



# **Alabama Technology Plan: Transform 2020**

Coffee County Board of Education

Mr. Terry Weeks, Superintendent  
400 Reddoch Hill Road  
Elba, AL 36323

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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?**

Coffee County/Community Demographics:

Coffee County was created by the Alabama legislature on December 29, 1841, from what had been part of Dale County. It was named for General John Coffee, a hero of the Creek War of 1813-14. Coffee County is located in the southeastern part of the state and is bordered on the north by Pike County, on the east by Dale County, on the south by Geneva County, and on the west by Covington and Crenshaw counties. It encompasses 680 square miles. The first county seat was at Wellborn. The county courthouse was destroyed by fire in 1851, and the following year the legislature authorized an election to be held to select another site. The town of Elba, then called Bentonville, was chosen. Other towns in the county include Enterprise, Kinston, and New Brockton.

County population in 2014: 50,909 (44% urban, 56% rural) County owner-occupied houses and condos: 12,436

Renter-occupied apartments: 4,985 Land area: 679 sq. mi.

Water area: 1.5 sq. mi.

Population density: 74 people per square mile Type of workers:

Private wage or salary: 70% Government: 24%

Self-employed, not incorporated: 5.7% Races in Coffee County, Alabama: White Non-Hispanic Alone (71.3%) Black Non-Hispanic Alone (17.7.0%) Hispanic or Latino (6.4%)

Two or more races (2.5%) Asian alone (1.6%)

American Indian and Alaska Native alone (1.4%) Estimated median household income in 2009: \$43, 768 Percentage of residents living in poverty in 2009: 18.6%

(10.9% for White Non-Hispanic residents, 35.2% for Black residents, 36.3% for Hispanic or Latino residents, 15.6% for American Indian residents, 0.0% for Native Hawaiian and other Pacific Islander residents, 7.4% for other race residents, 9.3% for two or more races residents)

System Characteristics:

Coffee County School System includes four schools: Kinston School (Pre K-12) , New Brockton Elementary School (Pre K-6), New Brockton High School (7-12), and Zion Chapel School (Pre K -12). The Board of Education Office is centrally located in Elba, Alabama. The School Board is made up of members elected from the seven districts in the county, including a Board President and Vice-President. The Coffee County Schools' Central Office staff includes the Superintendent, Special Programs Coordinator, Federal Programs Coordinator, Special Education Coordinator, Technology Integration Facilitator, Computer Technician, Child Nutrition Director, Chief Financial Officer, Accounts Payable Payroll Clerk, 2 administrative assistants, and 3 part time employees.

Coffee County School System is committed to equipping our students to meet and exceed expectations in the classroom and beyond. The school system works diligently to employ a highly qualified staff. Currently, we employ 8 school-based administrators, 6 guidance counselors, 4 media specialists, 149 certified personnel, and 7 additional support staff. The Child Nutrition Program employs 18 full time employees and 2 part time employees. Currently, 81 certified employees hold advanced degrees and there are 23 bus drivers employed in our system.

Unique features and challenges associated with the community and school system:

Coffee County, a rural county in southeast Alabama, has a population of over 50, 919 with children accounting for almost 24% of the population. Of the children living in Coffee County over 14% are living in poverty. In recent years, Coffee County residents have been affected by several natural disasters that affected the stability of employment opportunities as well as living accommodations. Devastating floods that occurred along the Pea River caused economic as well as environmental catastrophe. Families lost jobs and homes due to the floods. This resulted in many families doubling up in dwellings; adults moving in and out of the county seeking temporary employment; and many local business closings. Further, in the aftermath of a devastating tornado that hit Coffee County in the March 2007 in the Enterprise area, many families were displaced and traumatized. According to the American Red Cross, 252 homes were destroyed; 500 families received assistance from the Red Cross; nine people lost their lives and dozens were injured. Fort Rucker, Alabama is a large military installation located adjacent to Coffee County. The economic health of Coffee County is heavily dependent on Fort Rucker. Recent adjustments to the assignments for Fort Rucker have created some instability in its employee population. Coffee County shares Fort Rucker with Dale County. Fort Rucker is a large military installation of over 63,000 acres and is the home of the US Army Aviation Medicine, and various other programs, employing thousands of military, civil service, and contract workers. The economic and cultural impacts of Fort Rucker are felt in all facets of life in Coffee County. Cost of living, employment opportunities, availability of medical care, and transiency of population are some of the aspects of life influenced by Fort Rucker.

