



# **Alabama Technology Plan: Transform 2020**

## **Oneonta City Schools**

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# **Executive Summary**

## **Introduction**

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

## Description of the School System

**Describe the school system'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 system serves?**

Oneonta City Schools is located in Oneonta, Alabama, a small community (population 6,567) nestled in the mountains northeast of Birmingham. The system was organized in 1953 and has approximately 1594 students with 150 faculty and staff members. It is located on one 84-acre site which adjoins the city and park recreation facilities. The present school was constructed in 1977, with additions in 1992, 1998, and 2007. Oneonta Elementary School serves students in grades K-5, Oneonta Middle School serves students in grades 6-8, and Oneonta High School serves students in grades 9-12. The school's physical plant includes over 125 classrooms and offices, two media centers, five computer labs, three mobile computer labs, two gyms, a separate band room and an auditorium which seats 804. In addition to the plant, the complex includes a stadium, track, ball fields, and three practice fields. The district's population reflects the community's changing ethnicity: 71% Caucasian, 22% Hispanic, 6% African American, and 1% other.

Excellence is the hallmark of the Oneonta City School System. Its students enjoy challenging opportunities afforded students in big cities amid the small town setting of their school. In addition to courses leading to the state's academic diploma, the school system offers electives such as computer studies, music and drama, foreign languages, vocational courses, and more. The Career Technical Department maintains 100% Business Industry Certification. Our students also have the opportunity to take advanced career tech courses, through a partnership with Blount County Schools, at the Blount County Career Technical Center. The needs of advanced, remedial, and special education students are met through various services and programs, such as Credit Recovery, RtI, and ACCESS distance learning. All schools employ 100% highly qualified teachers in core academic subjects. Eight teachers in the system hold National Board Certification and the system rewards those teachers with an additional \$1000 stipend per year. Sixty-two percent of the faculty holds a Master's degree or higher and ninety-five percent has five or more years of educational experience. Teachers challenge their students to meet high expectations; and in turn, Oneonta students consistently rank among the state's highest scores on standardized achievement tests. According to the 2014-15 PARCA data, Oneonta City Schools ranked in the top fifteen of Alabama schools for performance and schools are fully accredited by AdvancED. Extra-curricular programs are very successful as our athletic teams compete at a high level, our band program is one of the largest in its classification, arts and drama produce high quality performances, and our academic competition teams are also award winners. One clear indication of the success of our overall programs is the fact that 24% of our students are non-resident students who pay tuition to attend.

In the last several years, many capital improvements have been undertaken to update the older portions of the facility to increase the quality of the learning environment. These improvements have included new flooring throughout the building, a new roof, improvements to the security system, upgrades on the HVAC system, and renovated lights, ceiling tile, bathrooms, gym, and lunchroom. The system has plans for future facility projects once funding can be secured. Some of these plans include re-routing traffic flow around the school to ensure safety, remodeling of science labs, administrative offices, addition of bathrooms, and upgrades to athletic complex. In addition, a new sports field house has been erected at Gilbreath Stadium and was funded by the efforts of the Oneonta Booster Club.

In the past ten years, the demographic make-up of the City of Oneonta, as well as Oneonta City Schools has undergone a tremendous change. During this time, the poverty rate for OCS has almost doubled to its current level of 43%. Our school system became a Title I system during the 2009-2010 school year. Title I funding has allowed us to provide resources to our growing poverty population. Ensuring the school system is adequately supporting these students has required some adjustment in the services and assistance we provide. While SY 2016-2017

the number of African-American students and white students has stayed basically the same, the number of Hispanic students has risen and now make up 22% of the school population, almost doubling its rate ten years ago. This changing demographic presents opportunities for the students to learn from other cultures, yet at the same time there are challenges to be faced with the larger ELL population. Oneonta has an ELL program for students, as well as a full-time interpreter to work with parents who do not speak English. All student forms are printed in two languages to address this language barrier as well.

Oneonta City Schools cannot be categorized as a school system with generous resources. In fact, compared to state averages and city systems of similar size, Oneonta City Schools receives less funding. In FY2011, Oneonta City Schools received \$8,455 per student of total revenue from all sources - state, local, federal, and other. The state average was \$10,609 and the average of the comparable twenty five small city schools systems was \$10,805. When looking at just local revenues collected, Oneonta City schools received \$2,055 per student, compared to the state average of \$2,961, and \$2,690 for the comparable twenty five small city school systems.

Oneonta City Schools is a small city school system with limited resources. However, the system has very high expectations and currently offers parents and students the advantages of larger, more affluent school systems. The system has seen a slight shift in student demographics and local revenue is below average. Oneonta leaders are faced with building a plan that will not only maintain our current levels of service, but will adequately fund our Plan of Excellence.

## System's Purpose

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

Oneonta City Schools is committed to creating a school environment that consistently meets the ever changing needs of our students. Our purpose statement, "Committed to Excellence," echoes the goals and values of our staff as we feel the urgency to prepare our students to meet the challenges they will face as adults in a constantly evolving society and job market. It is our vision to be a great school system in a great community. In order to achieve our goals and fulfill our mission, our system has identified the elements that we believe should be the main components of a well-rounded school system. Oneonta City Schools strives to maintain excellence through the nine essential strands in the system's "Plan of Excellence." We believe every student deserves a safe and disciplined school, a rigorous and relevant curriculum, quality teachers and outstanding school leaders, instruction and training in technology, extracurricular opportunities, school staff to support student services, adequate facilities, a community that supports and provides a quality education, and a school system that has a plan of continuous improvement.

**School Safety:** Oneonta City Schools strives to provide a safe and disciplined school in order to ensure that every student has an opportunity to engage in appropriate educational activities in an environment that is safe and conducive to learning. OCS's community helps us provide a safe school. We have strong partnerships with the local police department, fire department, and EMA which allow a rapid response in the event of a crisis. These groups are actively involved in development of our safety plans. A paging system within the schools allows quick communication between the office and classrooms. Surveillance equipment is used to monitor the parking lot, hallways, and isolated areas of the school. Access to the building is controlled by a key pad system on several entrances.

**Curriculum:** The objective of our curriculum is to provide a rigorous curriculum which continues to progress and evolve with the changing demands of our society. In order to achieve this goal, regular and ongoing assessments are thoroughly examined to identify the strengths and weaknesses of our instruction. RTI procedures are used to monitor the progress of students with academic problems. If necessary, students may be placed in tutoring, intervention programs, or Credit Recovery. Technology instruction is a focus in grades 3-8. Career Technical classes are available on campus and at the Blount County Career Tech Center. Numerous electives are offered in the arts and in physical education. Students with special needs are served by resource classes with special education or ELL teachers. Honors and AP classes are available on our high school campus or through distance learning. Juniors and seniors may participate in dual enrollment. These classes and programs are designed to meet the needs of all our students. In 2014-2015, we were awarded the A+College Ready grant to help us bolster our existing AP program. This 3 year grant program allowed our English, Math, Science and Social Studies teachers to participate in invaluable training (LTF & APSI).

**Great Educators:** Oneonta City Schools strives to maintain a strong teaching staff with a reputation for high quality instruction. Sixty-two percent of our staff have advanced degrees and ninety-five percent have more than 5 years of teaching experience. Our students benefit from the experience and variety that these veteran teachers bring to the classrooms.

