Alabama Technology Plan

Hatton Elementary School

Colbert County Board of Education

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Leighton, AL 35646

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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?

Hatton Elementary School is a Title I school located in rural Leighton, Alabama. It serves children from Ford City, Nitrate City, and the surrounding Leighton area. The current enrollment is 251 students, a decrease from last year. Hatton has 14 full time teaching units, a full time physical education teacher, and two full time special education teachers. Our First Class Pre-K is in its third year with one full time teacher and one auxiliary teacher. This year we have a full time guidance counselor and a full time librarian. Part time staff includes a music teacher and a special education teacher. Hatton employs two full time aids, two full time custodians, and three full time cafeteria workers.

The poverty level in the area is high which results in approximately 84% Free and Reduced status for the students.

The teaching staff is 100% highly qualified and all live in Colbert County and surrounding areas.

The community is fortunate to have a high percentage of parents that are involved with stakeholder decisions and the Parent Teacher Organization.

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.

Hatton Elementary School exists to provide quality education in a safe environment that encourages students to grow academically and socially, and ultimately become life-long learners and productive citizens. Hatton Elementary will provide a challenging curriculum with supportive learning environments that promote shared involvement between district, parents, students, and stakeholders. The school's core beliefs are that all students have the potential to learn and that learning is a life-long process

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.

Over the last several years Hatton Elementary has experienced notable improvements in multiple areas.

One area in which the school has improved is in the area of effective counseling lessons in the classrooms by the guidance counselor. We have added a full time counselor who holds bimonthly counseling sessions in all grade levels. We used Title I money to help pay the salary for our full time guidance counselor.

Another improvement is the addition of more up to date technology and technology support. Due to Title 1 funds, money from grants, and money awarded to Hatton from TVA, our school is very close to being a one to one initiative school. This year Hatton received $20,000 from the state for making gains in third grade reading. We also received $24,000 from Partners in Education with TVA and Browns Ferry for the second year in a row. We plan on using this money to purchase several items for our school, including, more technology, chrome carts, and robotics equipment to start a robotics team and/or teach students how to code and program.

Over the last several years Hatton has seen a notable improvement in parental involvement and support for the teaching staff.
Our PTO has held several fund raisers and raised money for our school. Our counselor started the watchdog program last year. We have several volunteer dads that come to the school and help out in many ways.

Hatton has a full time RSO this year.

Hatton is welcoming a new principal this year who has a lot of exciting goals and plans for our school.

Our main goal for this school year is to provide chrome books for every classroom, including special education classrooms. Our principal is working on professional development for teachers to ensure they get the most use out of the chrome books. She is also looking into starting a robotics team this year.

Additional Information

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

Hatton Elementary School is a very close knit school. Parents and teachers work together daily for the well being of the students. The PTO is very active and completes many fundraisers during the school year.

Our guidance counselor has implemented the Watch Dog Program involving many male figures. These male figures will help with numerous activities involving the students throughout the school day.

The Special Olympics was a success for two of our students. These students were recognized in different events in which they participated.

The Student Council was involved in communities activities.

Many civic organizations are also involved at our school. Colbert County 4-H meets with grades 4-6 monthly, The Tennessee Valley Garden Club meets with the 4th grade monthly, and local churches provide a Back-Pack Ministry for students in need. A local church is providing free tutoring services for our students after school.

Hatton Elementary was fortunate during the 2016-2018 school years to receive money from several agencies to supplement technology and classroom supplies.

Several of our classrooms, the library, and the gym have received a face lift. We raised enough money to replace the gym floor. Our principal had educational and character building quotes and murals painted throughout the school. Colbert County replaced all the lights and heating and cooling systems in our building. The outside area has been updated.

Colbert County provided a SRO for our school this year.

Our principal is looking into starting a new robotics team this year.

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.

HES involves parents in all aspects of the Title I Program. We have parent representatives on our CIP Committee who actively participate in the development of the CIP. The CIP team chooses parents who are willing and able to give their time to attend meetings and be active in the development of the CIP. All parents have the opportunity to review the plan. Teachers from several grade levels, along with the reading coach, counselor, and ELL and special education teachers are selected for the CIP team by the principal.