Another unique characteristic of Coffee County is that it is the home to three separate public school systems: Coffee County Schools, Elba City Schools, and Enterprise City Schools. Approximately 7000 students in Coffee County are served by Elba and Enterprise City Schools, while Coffee County Schools serve just over 2000 students.

Student Characteristics:

Coffee County Schools has a current enrollment of 1977 students for Pre-K through Grade 12. System-wide enrollment includes:

89% White

6% Black

2% Hispanic

2% American Indian

1% More Than One Race

Over half of the students enrolled in Coffee County Schools qualify for Free or Reduced Lunch.

Zion Chapel School 55.09 %

New Brockton High School 47.31 %

New Brockton Elementary School 64.96 %

Kinston School 52.13%

Student Performance

ACT Plus Writing Averages

(2015-2016)

CC

English 16.9

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Math 16.8

Social Studies 17.6

Science 18.3

Composite 17.6

ACT Aspire (2014-15)

Grade Level Level III and IV

Grade 3

Reading 40%

Math 70%

Grade 4

Reading 50%

Math 55%

Grade 5

Reading 38%

Math 46%

Science 38%

Grade 6

Reading 47%

Math 65%

Grade 7

Reading 42%

Math 42%

Science 44%

Grade 8

Reading 42%

Math 27%

Grade 10

Reading 31%

Math 1%

ACT WorkKeys

(2014-2015)

Platinum Level = 1



Gold Level = 23

Silver Level = 66

Bronze Level = 27

Programs and Services:

Transportation - A fleet of 31 buses are available to run our 23 bus routes that cover 1620 miles daily and transport 936 students.

Child Nutrition Program - Our four schools have served a total of 371,000 meals this year. New Brockton Elementary School provides nutritious snacks two days a week from the Fresh Fruit and Vegetable Grant. Free after-school snacks are provided to students enrolled in afterschool programs at New Brockton Elementary, Zion Chapel School and Kinston School. Breakfast and lunch are provided to students aged 18 and younger for three weeks during the summer at New Brockton and Zion Chapel. The CNP was the recipient of the USDA

Equipment Grant and passed the School Meals Initiative with no findings. Another outstanding feature of the CNP is that one of the local schools has received a Garden Grant and is able to provide fresh vegetables for the lunchroom.

Gifted Program - The Coffee County Gifted Program provides services according to the guidelines of the State Department of Education. Our program provides two certified teachers in the Coffee County Gifted Program. This program provides services for students who perform at or who have demonstrated the potential to perform at high levels in academic or creative fields when compared to others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Gifted students are found in all populations, across all economic strata, and in all areas of human endeavor. Teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's abilities may refer students. Additionally, all second grade students will be observed as potential gifted referrals using a gifted behavior checklist. For each student referred, information is gathered in the areas of aptitude, characteristics, and performance. The information is entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the students qualify for gifted services. The school system prohibits discrimination with respect to participation in the Gifted Program.

Our Gifted Program currently serves 104 students in 3rd through 6th grades in a pull-out program for approximately three hours each week. These students participate in activities that are based on higher order thinking processes, and are involved in units of study on different topics such as Greek Mythology, Presidential Elections, and Art History. Students in the Gifted Program also learn about using technology in new and creative ways, through presentations of their research on each topic of study. Students in grades K-2 and 7-12 are served through teacher consultation and collaboration.