**Technology:** Our goal for technology is to support student learning in the school environment and to prepare our students to enter the rapidly changing technological world with the necessary skills to function in our advancing society. Currently, our system has five computer labs, three mobile computer labs, and all teachers have at least one computer in their classrooms. All classrooms have wireless capabilities and projectors, and many have document cameras. All K-5 classrooms have SmartBoards with others throughout the schools. During the 2014-15 school year, we piloted a 1:1 Chromebook initiative with our 7th grade students. The following year (2015-2016), we grew this program to SY 2016-2017



encompass grades 6 and 8. This year (2016-2017), further extension of the 1:1 Chromebook initiative has included grade 9. Additionally, during the 2016-2017 school year supported by grant funding, we placed an additional 16 Chromebook mobile labs in classrooms for student use.

**Extra Curricular Opportunities:** Oneonta City Schools provides its students with many of the same opportunities as students in large school systems. Our teams and organizations compete and perform at a level that meets the high expectations of our community while encouraging our students to stay involved. The arts are stressed in our system with a strong program that provides K-12 music and art classes. Through a strong athletic program, OCS offers a wide range of sports for boys and girls. Our system offers academic competition teams, clubs, and organizations to keep our students constantly engaged and intellectually challenged.

**Staffing:** A well-prepared and highly-qualified staff of support personnel and faculty keep the facilities and programs running smoothly. The Central Office staff works to coordinate and support the activities of the high school and the elementary school. Custodial and maintenance staff keep the school clean and in good repair. The cafeteria workers make sure students are provided healthy meals.

**Facilities:** During the last year, many improvements and repairs have been made to the current facility to accommodate the existing student body and to prepare for future growth.

**Community Support:** Community support is an important component in the success of Oneonta City Schools. Throughout the years we have had great attendance at extra-curricular events, including athletic competitions, musical performances, and recognition ceremonies. Parents and other community members volunteer their time to help in numerous areas. Community leaders are very supportive and care deeply about the school system.

**Planning:** Through proper planning and management, Oneonta City Schools maintains financial stability and achieve above average academically. The community has many interested stakeholders that are willing to participate in planning for the future. The system has a vision of our future and consistently plans for that future.

## Notable Achievements and Areas of Improvement

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

Oneonta City Schools has seen many improvement over the last several years. In August, 2012, the school system hired a curriculum coordinator to meet the system's needs in the area of curriculum, instruction, technology integration, and professional development. In order to provide support for our teachers during the changes in the state standards, the system has provided a consultant and embedded professional development for the subject areas involved in the changes. Last school year, the system worked with math teachers to prepare them for the new standards and are currently working with them to align the curriculum and build curriculum guides. In August 2014, the system dissolved the curriculum coordinator position and added a Curriculum and Technology Integration Specialist for Grades 6-12. The former curriculum coordinator became the assistant principal at OES and the technology coordinator. In September 2016, the Technology Integration Specialist took on the technology coordinator duties.

In the area of technology, our computer labs are annually updated on a rotating schedule. In the past, Moodle was incorporated in our career technical department. During the 2014-15 school year, Canvas was purchased for all students in grades 6-12 in order to provide students with experience using a learning management system. SmartBoards have been placed in all K-5 and many 6-12 classrooms and are utilized daily. In anticipation of implementing a 1:1 initiative in our system, the infrastructure in our school is constantly being updated to provide wireless connectivity throughout the building. The system has a technology coordinator, contracted technician, and two technology assistants that helps to build and maintain this infrastructure. The implementation of technology in the classroom has been greatly supported for the past several years by the school system foundation, OFFER, through grants for teachers and system-wide technology-specific needs. In August 2014, the system piloted a 1:1 Chromebook initiative with our 7th grade students, expanding to grades 6 & 8 in 15-16 and 9 in 16-17. Additionally, we placed 16 Chromebook Mobile labs in classrooms for student use this year.

In the area of facilities, the system has made many upgrades and renovations to the existing building. Some of these improvements include carpet removal, ceiling renovation, lunchroom remodeling, HVAC improvements, and roof replacement. Many safety upgrades have also taken place including the installation of multiple video cameras and DVR's, a buzzer system for entering the building, and key card entry into the building for employees. Creating a safe school and maintaining a clean school are priorities to the system and creates an acceptable learning environment for our students.

In the next few years, we hope to see many changes in Oneonta City Schools. With the implementation of the College and Career Ready Standards and the ACT assessment system, the entire of focus of curriculum is changing. Our goals are to promote college and career readiness, ensure a "spiraling curriculum" that connects from grade to grade, eliminate gaps and redundancies in our course offerings and teacher practice, develop common tools and terminology related to assessment, instruction, and resources, and provide instructional frameworks to provide structure based on grade level and content area. We also desire to improve our focus on effective instruction, student engagement, and authentic learning. We believe the integration of technology is a key piece in achieving our goals.

In the area of assessment and data-driven instruction, our elementary and middle-grade teachers are very successful in using resources such as DIBELS, Classworks, Global Scholar, and standardized assessment data to provide individualized instruction. In the high school, we use standardized test data and Classworks to drive instruction and intervention. Our high school has implemented common assessments and benchmark tests to ensure we are preparing our students ACT assessments.

In the area of technology, it is the goal of our system to work toward the implementation of a 1:1 initiative in grades 6-12. During the 2014-15 school year, our board of education provided funding to pilot a 1:1 program with our 7th grade students. In order to make this type of initiative successful long-term, we must acquire adequate funding and provide the proper training for our staff in how to truly use instructional technology programs. Through the local school foundation, the system had provided funding for purchasing SmartBoards for all 4th-6th grade classrooms and hope to eventually extend this initiative through the middle and high schools. Through fundraising and local school money, Oneonta Elementary purchased 2 Chromebook carts for classroom use. One cart will remain in a 5th grade classroom to be incorporated in a technology class where students will learn keyboarding, along with other technology skills. The second cart is available for checkout by any teacher for classroom use. With a large amount of online content, technology is going to be a key piece of the evolving curriculum.

Another major area of improvement the system hopes to accomplish within the next several years is to acquire adequate staffing. In recent years, our system's student population has increased, but the personnel employed by the system has decreased. With possible funding from the city and economic improvements, the goal of our system is to be able to hire more teachers in order to continue offering a variety of academic opportunities and lower class size. During the 2013-14 school year, the system added the position of school therapist that is contracted through JBS. The system feels that to truly support the whole child, academically, socially, and emotionally, this position is a necessity. With the growth of the 1:1 program, the addition of technology staff will also become necessary.

## **Additional Information**

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

Oneonta City Schools' goal is to meet the challenging needs of the 21st Century learner. Our vision, mission, and beliefs are aligned to create students who are college and career ready and are armed with the skills they need to be successful in an ever-changing world. We have made many advancements and improvements, but we know to truly meet the needs of our students, the system must support teachers with resources and training, guide children to success, and incorporate the community with opportunities for involvement. As a system, we have a vision, mission, belief, and a long-term plan. Although we know that progress is messy and change is hard, we feel we are moving in the right direction!

# 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 OCS technology committee is composed of teachers, administrators, and technology staff.

The committee consists of 2 parts--the Writing Committee and the Advisory Committee. The Writing Committee consists of teacher representatives from each school, representing a variety of grade levels and subject areas. These teachers were either selected or volunteered to participate in the committee. The technology committee is led by the system technology coordinator/integration specialist. The writing committee met to develop the plan. The school plans will be a direct reflection of the district plan.