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

A meeting was held in August which allowed parent representatives on the committee to give their input regarding the plan. A group of teachers assisted in the school improvement plan. These teachers began planning in August 2018 to review the previous year's Scantron, Edmentum, and DIBELS data. They also looked at the DIBELS and Edmentum data from the tests taken at the beginning of this school year. Our school system had a professional development day in September so teachers could analyze the data and meet with their grade level and devise a plan of action to improve scores even more this school year. DIBELS data and Edmentum test results are analyzed through out the school year. The DIBELS test is administered three times during the school year. Scantron and Edmentum tests are given at the beginning and end of the year.

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

Parents and committee members were informed using the following: open house, resource table, goals posted throughout the school, and the website. We also use the group me app to communicate with teachers.

Technology Diagnostic

Introduction

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

Data

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

Response:

- •Board of Education actions
- •Continuous Improvement Plan
- •Discipline and Attendance Reports
- •Principal Walk-Through Checklist
- •Student Achievement Data
- •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.

Strengths

76.2% of teachers have sufficient digital devices and tools to effectively integrate technology into my teaching. (Technology Transform 2020, Section C, #26)

100% of teachers 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

6.08% of teachers use the internet as a digital device/resource of infrastructure. (Technology Transform 2020, Section D, #28)

10.74% of teachers use formal and informal online assessments as a digital device/resource of infrastructure. (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 Inventory and Infrastructure Reports there is a need for:
-interactive panels for upper grades
-ipads for K-1 classrooms
-ipads for library

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:

77.27% of teachers frequently or routinely promote, support, and model creative and innovative thinking and inventiveness using digital resources and tools. (Technology Transform 2020, Section B, #1)

77.27% of teachers frequently or routinely 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)

68.18% of teachers frequently or routinely communicate relevant information and ideas to students, parents, and others using a variety of digital tools (website, learning management system, collaboration software, blogs, etc.) (Technology Transform 2020, Section B, #11)

Weakness:

22.73% of teachers never/rarely or occasionally engage students in exploring real-world issues and solving authentic problems using digital tools and resources based upon the Alabama Courses of Study standards. (Technology Transform 2020, Section B, #2)

31.82% of teachers plan instruction using the National Education Technology Standards (NETS-Students) to ensure my students have the knowledge, skills, and attitudes necessary for school (PK-21) and careers. (Technology Transform 2020, Section B, #6)

31.82% of teachers never/rarely or occasionally 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 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:

95.24% of teachers are interested or somewhat interested in learning more about planning and implementing a 1-1 (device to student ratio) initiative in their classrooms. (Technology Transform 2020, Section C, #27)

95.24% of teachers felt that their principal supports and promotes integrating digital resources and tools in their classroom. (Technology Transform 2020, Section C, #24)

100% of teachers are interested in learning more about planning and using project-based/authentic learning activities in the classroom. (Technology Transform 2020, Section C, #25)

Weakness

23.81% of teachers felt they did not have sufficient digital devices and tools to effectively integrate technology into their teaching. (Technology Transform 2020, Section C, #26)

27.28% of teachers never/rarely or occasionally 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)

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:

77.27% of teachers advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for

copyright, intellectual property, and the appropriate documentation of sources. (Technology Transform 2020, Section B, #13)

81.82% of teachers frequently or routinely customize learning activities using digital tools and resources to address diverse learning styles and abilities with a focus upon authentically preparing their students for school, careers, and adulthood. (Technology Transform 2020, Section B, #7)

Weaknesses:

31.82% of teachers never/rarely or occasionally 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)

31.82% of teachers never/rarely or occasionally plan instruction using the National Education Technology Standards (NETS-Students) to ensure my students have the knowledge, skills, and attitudes necessary for school (PK-21) and careers. (Technology Transform 2020, Section B, #6)

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:

86.37% of teachers demonstrate fluency in technology use and transferring that knowledge to new technologies and situations. (Technology Transform 2020, Section B #9)

90.91% of teachers frequently or routinely 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, Section B, #20)

Weakness:

27.28% of teachers never/rarely or occasionally 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. (Technology Transform, Section B, #10)

22.73% of teachers never/rarely or occasionally promote and model digital etiquette and responsible social interactions related to the use of technology and information. (Technology Transform, Section B, #15)

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:

100% of administrators frequently ensure equitable access to appropriate digital tools and resources to meet the needs of all learners. (Technology Transform 2020, Admin., Section B, #17)

100% of administrators support and promote integrating digital resources and tools into learning throughout the school. (Technology Transform 2020, Admin., Section C, #24)

Weaknesses:

100% of administrators occasionally stay 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. (Technology Transform 2020, Admin., Section B, #12)

100% of administrators never/rarely participate in local, national, and/or global learning communities that stimulate innovation, creativity, and digital age collaboration, and promote participation among my staff and colleagues. (Technology Transform 2020, Admin., Section B, #8)

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 on the survey results the following Professional Learning Topics need to be addressed. Delivery method will be onsite, face-to-face training:

-Atriuum OPAC Training for ALL teachers

-Google Training for ALL teachers

-Chromebook Training for ALL teachers

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:

All students at HES will have effective, engaging, challenging learning experiences while at school to prepare them to be knowledgeable and ethical participants in our networked society.

Measurable Objective 1:

A 40% increase of All Students will collaborate to where by students use contemporary tools and digital resources in creative ways and manage/assess their own learning. in Career & Technical by 05/31/2019 as measured by Student Examples, Rubrics, Transform 2020 Survey, Edmentum, Scantron Performance Series, and Renaissance Learning (AR).

Strategy1:

Contemporary Tools and Digital Resources 2 - Administer Edmentum and Scantron Performance Series tests twice a year to measure yearly growth.

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, Scantron Performance Series, and Renaissance Place

Activity - Learning Paths and Accelerated Reader	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	$4000 - State Funds	Teachers, reading coach, administrators, media specialist, and students

Measurable Objective 2:

25% of All Students will complete a portfolio or performance observed by teachers, whereby students plan and implement authentic learning experiences. in Writing by 05/31/2019 as measured by observation of student portfolios.

Strategy1:

Contemporary Tools and Resources - Provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, develop innovative products, and processes using technology.

Category: Develop/Implement Learning Supports

Research Cited: Transform 2020 Survey

Activity - Student Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create projects utilizing technology, such as Google Documents to demonstrate reading comprehension by writing book reviews to share opinions of books read.	Technology	08/01/2018	05/31/2019	$0 - No Funding Required	Media Specialists, Teacher, Special Education Teachers, Reading Intervention teacher

Strategy2:

Journaling - After reading a favorite book, students will write a book review in Google Docs on their Google account.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - DIGITAL ASSESSMENTS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Creation of book reviews (digital assessments) using technology to share opinions and stir interest of other students.	Technology	08/01/2018	05/31/2019	$0 - No Funding Required	Teacher, Media Specialist

Goal 2:

Teachers at Hatton Elementary School will prepare themselves to support Alabama College and Career Ready standards to prepare each student to be a successful graduate.

Measurable Objective 1:

30% of All Students will demonstrate a behavior demonstrate knowledge, skills, and attitudes necessary for schools and careers. in Reading by 05/31/2019 as measured by school readiness, attendance, and eagerness to learn daily.

Stregegy1:

Teacher Professional Development - Provide more professional development to prepare teachers to teach students College/Career Readiness Standards.

Category: Develop/Implement College and Career Ready Standards

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

Activity - Teacher/Leader Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher/Leader workshops will be attended in various formats: face-to-face, webinars, and through professional development addressing the individual teacher's area in alignment with common core standards based on need and dependent upon funding.	Professional Learning	08/01/2018	05/31/2019	$500 - Title I School Improvement (ISI)	Principal, teachers, reading coach, media specialist, and outside sources

Goal 3:

All students at Hatton Elementary School will have technological tools to access comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

A 40% increase of All Students will collaborate to to learn more and be trained properly on technology advances in Career & Technical by 05/31/2019 as measured by technology survey, Edmentum, and Scantron Performance Series.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

