 1:

Engaging Digital Learning Environments - Students will participate in the construction of digital activities that promote digital learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Technology Transform 2020, (Section B, #4)

Activity - Digital Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in creative digital activities, such as digital projects, research, creative learning spaces, and a variety of other digital activities.	Technology	08/01/2018	05/31/2019	\$0	No Funding Required	administrators , teachers, librarian, and students

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Students will collaborate using digital communication tools to research and create projects based on NETS	1. Student research projects and reading activities that use technology 2. Implementation of Google Classroom in grades 3-6 3. Samples and teacher observation	Technology	08/01/2018	05/31/2019	\$0	teachers, administrators, Reading Coach, school librarian, and students
Digital Activity	Participate in creative digital activities, such as digital projects, research, creative learning spaces, and a variety of other digital activities.	Technology	08/01/2018	05/31/2019	\$0	administrators, teachers, librarian, and students
Utilize Technology	Students will utilize technology for creating projects, testing, research, and improving typing skills that align with the CCRS and NETS.	Technology	08/01/2018	05/31/2019	\$0	administrators, teachers, librarian, and students
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional development opportunities to utilize technology	Professional Learning	08/01/2018	05/31/2019	\$1400	administrator, librarian, and teachers
Learning Paths & Accelerated Reader tests	The student will utilize learning paths and Renaissance Place using technology.	Technology	08/01/2018	05/31/2019	\$3400	administrators, teachers, reading coach, librarian, and students
Technology Usage	Purchase and use of new technologies with remaining funds from Technology Funds- \$900.00	Technology	08/01/2018	05/31/2019	\$900	administrators, teachers, librarian, and students
Total					\$5700	