The Advisory Committee includes district and school administration. This committee will provide input on the written plan and revisions will be made.

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

OCS is planning on implementing more technology into its schools by moving to 1:1 technology. In this discussion, all programs are considered in these conversations. Special Education, Career Technical, Federal Programs, Curriculum and Instruction, and LEA leadership are all involved in the writing process or advisory process of the plan and all technology decisions.

The following is a list of members of the Technology Team:

Team Member, Position in System, Writing and/or Advisory Team

Heidi Chambers, Technology Coordinator/OCS, Both

Donna Avery, Teacher/OHS, Both

Alexandra Strickland, Teacher/OHS, Both

Michelle Patrick, Teacher/OHS, Both

Jill Phillips, Teacher/OMS, Both

Brad Mitchell, Teacher/OMS, Both

Mallory Lamb, Teacher/OES, Both

Julie Birgenheier, Teacher/OES, Both

Brenda Nash, Reading Coach/OES, Both

Michael Douglas, Superintendent, Advisory

Lauren Wilson, OHS Principal, Advisory

Brad Newton, OMS Principal, Advisory

Leslie Russell, OES Principal, Advisory

Keith Bender, Central Office Administrator (Federal Programs/Special Education), Advisory

Sharon Reeves, Technology Assistant, Advisory

Karen Teal, Technology Assistant, Advisory

**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 system technology plan will be housed on our system website and updated on an annual basis, at minimum. The technology committee will be involved in the plan updates as funding, resources, and professional development become available. Stakeholders can stay abreast of these changes through the system and school webpages.



# 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
- EducateAlabama Data
- Formative Assessments
- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- Principal Walk-Through Checklist
- Professional Learning Evaluations, Lesson Plans
- Student Achievement Data
- Transform2020 Surveys (\*Required)

MacBook Air Cart Check-Out Calendar

Chromebook Check-Out Calendar

School Schedules

## Needs Assessment

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

### Strengths:

- According to the surveys, teachers feel there is adequate bandwidth to integrate technology with the current devices housed in each school. As of December 2013, Alabama Supercomputer Authority conducted an audit and is in the process of increasing the bandwidth on our campus from 50 Mbps to 100 Mbps.
- According to the surveys, teachers feel they have adequate access to digital resources. In 2012, the system began to purchase and replace outdated projectors with new HDMI enabled projectors. This began in order to equip classrooms for future wireless projection options in a 1:1 environment.
- In 2014-15, the system purchased 140 Chromebooks to pilot a 1:1 initiative with our 7th grade students.
- In July 2014, OES purchased 2 Chromebook carts for classroom use.
- For the 2015-16 school year, all students were provided a Chromebook as an extension to our 1:1 program. Through this program, 5 additional Chromebook carts were placed in the elementary school with the assistance of our school foundation and Title monies. (Inventory)
- During the 2015-16 school year and as part of the grant received by our foundation and through various funds, the school system has also upgraded its infrastructure and provided wireless access points throughout all schools. OMS has access points in each classroom as part of the 1:1 initiative. (Inventory). During the summer of 2016, all OCS classrooms were equipped with access points in anticipation of the completion of the 1:1 technology initiative.
- ASC upgraded our bandwidth to 200 Mb/s during the 2015-16 school year.
- During the 2016-17 school year and as part of the grant received by our foundation and through various funds, the school system has grown the 1:1 Chromebook Initiative to include all students in grades 6-9. Additionally, OCS placed 16 Chromebook Mobile labs in classrooms (OES & OHS) for student use.
- ASC upgraded our bandwidth to 250 Mb/s during summer 2016.

### Weaknesses:

- According to the surveys (2016-2017), teachers feel they do not have adequate access to digital devices to adequately integrate technology in the classroom. However, it is necessary to address the fact that chromebooks are not listed within the survey for teachers to address student chromebook use.
- Infrastructure is an area that always needs to be updated as we add devices. Currently, all classrooms have wireless access points, however, we will continue to place second access points in all classrooms in all schools.

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

top 1-3 areas of need

- With the recent purchase of a new model wireless access points, we will need an Aruba Controller for the current 38 Aruba additions for our wireless network. It is our plan to increase wireless access points in each classroom, to provide consistent connectivity.
- Our network servers need replacement of existing battery backups, due to the age of these devices.
- Complete the one-to-one technology initiative throughout Elementary and High Schools. Continue the Middle School Initiative. With increased student access, we would also like to upgrade the speed of our content filter through iBoss.

Strengths:

- According to the Transform 2020 teacher survey, teachers in the system are interested in pursuing and/or continuing a 1:1 technology initiative.
- According to the inventory, schools have access to mobile carts containing MacBook Air devices (OES = 1 cart, OHS = 2 carts). Schools may share the carts if they are not being used in the assigned school.
- According to the inventory, Elementary School has access to 455 Chromebooks, which are housed in 17 mobile carts. Each 4th and 5th grade classroom has a designated classroom cart. 3rd grade classes share four carts, and grades 1-2 share one cart per grade level. Kindergarten has access to a desktop PC lab of 25 devices.
- According to the inventory, the Middle School One-to-One Technology Inventory was completed beginning school year 2015-2016. Each student has daily access for on-campus and at-home use of a Chromebook. Each Middle School teacher is assigned an HP laptop.
- According to the inventory, each 9th grade High School student (126 students) has daily access for on-campus and at-home use of a Chromebook. High School, grades 10-12 have access to 257 Chromebooks which are housed in mobile carts.
- According to the inventory, 120 TI-NSpire graphing calculators have been purchased by the system or received through AMSTI. These ACT approved calculators were purchased so all students will have access to the technology they need when taking the ACT as an 11th grader.
- According to the inventory, OCS houses the following classroom Smart Boards: Elementary - 39, Middle School -15, and High School - 12. The system has provided multiple training sessions on using the Smart Board and implementing Smart lessons.
- According to the inventory, OCS houses the following classroom document cameras: Elementary - 34, Middle School -13, and High School -14.

Weaknesses:

- According to the system budget, there is currently very little local or state funding for technology. In order to continue with a 1:1 initiative, the system must find a consistent funding source.
- According to the Transform 2020 surveys, teachers feel there are not enough devices. The system needs to increase the number of student devices, document cameras, HDMI projectors, and in the high school, the number of Smart Boards. However, pending federal grant funding, 2017-2018 school year will see the completion of the 1:1 Technology Initiative in grades K-12.
- According to teacher requests, additional training is desired for Smart Board software and Google Applications.
- According to inventory and age-out process, many classroom projectors need replacement with a new HDMI model.

**a.) Identify the top 1-3 areas of need, and b.) top 1-3 strengths associated with your technology and Student Learning (subject area processes and content; 21st C. skills and dispositions to ensure school, career, and life success); c.) Identify the data sources and**

**actual data results that led you to conclude that these are areas of strength and need.**

Strengths:

- According to the teacher survey, teachers are interested in learning more about project based and authentic learning.
- According to the teacher survey, teachers feel they are able to provide students with multiple types of assessments aligned to content and technology standards. The system has implemented the use of Global Scholar for benchmark assessments in grades K-8 in reading and math, and the use of other online progress monitoring assessments to inform teaching and learning.
- According to the survey, teachers' responses showed an increase in the use of technology in most areas associated with student learning and student technology use.