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.	Technology	08/01/2018	05/31/2019	$500 - State Funds	Administrator, teachers, and students

Activity - Digital Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increasing percentage of teachers, 25%, will utilize STAR assessments to implement strategies to increase student performance	Technology	08/01/2018	05/31/2019	$3091 - State Funds	Administrator, teachers, media specialist, and students

Activity - Student Digital Devices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funding permitting, students will experience the use of handheld devices such as Chromebooks to create projects, take assessments such as STAR diagnostics.	Technology	08/01/2018	05/31/2019	$1500 - Title I School Improvement (ISI)	Administration, teachers, media specialist, reading coach, and students

Strategy2:

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	08/01/2018	05/31/2019	$0 - No Funding Required	Classroom teachers, administrators, and media specialist

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:

Teachers at Hatton Elementary School will prepare themselves to support Alabama College and Career Ready standards to prepare each student to be a successful graduate.

Measurable Objective 1:

30% of All Students will demonstrate a behavior demonstrate knowledge, skills, and attitudes necessary for schools and careers. in Reading by 05/31/2019 as measured by school readiness, attendance, and eagerness to learn daily.

Strategy1:

Student Preparedness - 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 CCRS and NETS.	Technology	08/01/2018	05/31/2019	$0 - Other	Principals, teachers, media specialist, and students

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

Goal 1:

All students at HES will have effective, engaging, challenging learning experiences while at school to prepare them to be knowledgeable and ethical participants in our networked society.

Measurable Objective 1:

25% of All Students will complete a portfolio or performance observed by teachers, whereby students plan and implement authentic learning experiences. in Writing by 05/31/2019 as measured by observation of student portfolios.

Strategy1:

Contemporary Tools and Resources - Provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, develop innovative products, and processes using technology.

Category: Develop/Implement Learning Supports

Research Cited: Transform 2020 Survey

Activity - Student Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create projects utilizing technology, such as Google Documents to demonstrate reading comprehension by writing book reviews to share opinions of books read.	Technology	08/01/2018	05/31/2019	$0 - No Funding Required	Media Specialists, Teacher, Special Education Teachers, Reading Intervention teacher

Strategy2:

Journaling - After reading a favorite book, students will write a book review in Google Docs on their Google account.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - DIGITAL ASSESSMENTS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Creation of book reviews (digital assessments) using technology to share opinions and stir interest of other students.	Technology	08/01/2018	05/31/2019	$0 - No Funding Required	Teacher, Media Specialist

Measurable Objective 2:

A 40% increase of All Students will collaborate to where by students use contemporary tools and digital resources in creative ways and manage/assess their own learning. in Career & Technical by 05/31/2019 as measured by Student Examples, Rubrics, Transform 2020 Survey, Edmentum, Scantron Performance Series, and Renaissance Learning (AR).

Strategy1:

Contemporary Tools and Digital Resources 2 - Administer Edmentum and Scantron Performance Series tests twice a year to measure yearly growth.

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, Scantron Performance Series, and Renaissance Place

Activity - Learning Paths and Accelerated Reader	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	$4000 - State Funds	Teachers, reading coach, administrators, media specialist, and students

Goal 2:

Teachers at Hatton Elementary School will prepare themselves to support Alabama College and Career Ready standards to prepare each student to be a successful graduate.

Measurable Objective 1:

30% of All Students will demonstrate a behavior demonstrate knowledge, skills, and attitudes necessary for schools and careers. in

Reading by 05/31/2019 as measured by school readiness, attendance, and eagerness to learn daily.

Strategy1:

Student Preparedness - 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 CCRS and NETS.	Technology	08/01/2018	05/31/2019	$0 - Other	Principals, teachers, media specialist, and students

Strategy2:

Teacher Professional Development - Provide more professional development to prepare teachers to teach students College/Career

Readiness Standards.