The Coffee County Schools Program for Gifted was commended for compliance, support, and growth of the program.

Comprehensive Guidance and Counseling Plan - Coffee County School System's Counseling and Guidance program is to prepare every student socially, academically, and emotionally for present and future challenges. Students are provided with opportunities to gain an understanding of self and others, to participate in the educational and occupational exploration, and to pursue career planning opportunities in an environment that is safe, caring, and encouraging. Counselors work in collaborative partnerships with students, educators, parents, and community members to empower students to reach their highest level as productive members of society.

The CCSS's Counseling and Guidance programs are based on the following principles: 1) Every student has the right to experience respect and dignity as a human being and to benefit from the counseling and guidance services 2) Every student has the right to participate in activities that promote self-direction and self-development 3) Every student has the right to make choices and accept responsibility for choices made 4) Every student has the right to participate in a comprehensive school counseling and guidance program designed to assist all students in attaining their maximum potential in academic, career, and personal/social development.

The CCSS's Counseling and Guidance program is an essential integrated component of the total instructional program and involves a planned, purposeful, and sequential program of activities that begins in kindergarten and continues through the twelfth grade. Our comprehensive school counseling and guidance programs are data-driven by student needs and provide outcome-based accountability.

Federal Programs: The CCSS Federal Programs received no citations during the last compliance monitoring by the Alabama State Department of Education.

Homeless Education Program McKinney - Vento Homeless Education Assistance Act:

The McKinney-Vento Homeless Education Assistance Act is a federal law that ensures immediate enrollment and educational stability for homeless children and youth. The CCSS is a recipient of the McKinney -Vento competitive grant that provides federal funding to states for the purpose of supporting district programs that serve homeless students. There are 123 students served in Coffee County Schools' Homeless Education Program. Funds from this grant are used to provide health and school supplies, clothes, medical assistance, and counseling services for these students.

21st Century Community Learning Centers - The Coffee County Schools received three competitive grants for 21st Century Community Learning Centers at New Brockton, Zion Chapel, and Kinston School. These programs support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. These programs assist students to meet state and local standards in core academic subjects such as reading and math. This program offers students a broad array of enrichment activities that can complement their regular academic programs. The 21st Century Programs also offers literacy and other educational services to the families of participating children.

New Brockton Elementary School, Zion Chapel School, and Kinston School have 21st Century Learning Community extended day programs that are funded through Title IV, Part B. These schools serve approximately 200 students in grades K-8.

Parent Involvement Program - In an effort to actively engage, encourage, and support parents as advocates, policy makers, advisors, and active participants in the education of their children, Coffee County Schools has implemented a Parent Involvement Plan. This plan includes all components required by Title I, Part A of NCLB including: hosting annual meeting of Parent-Teacher Advisory Council, conducting annual HOPE surveys, publishing the annual Parent/Student Information Guide, distributing newsletters to students, sponsoring professional development activities for teachers, maintaining a district and school website with Parent Portal, distributing Home/School Compacts annually, using SchoolCast to inform parents of school activities, emergencies, and attendance issues.

Program for Exceptional Children - The following services are provided for exceptional children and youth in accordance with the federal and state mandates concerning education for individuals with disabilities. Procedures for evaluation and diagnosis are provided to each school within the system. These procedures are reviewed yearly and presented to all administrators and staff at local school faculty meetings. Students who may qualify for services include the following: Specific Learning Disabilities, Emotional Disability, Gifted, Intellectual Disability,

Speech/Language Impaired, Hearing Impaired, Orthopedically Impaired, Deaf/Blind, Multiple Disabilities, Other Health Impaired, Visually Impaired, Autism, Traumatic Brain Injury, and Developmentally Delayed. The special education staff has received training in effective strategies for teaching reading and math, behavior management, and compliance issues. Three special education case managers are participating in Multisensory Structured Language Education training in a two year longitudinal study. These teachers are implementing the strategies for MSLE and will be certified in this research based methodology upon completion of the study. A cadre of faculty and staff at each school has been trained in Crisis Management Techniques for dealing with escalating aggressive behavior. These professionals will receive updates to maintain their training status each year. Additionally, ongoing training is provided for special education staff in current compliance issues, effective techniques for working with children in autism, and other relevant topics. The Coffee County Schools Program for Students with Disabilities has attained the highest determination-Meets Standards-from the Alabama State Department of Education.