Weaknesses:

- According to the Transform 2020 surveys, all teachers are not involved in teaching about Digital Citizenship. Several areas in the survey indicate this weakness and can be tied to inadequate access to student technology.
- Although many teachers in the elementary and middle schools are confident with online and varied assessments, this is less prevalent in our high school.
- According to the surveys, more emphasis needs to be placed on the NETS standards and teachers' awareness of these standards.

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

Strengths:

- According to the teacher survey, teachers feel they are able to attend sufficient professional learning opportunities. OCS has offered many PD sessions on various programs/resources--Chromebooks, Canvas, Hapara, Google Apps for Education, SmartBoards, MacBook Air training, Global Scholar, AMSTI, and TI-NSpire Calculator Training.

Weakness:

- Although teachers feel they have sufficient opportunities to attend PD to learn to integrate technology, many feel that the PD is not content specific and a lack of devices makes it difficult to truly integrate technology.

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

Strengths:

- According to the Transform 2020 survey, system inventory, and the technology check-out calendar, teachers use various forms of technology, including interactive whiteboards, document cameras, and mobile labs to integrate technology into the classroom.
- According to expenditure report, OCS is using federal money to fund a keyboarding program for 4th, 5th, 6th and 8th grade students.
- According to the Transform 2020, teachers use data from online summative and formative assessments to inform teaching and learning.

Weaknesses:

-According to the Transform 2020 survey, teachers need more in-depth professional development pertaining to incorporating technology into classroom instruction, using technology to create authentic learning experiences, implementation of the NETS standards, and incorporating project based learning.

-According to the Transform 2020 survey, teachers need training on creating a global learning community.

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

Strengths:

--According to the survey, teachers are interested in planning and implementing a 1:1 technology initiative. Teachers are also using Global Scholar online assessments in grades K-8 in math and K-9 in reading to inform teaching and learning.

--According to the inventory, teachers are consistently updated to provide devices that increase teacher productivity. With the implementation of the One-to-One Technology Initiative, all teachers will be provided a laptop or a Chromebook.

--According to the inventory, the system purchased Canvas for the LMS in grades 6-12 during the 2015-16 school year. Canvas licensing has been renewed for grades 6-12 for the 2016-2017 school year.

Weaknesses:

--According to the Transform 2020 survey, the system must provide teachers with professional learning associated with creating a global learning community and the use of a learning management system to increase teacher and student productivity.

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

Strengths:

-According to the survey, teachers feel that the administrators support and promote integration of digital resources and tools in the classroom. This is evident in the elementary and middle schools in the implementation of Global Scholar assessments.

-According to the inventory, administrators use tablet technology to perform walkthroughs and other administrative tasks.

Weaknesses:

-According to the survey, the administrators in the system need professional development on how to lead change in the area of technology and need professional development on the NETS standards.

**a.) Identify the top 1-3 areas of need, and b.) top 1-3 strengths associated with any other technology program areas; c.) Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.**

Strengths:

-According to the MacBook Calendar and Chromebook Calendar, more teachers are currently incorporating technology in the classroom with the availability of Mac carts and Chromebook carts.

-During the 2014-15 school year, OES purchased TypingMaster to incorporate keyboarding instruction in the 5th grade

Weaknesses:

-The system does not have a systematic approach and standardized approach to teaching digital citizenship.



## 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.**

Title: Content Specific Professional Development Using Technology

- A. Onsite delivery method
- B. 3 hours
- C. Faculty and staff will attend
- D. Facilitated by technology coordinator and staff, TIM

Title: Data Governance

- A. Onsite delivery method
- B. Yearly (Institute Days 1-2 hours)
- C. Teacher/Administrators/Specialists attend
- D. Training given by Technology Coordinator

Title: Digital Content (Global Scholar, Aspire, Smart Boards, Classworks, Canvas, Hapara, GAFE)

- A. Face to Face Onsite
- B. Monthly; as needed
- C. Teachers attend
- D. Training given by an external trainer or Technology Coordinator/Integration Specialist

Title: Lunch and Learn

- A. Face to Face Onsite
- B. Monthly, as needed
- C. Teachers attend
- D. Training by teacher leaders and/or technology coordinator on various topics determined through surveys

## Inventory/Infrastructure

**Describe how your infrastructure and inventory supports student achievement at all locations. Use the following terms as headings in your description: WAN Infrastructure, LAN Infrastructure, Connectivity, Bandwidth, Internet Access, Information Security & Safety, Digital Content, and Digital Tools.**

- a. WAN Infrastructure--Due to being in one building, we do not have WAN.
- b. LAN Infrastructure--All of the offices, media centers, and classrooms in the complex are wired with CAT5e and CAT6 utilizing a fiber optic backbone with the ability to connect at least four computers and/or network devices. All schools and the central office are connected to the same LAN. The network primarily operates on Windows system currently utilizing Windows 2008 and 2012 servers. Main switches are 10Gb. Media centers are currently wired for 30 network devices. A managed wireless system has been installed and is constantly upgraded to enhance wireless capability throughout the building.
- c. Connectivity--Oneonta City Schools provides wireless connectivity through the entire complex. Within 2 years, the system plans on doubling the number of wireless access points. Due to the increase in the number of computers accessing the wireless network and plans to further increase the number of devices, additional access points are a necessity for dependable connectivity. The wireless system is managed and monitored.
- d. Bandwidth--Oneonta City Schools currently provides 250Mbps of bandwidth through Alabama Supercomputer Authority. The system has recently been provided an upgrade to support the increase in devices available for student and teachers. This increase in bandwidth is necessary for online assessments and accessing digital content and resources.
- e. Internet Access--Internet access is provided by Alabama Supercomputer Authority and has been upgraded to 250Mbps to accommodate the increase in the number of devices.
- f. Information Security and Safety-- Alabama Supercomputer Authority provides firewall and filtering service, Virus protection is provided by Sophos, and Sophos provides spam filtering; iBoss is used for web filtering and monitoring at both the local and provider levels.
- g. Digital Content--Oneonta City Schools provides digital content with the most recent textbook adoptions. Through the curriculum and technology departments, teachers are updated with the most recent and beneficial digital content. Teachers are provided professional development where they are trained on using the digital content.
- h. Digital Tools--Teachers are encouraged to use digital tools to engage students in their learning. OCS provides training on digital tools through Technology In Motion and by providing funds for teachers and administrators to attend AETC annually. Training is provided on an as-needed basis.

Label	Assurance	Response	Comment	Attachment
2.	Did you complete the Inventory for each school in your school system?	Yes	Technology inventory is found in the LEA Technology Inventory Data Sharepoint Site.	

## Accountability Questions

Identify at least three (3) programmatic, district-wide digital learning integration activities geared toward impacting student achievement in all schools (District Plan). (Note: May be different activities for different schools, but all schools must be implementing at least one major related strategy.)

**Goal 1:**

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

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency by utilizing authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world contexts in Career & Technical by 05/24/2017 as measured by lesson plans, classroom observations, and/or student products.

**Strategy1:**

Digital Tools - Teachers will receive training and plan lessons utilizing digital tools to enhance college-and-career readiness.

Professional Development will be provided concerning available instructional technology resources and implementation of those resources.

Use of technology will be monitored through administrative walkthroughs, documentation in lesson plans, and/or student products.