Category: Develop/Implement College and Career Ready Standards

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

Activity - Teacher/Leader Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher/Leader workshops will be attended in various formats: face-to-face, webinars, and through professional development addressing the individual teacher's area in alignment with common core standards based on need and dependent upon funding.	Professional Learning	08/01/2018	05/31/2019	$500 - Title I School Improvement (ISI)	Principal, teachers, reading coach, media specialist, and outside sources

Goal 3:

All students at Hatton Elementary School will have technological tools to access comprehensive viable infrastructure when and where they

need it.

Measurable Objective 1:

A 40% increase of All Students will collaborate to to learn more and be trained properly on technology advances in Career & Technical by

05/31/2019 as measured by technology survey, Edmentum, and Scantron Performance Series.

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	08/01/2018	05/31/2019	$0 - No Funding Required	Classroom teachers, administrators, and media specialist

Strategy2:

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

Category: Develop/Implement College and Career Ready Standards

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

Activity - Digital Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increasing percentage of teachers, 25%, will utilize STAR assessments to implement strategies to increase student performance	Technology	08/01/2018	05/31/2019	$3091 - State Funds	Administrator, teachers, media specialist, and students

Activity - Student Digital Devices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funding permitting, students will experience the use of handheld devices such as Chromebooks to create projects, take assessments such as STAR diagnostics.	Technology	08/01/2018	05/31/2019	$1500 - Title I School Improvement (ISI)	Administration, teachers, media specialist, reading coach, and students

Activity - Technology Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and use of new technologies.	Technology	08/01/2018	05/31/2019	$500 - State Funds	Administrator, teachers, and students

2018-2019 HES Technology Goals

Overview

Plan Name

2018-2019 HES 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	All students at HES will have effective, engaging, challenging learning experiences while at school to prepare them to be knowledgeable and ethical participants in our networked society.	Objectives: 2 Strategies: 3 Activities: 3	Academic	$0
2	Teachers at Hatton Elementary School will prepare themselves to support Alabama College and Career Ready standards to prepare each student to be a successful graduate.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$500
3	All students at Hatton Elementary School will have technological tools to access comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 2 Activities: 4	Academic	$1500

Goal 1: All students at HES will have effective, engaging, challenging learning experiences while at school to prepare them to be knowledgeable and ethical participants in our networked society.

Measurable Objective 1:

25% of All Students will complete a portfolio or performance observed by teachers, whereby students plan and implement authentic learning experiences. in Writing by 05/31/2019 as measured by observation of student portfolios.

Strategy 1:

Contemporary Tools and Resources - Provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, develop innovative products, and processes using technology.

Category: Develop/Implement Learning Supports

Research Cited: Transform 2020 Survey

Activity - Student Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create projects utilizing technology, such as WIKI's to demonstrate reading comprehension by writing book reviews to share opinions of books read.	Technology	08/01/2018	05/31/2019	$0	No Funding Required	Media Specialists, Teacher, Special Education Teachers, Reading Intervention teacher

Strategy 2:

Journaling - After reading a favorite book, students will write a book review in Google Docs on their Google account.

Category: Develop/Implement Learning Supports

Activity - DIGITAL ASSESSMENTS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creation of book reviews (digital assessments) using technology to share opinions and stir interest of other students.	Technology	08/01/2018	05/31/2019	$0	No Funding Required	Teacher, Media Specialist

Measurable Objective 2:

A 40% increase of All Students will collaborate to where by students use contemporary tools and digital resources in creative ways and manage/assess their own learning. in Career & Technical by 05/31/2019 as measured by Student Examples, Rubrics, Transform 2020 Survey, Edmentum, Scantron Performance Series, and Renaissance Learning (AR).

Strategy 1:

Contemporary Tools and Digital Resources 2 - Administer Edmentum and Scantron Performance Series tests twice a year to measure yearly growth.

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, Scantron Performance Series, and Renaissance Place

Activity - Learning Paths and Accelerated Reader	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	$0	State Funds	Teachers, reading coach, administrators, media specialist, and students

Goal 2: Teachers at Hatton Elementary School will prepare themselves to support Alabama College and Career Ready standards to prepare each student to be a successful graduate.

Measurable Objective 1:

30% of All Students will demonstrate a behavior demonstrate knowledge, skills, and attitudes necessary for schools and careers. in Reading by 05/31/2019 as measured by school readiness, attendance, and eagerness to learn daily.