Category:

Research Cited: NETS-Teachers 2a-2d; Adapted from NETS-Students 4a-4d; AQTS-D.1, D.2; Plan 2020, Pg. 30, 14, 29, 33, 54, 58-59, 78-80

Activity - GAFE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have access to Google Apps for Education and will participate in various professional learning and collaborative opportunities to learn more about GAFE and find more effective ways to incorporate GAFE into the classroom.	Professional Learning Direct Instruction	08/01/2016	05/24/2017	\$0 - No Funding Required	OCS Teachers OCS Technology Team

**Measurable Objective 2:**

A 10% increase of All Students will demonstrate a behavior that shows engagement through the use of digital content, technology tools, and resources in Career & Technical by 05/24/2017 as measured by administrative walkthroughs.

**Strategy1:**

Student Engagement - Students will demonstrate engagement through the use of challenging lessons that require students to demonstrate creative thinking, construct knowledge, and develop innovative products using technology, resulting in an increase in student achievement.

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Teachers and administrators will receive training on engagement and the role of technology in student engagement.

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

Research Cited: NETS-Teachers 5a-5d; ALQTS 3-D-1, 3-D-2; Plan 2020, p. 23, 29-30, 58, 78-79

Activity - Learning Management System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use a learning management system for academic communication and collaboration. As we move to a 1:1 environment in the next 3 years, all students and teachers will be trained on the chosen LMS.	Technology	01/06/2014	05/24/2017	\$6800 - Other	Teachers, School and District Administration, TIM

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on the use of technology through Alabama Educational Technology Conference and onsite technology workshops. Teachers will begin to incorporate strategies and resources in their classrooms as we move to a 1:1 environment.	Professional Learning	05/01/2014	05/24/2017	\$0 - No Funding Required	Teachers, AETA presentations, School and District Administration, TIM

## Goal 2:

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

## Measurable Objective 1:

demonstrate a behavior to locate and promote quality, interactive, digital content aligned to Alabama's College-and-Career Ready Standards by 05/20/2016 as measured by lesson plans, classroom observations, and Transform 2020 survey results.

## Strategy1:

Digital Content - Providing professional development opportunities and a reliable network for teachers to evaluate and develop lessons using digital content aligned to the CCRS.

Category: Other - Technology

Research Cited: NETS-Administrators 4a-4d; ALSIL 6.1, 6.4, 6.7, 6.8, 6.9; Plan 2020, p. 59-60, 79

Activity - Lesson Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with professional development directed to changing the classroom environment from static, text-based resources to dynamic digital lessons.	Professional Learning	11/01/2013	05/24/2017	\$0 - No Funding Required	Teachers, School and District Administration, TIM, AMSTI, ARI

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Activity - Technology Resource Portal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will maintain a portal of resources for implementing web-based resources in the classroom. The portal will be built from input and contributions from teachers and administrators.	Professional Learning	11/07/2013	05/24/2017	\$0 - No Funding Required	Teachers, District Technology Staff

Activity - Evaluating Digital Content	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formation of district technology committee to research and evaluate potential digital content options. Technology team and curriculum committees will create a bank of resources that align to the CCRS.	Technology	10/23/2013	05/24/2017	\$0 - No Funding Required	Technology Committee, School and District Administration

Activity - Digital Content Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to guide implementation of selected digital content in the learning environment.	Professional Learning	11/01/2013	05/24/2017	\$0 - No Funding Required	Teachers, School and District Administration, Technology Committee

## Measurable Objective 2:

demonstrate a proficiency in planning and implementing a 1:1 technology initiative by 05/24/2017 as measured by an observable increase in access to computers by all students.

## Strategy1:

1:1 Initiative - Beginning stages of the objective included the purchase of Chromebooks for grade 7 in 2014-15. In 2015-16, all students in grades 6-8 had access to a device on a 1:1 basis. In 2016-17, all students in grades 6-9 have a device on a 1:1 basis. Additionally, in anticipation of the completion of the 1:1 technology initiative during the 2017-18 school year, OCS also placed 16 new Chromebook Mobile Labs in classrooms for student use outside the 1:1 grade bands.

Action steps include device selection, evaluation of digital content, surveys of stakeholder readiness, evaluation of current infrastructure, and budget analysis.

Category: Other - Technology

Research Cited: LAN, SETDA, the Broadband Imperative, Pg. 2

Activity - Digital Learning Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student achievement will be impacted by the increase in the number of accessible computers and digital resources. Full implementation of devices will be complete by 2017-18 school year.	Technology	11/07/2013	05/26/2017	\$153200 - Other	Teachers, School and District Administration, and Community Leaders

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

**Measurable Objective 1:**

demonstrate a proficiency in planning and implementing a 1:1 technology initiative by 05/24/2017 as measured by an observable increase in access to computers by all students.

**Strategy1:**

1:1 Initiative - Beginning stages of the objective included the purchase of Chromebooks for grade 7 in 2014-15. In 2015-16, all students in grades 6-8 had access to a device on a 1:1 basis. In 2016-17, all students in grades 6-9 have a device on a 1:1 basis. Additionally, in anticipation of the completion of the 1:1 technology initiative during the 2017-18 school year, OCS also placed 16 new Chromebook Mobile Labs in classrooms for student use outside the 1:1 grade bands.

Action steps include device selection, evaluation of digital content, surveys of stakeholder readiness, evaluation of current infrastructure, and budget analysis.

Category: Other - Technology

Research Cited: LAN, SETDA, the Broadband Imperative, Pg. 2

Activity - Digital Learning Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student achievement will be impacted by the increase in the number of accessible computers and digital resources. Full implementation of devices will be complete by 2017-18 school year.	Technology	11/07/2013	05/26/2017	\$153200 - Other	Teachers, School and District Administration, and Community Leaders

Identify at least five (5) district-wide activities geared toward preparing PK-12 teachers to use technology and digital content to help students meet Alabama's College- and Career-Ready Academic Standards.

**Goal 1:**

Engage and Empower the Learner through Technology

**Measurable Objective 1:**

demonstrate a proficiency that all students understand human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom by 05/24/2017 as measured by participation/completion of digital citizenship instruction..

**Strategy1:**

Digital Citizenship Instruction - Students will participate in a learning module to be completed by every student each year that teaches and assesses appropriate digital citizenship.

Resource: [www.common sense media.org/erate](http://www.common sense media.org/erate)

Category: Other - Technology

Research Cited: NETS-S 5, CCRS Literacy Standards, Plan 2020 pg. 14, 54

Activity - Digital Citizens	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in class discussions/activities associated with digital citizenship. Students will move from becoming aware of digital citizenship to applying these skills in a 1:1 environment.	Career Preparation/ Orientation	01/06/2014	05/24/2017	\$0 - No Funding Required	Teachers, School Administrators, Technology Department

**Goal 2:**

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

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a behavior that shows engagement through the use of digital content, technology tools, and resources in Career & Technical by 05/24/2017 as measured by administrative walkthroughs.

**Strategy1:**

Student Engagement - Students will demonstrate engagement through the use of challenging lessons that require students to demonstrate creative thinking, construct knowledge, and develop innovative products using technology, resulting in an increase in student achievement.

Teachers and administrators will receive training on engagement and the role of technology in student engagement.

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

Research Cited: NETS-Teachers 5a-5d; ALQTS 3–D-1, 3-D-2; Plan 2020, p. 23, 29-30, 58, 78-79

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on the use of technology through Alabama Educational Technology Conference and onsite technology workshops. Teachers will begin to incorporate strategies and resources in their classrooms as we move to a 1:1 environment.	Professional Learning	05/01/2014	05/24/2017	\$0 - No Funding Required	Teachers, AETA presentations, School and District Administration, TIM

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Oneonta City Schools

Activity - Learning Management System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use a learning management system for academic communication and collaboration. As we move to a 1:1 environment in the next 3 years, all students and teachers will be trained on the chosen LMS.	Technology	01/06/2014	05/24/2017	\$6800 - Other	Teachers, School and District Administration, TIM

## Measurable Objective 2:

A 5% increase of All Students will demonstrate a proficiency by utilizing authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world contexts in Career & Technical by 05/24/2017 as measured by lesson plans, classroom observations, and/or student products.

## Strategy1:

Digital Tools - Teachers will receive training and plan lessons utilizing digital tools to enhance college-and-career readiness.

Professional Development will be provided concerning available instructional technology resources and implementation of those resources.

Use of technology will be monitored through administrative walkthroughs, documentation in lesson plans, and/or student products.

Category:

Research Cited: NETS-Teachers 2a-2d; Adapted from NETS-Students 4a-4d; AQTS-D.1, D.2; Plan 2020, Pg. 30, 14, 29, 33, 54, 58-59, 78-80

Activity - GAFE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have access to Google Apps for Education and will participate in various professional learning and collaborative opportunities to learn more about GAFE and find more effective ways to incorporate GAFE into the classroom.	Direct Instruction Professional Learning	08/01/2016	05/24/2017	\$0 - No Funding Required	OCS Teachers OCS Technology Team

## Goal 3:

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

## Measurable Objective 1:

demonstrate a proficiency in planning and implementing a 1:1 technology initiative by 05/24/2017 as measured by an observable increase in access to computers by all students.

## Strategy1:

1:1 Initiative - Beginning stages of the objective included the purchase of Chromebooks for grade 7 in 2014-15. In 2015-16, all students in grades 6-8 had access to a device on a 1:1 basis. In 2016-17, all students in grades 6-9 have a device on a 1:1 basis. Additionally, in anticipation of the completion of the 1:1 technology initiative during the 2017-18 school year, OCS also placed 16 new Chromebook Mobile Labs in classrooms for student use outside the 1:1 grade bands.



Action steps include device selection, evaluation of digital content, surveys of stakeholder readiness, evaluation of current infrastructure, and budget analysis.

Category: Other - Technology

Research Cited: LAN, SETDA, the Broadband Imperative, Pg. 2

Activity - Digital Learning Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student achievement will be impacted by the increase in the number of accessible computers and digital resources. Full implementation of devices will be complete by 2017-18 school year.	Technology	11/07/2013	05/26/2017	\$153200 - Other	Teachers, School and District Administration, and Community Leaders

Activity - Site Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leaders/technology committee members will implement site visits to school systems currently implementing similar 1:1 initiatives, focusing on equitable access for all students. Site visits will continue through each phase of implementation.	Professional Learning	11/07/2013	05/20/2016	\$0 - No Funding Required	Technology Coordinator, Technology Committee, School and District Administration

**Identify at least two (2) district-wide activities geared toward preparing leaders to lead technology planning and use digital tools and resources effectively in their jobs as instructional leaders.**

**Goal 1:**

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

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency by utilizing authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world contexts in Career & Technical by 05/24/2017 as measured by lesson plans, classroom observations, and/or student products.

**Strategy1:**

Digital Tools - Teachers will receive training and plan lessons utilizing digital tools to enhance college-and-career readiness.

Professional Development will be provided concerning available instructional technology resources and implementation of those resources.

Use of technology will be monitored through administrative walkthroughs, documentation in lesson plans, and/or student products.

Category:

Research Cited: NETS-Teachers 2a-2d; Adapted from NETS-Students 4a-4d; AQTS-D.1, D.2; Plan 2020, Pg. 30, 14, 29, 33, 54, 58-59, 78-80

# Alabama Technology Plan: Transform 2020

Oneonta City Schools

Activity - GAFE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have access to Google Apps for Education and will participate in various professional learning and collaborative opportunities to learn more about GAFE and find more effective ways to incorporate GAFE into the classroom.	Professional Learning Direct Instruction	08/01/2016	05/24/2017	\$0 - No Funding Required	OCS Teachers OCS Technology Team

## Measurable Objective 2:

A 10% increase of All Students will demonstrate a behavior that shows engagement through the use of digital content, technology tools, and resources in Career & Technical by 05/24/2017 as measured by administrative walkthroughs.

## Strategy1:

Student Engagement - Students will demonstrate engagement through the use of challenging lessons that require students to demonstrate creative thinking, construct knowledge, and develop innovative products using technology, resulting in an increase in student achievement.

Teachers and administrators will receive training on engagement and the role of technology in student engagement.

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

Research Cited: NETS-Teachers 5a-5d; ALQTS 3-D-1, 3-D-2; Plan 2020, p. 23, 29-30, 58, 78-79

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on the use of technology through Alabama Educational Technology Conference and onsite technology workshops. Teachers will begin to incorporate strategies and resources in their classrooms as we move to a 1:1 environment.	Professional Learning	05/01/2014	05/24/2017	\$0 - No Funding Required	Teachers, AETA presentations, School and District Administration, TIM

Activity - Learning Management System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use a learning management system for academic communication and collaboration. As we move to a 1:1 environment in the next 3 years, all students and teachers will be trained on the chosen LMS.	Technology	01/06/2014	05/24/2017	\$6800 - Other	Teachers, School and District Administration, TIM

## Goal 2:

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

## Measurable Objective 1:

demonstrate a behavior to locate and promote quality, interactive, digital content aligned to Alabama's College-and-Career Ready Standards by 05/20/2016 as measured by lesson plans, classroom observations, and Transform 2020 survey results.

**Strategy1:**

Digital Content - Providing professional development opportunities and a reliable network for teachers to evaluate and develop lessons using digital content aligned to the CCRS.

Category: Other - Technology

Research Cited: NETS-Administrators 4a-4d; ALSIL 6.1, 6.4, 6.7, 6.8, 6.9; Plan 2020, p. 59-60, 79

Activity - Technology Resource Portal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will maintain a portal of resources for implementing web-based resources in the classroom. The portal will be built from input and contributions from teachers and administrators.	Professional Learning	11/07/2013	05/24/2017	\$0 - No Funding Required	Teachers, District Technology Staff

**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:**

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

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency by utilizing authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world contexts in Career & Technical by 05/24/2017 as measured by lesson plans, classroom observations, and/or student products.

**Strategy1:**

Digital Tools - Teachers will receive training and plan lessons utilizing digital tools to enhance college-and-career readiness.

Professional Development will be provided concerning available instructional technology resources and implementation of those resources.

Use of technology will be monitored through administrative walkthroughs, documentation in lesson plans, and/or student products.