Strategy 1:

Teacher Professional Development - Provide more professional development to prepare teachers to teach students College/Career Readiness Standards.

Category: Develop/Implement College and Career Ready Standards

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

Activity - Teacher/Leader Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher/Leader workshops will be attended in various formats: face-to-face, webinars, and through professional development addressing the individual teacher's area in alignment with common core standards based on need and dependent upon funding.	Professional Learning	08/01/2018	05/31/2019	$500	Title I School Improvement (ISI)	Principal, teachers, reading coach, media specialist, and outside sources

Strategy 2:

Student Preparedness - 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 CCRS and NETS.	Technology	08/01/2018	05/31/2019	$0	Other	Principals, teachers, media specialist, and students

Goal 3: All students at Hatton Elementary School will have technological tools to access comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

A 40% increase of All Students will collaborate to to learn more and be trained properly on technology advances in Career & Technical by 05/31/2019 as measured by technology survey, Edmentum, and Scantron Performance Series.

Strategy 1:

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

Category: Develop/Implement College and Career Ready Standards

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.	Technology	08/01/2018	05/31/2019	$0	Other	Administrator, teachers, and students

Activity - Digital Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An increasing percentage of teachers, 25%, will utilize STAR assessments to implement strategies to increase student performance	Technology	08/01/2018	05/31/2019	$0	Title I School Improvement (ISI)	Administrator, teachers, media specialist, and students

Activity - Student Digital Devices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Funding permitting, students will experience the use of handheld devices such as Chromebooks to create projects, take assessments such as STAR diagnostics.	Technology	08/01/2018	05/31/2019	$1500	Title I School Improvement (ISI)	Administration, teachers, media specialist, reading coach, and students

Strategy 2:

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 virtual field trips, digital projects, virtual classrooms, and a variety of other digital activities.	Technology	08/01/2018	05/31/2019	$0	Title I School Improvement (ISI)	Classroom teachers, administrators, and media specialist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Paths and Accelerated Reader	The student will utilize learning paths and Renaissance Place using technology.	Technology	08/01/2018	05/31/2019	$0	Teachers, reading coach, administrators, media specialist, and students
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Projects	Students will create projects utilizing technology, such as WIKI's to demonstrate reading comprehension by writing book reviews to share opinions of books read.	Technology	08/01/2018	05/31/2019	$0	Media Specialists, Teacher, Special Education Teachers, Reading Intervention teacher
DIGITAL ASSESSMENTS	Creation of book reviews (digital assessments) using technology to share opinions and stir interest of other students.	Technology	08/01/2018	05/31/2019	$0	Teacher, Media Specialist
				Total	$0	

Title I School Improvement (ISI)

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

Teacher/Leader Professional Development	Teacher/Leader workshops will be attended in various formats: face-to-face, webinars, and through professional development addressing the individual teacher's area in alignment with common core standards based on need and dependent upon funding.	Professional Learning	08/01/2018	05/31/2019	$500	Principal, teachers, reading coach, media specialist, and outside sources
Student Digital Devices	Funding permitting, students will experience the use of handheld devices such as Chromebooks to create projects, take assessments such as STAR diagnostics.	Technology	08/01/2018	05/31/2019	$1500	Administration, teachers, media specialist, reading coach, and students
Digital Tools	An increasing percentage of teachers, 25%, will utilize STAR assessments to implement strategies to increase student performance	Technology	08/01/2018	05/31/2019	$0	Administrator, teachers, media specialist, and students
Digital Activity	Participate in creative digital activities such as virtual field trips, digital projects, virtual classrooms, and a variety of other digital activities.	Technology	08/01/2018	05/31/2019	$0	Classroom teachers, administrators, and media specialist
				Total	$2000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Usage	Purchase and use of new technologies.	Technology	08/01/2018	05/31/2019	$0	Administrator, teachers, and students
Utilize Technology	Students will utilize technology for creating projects, testing, research, and improving typing skills that align with CCRS and NETS.	Technology	08/01/2018	05/31/2019	$0	Principals, teachers, media specialist, and students
				Total	$0	