Category:

Research Cited: NETS-Teachers 2a-2d; Adapted from NETS-Students 4a-4d; AQTS-D.1, D.2; Plan 2020, Pg. 30, 14, 29, 33, 54, 58-59, 78-80

# Alabama Technology Plan: Transform 2020

Oneonta City Schools

Activity - GAFE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have access to Google Apps for Education and will participate in various professional learning and collaborative opportunities to learn more about GAFE and find more effective ways to incorporate GAFE into the classroom.	Direct Instruction Professional Learning	08/01/2016	05/24/2017	\$0 - No Funding Required	OCS Teachers OCS Technology Team

## Measurable Objective 2:

A 10% increase of All Students will demonstrate a behavior that shows engagement through the use of digital content, technology tools, and resources in Career & Technical by 05/24/2017 as measured by administrative walkthroughs.

## Strategy1:

Student Engagement - Students will demonstrate engagement through the use of challenging lessons that require students to demonstrate creative thinking, construct knowledge, and develop innovative products using technology, resulting in an increase in student achievement.

Teachers and administrators will receive training on engagement and the role of technology in student engagement.

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

Research Cited: NETS-Teachers 5a-5d; ALQTS 3-D-1, 3-D-2; Plan 2020, p. 23, 29-30, 58, 78-79

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on the use of technology through Alabama Educational Technology Conference and onsite technology workshops. Teachers will begin to incorporate strategies and resources in their classrooms as we move to a 1:1 environment.	Professional Learning	05/01/2014	05/24/2017	\$0 - No Funding Required	Teachers, AETA presentations, School and District Administration, TIM

Activity - Learning Management System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use a learning management system for academic communication and collaboration. As we move to a 1:1 environment in the next 3 years, all students and teachers will be trained on the chosen LMS.	Technology	01/06/2014	05/24/2017	\$6800 - Other	Teachers, School and District Administration, TIM

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

## Measurable Objective 1:

# Alabama Technology Plan: Transform 2020

Oneonta City Schools

demonstrate a behavior to locate and promote quality, interactive, digital content aligned to Alabama's College-and-Career Ready Standards by 05/20/2016 as measured by lesson plans, classroom observations, and Transform 2020 survey results.

## Strategy1:

Digital Content - Providing professional development opportunities and a reliable network for teachers to evaluate and develop lessons using digital content aligned to the CCRS.

Category: Other - Technology

Research Cited: NETS-Administrators 4a-4d; ALSIL 6.1, 6.4, 6.7, 6.8, 6.9; Plan 2020, p. 59-60, 79

Activity - Digital Content Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to guide implementation of selected digital content in the learning environment.	Professional Learning	11/01/2013	05/24/2017	\$0 - No Funding Required	Teachers, School and District Administration, Technology Committee

Activity - Evaluating Digital Content	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formation of district technology committee to research and evaluate potential digital content options. Technology team and curriculum committees will create a bank of resources that align to the CCRS.	Technology	10/23/2013	05/24/2017	\$0 - No Funding Required	Technology Committee, School and District Administration

Activity - Technology Resource Portal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will maintain a portal of resources for implementing web-based resources in the classroom. The portal will be built from input and contributions from teachers and administrators.	Professional Learning	11/07/2013	05/24/2017	\$0 - No Funding Required	Teachers, District Technology Staff

### Technology Plan Assurances

Label	Assurance	Response	Comment	Attachment
1.	The district has read, understands and complies with the assurances required of the Alabama Transform 2020 Technology plan.	Yes		2016-17 Transform 2020 Assurances

# **Transform 2020 (2016-17)**

## **Overview**

### **Plan Name**

Transform 2020 (2016-17)

### **Plan Description**



## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and Empower the Learner through Technology	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Prepare and Support Teachers and Leaders to Graduate College- and Career- Ready Students	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$6800
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 2 Strategies: 2 Activities: 5	Organizational	\$153200

## Goal 1: Engage and Empower the Learner through Technology

### Measurable Objective 1:

demonstrate a proficiency that all students understand human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom by 05/24/2017 as measured by participation/completion of digital citizenship instruction..

### Strategy 1:

Digital Citizenship Instruction - Students will participate in a learning module to be completed by every student each year that teaches and assesses appropriate digital citizenship.

Resource: [www.common sense media.org/erate](http://www.common sense media.org/erate)

Category: Other - Technology

Research Cited: NETS-S 5, CCRS Literacy Standards, Plan 2020 pg. 14, 54

Activity - Digital Citizens	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in class discussions/activities associated with digital citizenship. Students will move from becoming aware of digital citizenship to applying these skills in a 1:1 environment. Schools: All Schools	Career Preparation/Orientation	01/06/2014	05/24/2017	\$0	No Funding Required	Teachers, School Administrators, Technology Department

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

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency by utilizing authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world contexts in Career & Technical by 05/24/2017 as measured by lesson plans, classroom observations, and/or student products.

### Strategy 1:

Digital Tools - Teachers will receive training and plan lessons utilizing digital tools to enhance college-and-career readiness.

Professional Development will be provided concerning available instructional technology resources and implementation of those resources.

**Alabama Technology Plan: Transform 2020**

Oneonta City Schools

Use of technology will be monitored through administrative walkthroughs, documentation in lesson plans, and/or student products.

Category:

Research Cited: NETS-Teachers 2a-2d; Adapted from NETS-Students 4a-4d; AQTs-D.1, D.2; Plan 2020, Pg. 30, 14, 29, 33, 54, 58-59, 78-80

Activity - GAFE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have access to Google Apps for Education and will participate in various professional learning and collaborative opportunities to learn more about GAFE and find more effective ways to incorporate GAFE into the classroom.  Schools: All Schools	Professional Learning, Direct Instruction	08/01/2016	05/24/2017	\$0	No Funding Required	OCS Teachers OCS Technology Team

**Measurable Objective 2:**

A 10% increase of All Students will demonstrate a behavior that shows engagement through the use of digital content, technology tools, and resources in Career & Technical by 05/24/2017 as measured by administrative walkthroughs.

**Strategy 1:**

Student Engagement - Students will demonstrate engagement through the use of challenging lessons that require students to demonstrate creative thinking, construct knowledge, and develop innovative products using technology, resulting in an increase in student achievement.

Teachers and administrators will receive training on engagement and the role of technology in student engagement.

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

Research Cited: NETS-Teachers 5a-5d; ALQTS 3-D-1, 3-D-2; Plan 2020, p. 23, 29-30, 58, 78-79

Activity - Learning Management System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use a learning management system for academic communication and collaboration. As we move to a 1:1 environment in the next 3 years, all students and teachers will be trained on the chosen LMS.  Schools: All Schools	Technology	01/06/2014	05/24/2017	\$6800	Other	Teachers, School and District Administration, TIM

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development on the use of technology through Alabama Educational Technology Conference and onsite technology workshops. Teachers will begin to incorporate strategies and resources in their classrooms as we move to a 1:1 environment.  Schools: All Schools	Professional Learning	05/01/2014	05/24/2017	\$0	No Funding Required	Teachers, AETA presentations, School and District Administration, TIM

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

### Measurable Objective 1:

demonstrate a proficiency in planning and implementing a 1:1 technology initiative by 05/24/2017 as measured by an observable increase in access to computers by all students.

### Strategy 1:

1:1 Initiative - Beginning stages of the objective included the purchase of Chromebooks for grade 7 in 2014-15. In 2015-16, all students in grades 6-8 had access to a device on a 1:1 basis. In 2016-17, all students in grades 6-9 have a device on a 1:1 basis. Additionally, in anticipation of the completion of the 1:1 technology initiative during the 2017-18 school year, OCS also placed 16 new Chromebook Mobile Labs in classrooms for student use outside the 1:1 grade bands.

Action steps include device selection, evaluation of digital content, surveys of stakeholder readiness, evaluation of current infrastructure, and budget analysis.

Category: Other - Technology

Research Cited: LAN, SETDA, the Broadband Imperative, Pg. 2

Activity - Digital Learning Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student achievement will be impacted by the increase in the number of accessible computers and digital resources. Full implementation of devices will be complete by 2017-18 school year.  Schools: All Schools	Technology	11/07/2013	05/26/2017	\$153200	Other	Teachers, School and District Administration, and Community Leaders

### Measurable Objective 2:

demonstrate a behavior to locate and promote quality, interactive, digital content aligned to Alabama's College-and-Career Ready Standards by 05/20/2016 as measured by lesson plans, classroom observations, and Transform 2020 survey results.

### Strategy 1:

Digital Content - Providing professional development opportunities and a reliable network for teachers to evaluate and develop lessons using digital content aligned to the CCRS.

Category: Other - Technology

Research Cited: NETS-Administrators 4a-4d; ALSIL 6.1, 6.4, 6.7, 6.8, 6.9; Plan 2020, p. 59-60, 79

Activity - Evaluating Digital Content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Formation of district technology committee to research and evaluate potential digital content options. Technology team and curriculum committees will create a bank of resources that align to the CCRS.  Schools: All Schools	Technology	10/23/2013	05/24/2017	\$0	No Funding Required	Technology Committee, School and District Administration
<b>Activity - Digital Content Implementation</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Professional development will be provided to guide implementation of selected digital content in the learning environment.  Schools: All Schools	Professional Learning	11/01/2013	05/24/2017	\$0	No Funding Required	Teachers, School and District Administration, Technology Committee
<b>Activity - Lesson Design</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will be provided with professional development directed to changing the classroom environment from static, text-based resources to dynamic digital lessons.  Schools: All Schools	Professional Learning	11/01/2013	05/24/2017	\$0	No Funding Required	Teachers, School and District Administration, TIM, AMSTI, ARI
<b>Activity - Technology Resource Portal</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The district will maintain a portal of resources for implementing web-based resources in the classroom. The portal will be built from input and contributions from teachers and administrators.  Schools: All Schools	Professional Learning	11/07/2013	05/24/2017	\$0	No Funding Required	Teachers, District Technology Staff

## 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
Lesson Design	Teachers will be provided with professional development directed to changing the classroom environment from static, text-based resources to dynamic digital lessons.	Professional Learning	11/01/2013	05/24/2017	\$0	Teachers, School and District Administration, TIM, AMSTI, ARI
Technology Resource Portal	The district will maintain a portal of resources for implementing web-based resources in the classroom. The portal will be built from input and contributions from teachers and administrators.	Professional Learning	11/07/2013	05/24/2017	\$0	Teachers, District Technology Staff
Technology Professional Development	Teachers will attend professional development on the use of technology through Alabama Educational Technology Conference and onsite technology workshops. Teachers will begin to incorporate strategies and resources in their classrooms as we move to a 1:1 environment.	Professional Learning	05/01/2014	05/24/2017	\$0	Teachers, AETA presentations, School and District Administration, TIM
Evaluating Digital Content	Formation of district technology committee to research and evaluate potential digital content options. Technology team and curriculum committees will create a bank of resources that align to the CCRS.	Technology	10/23/2013	05/24/2017	\$0	Technology Committee, School and District Administration
Digital Content Implementation	Professional development will be provided to guide implementation of selected digital content in the learning environment.	Professional Learning	11/01/2013	05/24/2017	\$0	Teachers, School and District Administration, Technology Committee
Digital Citizens	Students will participate in class discussions/activities associated with digital citizenship. Students will move from becoming aware of digital citizenship to applying these skills in a 1:1 environment.	Career Preparation/Orientation	01/06/2014	05/24/2017	\$0	Teachers, School Administrators, Technology Department

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GAFE	Teachers have access to Google Apps for Education and will participate in various professional learning and collaborative opportunities to learn more about GAFE and find more effective ways to incorporate GAFE into the classroom.	Professional Learning, Direct Instruction	08/01/2016	05/24/2017	\$0	OCS Teachers OCS Technology Team
<b>Total</b>					\$0	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Management System	Students will use a learning management system for academic communication and collaboration. As we move to a 1:1 environment in the next 3 years, all students and teachers will be trained on the chosen LMS.	Technology	01/06/2014	05/24/2017	\$6800	Teachers, School and District Administration, TIM
Digital Learning Integration	Student achievement will be impacted by the increase in the number of accessible computers and digital resources. Full implementation of devices will be complete by 2017-18 school year.	Technology	11/07/2013	05/26/2017	\$153200	Teachers, School and District Administration, and Community Leaders
<b>Total</b>					\$160000	

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Citizens	Students will participate in class discussions/activities associated with digital citizenship. Students will move from becoming aware of digital citizenship to applying these skills in a 1:1 environment.	Career Preparation/Orientation	01/06/2014	05/24/2017	\$0	Teachers, School Administrators, Technology Department
Learning Management System	Students will use a learning management system for academic communication and collaboration. As we move to a 1:1 environment in the next 3 years, all students and teachers will be trained on the chosen LMS.	Technology	01/06/2014	05/24/2017	\$6800	Teachers, School and District Administration, TIM
Technology Professional Development	Teachers will attend professional development on the use of technology through Alabama Educational Technology Conference and onsite technology workshops. Teachers will begin to incorporate strategies and resources in their classrooms as we move to a 1:1 environment.	Professional Learning	05/01/2014	05/24/2017	\$0	Teachers, AETA presentations, School and District Administration, TIM
Digital Learning Integration	Student achievement will be impacted by the increase in the number of accessible computers and digital resources. Full implementation of devices will be complete by 2017-18 school year.	Technology	11/07/2013	05/26/2017	\$153200	Teachers, School and District Administration, and Community Leaders
Evaluating Digital Content	Formation of district technology committee to research and evaluate potential digital content options. Technology team and curriculum committees will create a bank of resources that align to the CCRS.	Technology	10/23/2013	05/24/2017	\$0	Technology Committee, School and District Administration
Digital Content Implementation	Professional development will be provided to guide implementation of selected digital content in the learning environment.	Professional Learning	11/01/2013	05/24/2017	\$0	Teachers, School and District Administration, Technology Committee



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Lesson Design	Teachers will be provided with professional development directed to changing the classroom environment from static, text-based resources to dynamic digital lessons.	Professional Learning	11/01/2013	05/24/2017	\$0	Teachers, School and District Administration, TIM, AMSTI, ARI
Technology Resource Portal	The district will maintain a portal of resources for implementing web-based resources in the classroom. The portal will be built from input and contributions from teachers and administrators.	Professional Learning	11/07/2013	05/24/2017	\$0	Teachers, District Technology Staff
GAFE	Teachers have access to Google Apps for Education and will participate in various professional learning and collaborative opportunities to learn more about GAFE and find more effective ways to incorporate GAFE into the classroom.	Professional Learning, Direct Instruction	08/01/2016	05/24/2017	\$0	OCS Teachers OCS Technology Team
<b>Total</b>					<b>\$160000</b>	