Title III, Language Instruction for Limited English Proficient and Immigrant Students -All schools in the Coffee County School district conduct the Home Language Survey to identify National Origin Minority students. Those with a non-English language background are assessed for English proficiency and assigned appropriate service. All English language learners (ELs) are placed in the regular education program at the age-appropriate grade level. Those whose ACCESS scores indicate a need for English language support receive EL services. In making the decision to place a student in EL, both linguistic proficiency and academic achievement of the student are taken into account. The decision to place a student in ESL is made by the EL Committee consisting of the ESL staff member serving the school, the principal or designee, and the parent.

Career and Technical Education Program - Alabama's Career and Technical Education program is designed to empower students to meet the daily challenges of the twenty-first century with the work-readiness skills needed for success. This program provides a curriculum wherein students are actively engaged in learning through career-oriented activities.

The Coffee County School System offers career and technical education programs at Kinston High School, New Brockton High School, and Zion Chapel High School. These programs are designed to prepare youth for a broad range of employment and further education and are offered under the guidance of certified teachers.

Coffee County Schools offer 9 Career Clusters and programs in our Career and Technical Education Program. We have also established a Career Technical Dual Enrollment Program in partnership with Enterprise State Community College and Lurleen B Wallace Community College.

## 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.**

Statement of Purpose:

The primary purpose of Coffee County Schools is to provide all students with a rich variety of educational experiences and opportunities. Our system strives to meet the needs of students with diverse learning styles and a wide range of abilities and goals. Coffee County School System believes that all students can become contributing members in today's society, and it is our responsibility to help students build lives so they ensure success for college or career readiness. The system promotes academic achievements, diversity, athletics, and extracurricular activities throughout all grade levels within the system.

Mission:

The mission of the Coffee County School System is to provide its students with the skills necessary to become well-rounded, productive citizens. To ensure this, the system provides a challenging curriculum presented by a dedicated staff in a safe, clean, and stimulating environment. Therefore, we feel the responsibility for educating young minds must be shared among parents, educators, and the students. The students will benefit when there is a clear understanding of each participant's role in the educational process. However, the student will suffer if any person fails to take that responsibility seriously.

Vision:

Coffee County Schools strives to provide an excellent education so that all students are empowered to reach their maximum potential.

Motto:

Educating Productive Citizens.

Beliefs:

- Educational decisions should be based on the best interests of students.
- All students deserve educational opportunities that prepare them to compete at a local, national, or global level.
- All students have the right to an adequate and equitable education.
- Our system believes that parents are their children's first and most important teacher. Our system works diligently to actively engage, encourage, and support parents as advocates, policy makers, advisors and active participants in the education of their children.
- A variety of extracurricular activities are available for students. Participation in extracurricular activities can contribute to students becoming a more well-rounded individuals. In addition, involvement in extracurricular activities may lead to scholarships, honors, and better job opportunities.

-A safe and disciplined environment is important for learning to occur. Coffee County School System considers self-discipline as a learning  
SY 2016-2017

process whereby the individual progressively learns to develop habits of self-control and recognizes his or her own responsibilities to society.

-A commitment to continuous improvement is imperative for students to successfully become confident, self-directed learners.

## 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.**

### Notable Achievements and Areas of Improvement

#### Academics:

A great education starts in the classroom, and at Coffee County Schools, our classroom education is excellent. Last school year, Coffee County Schools graduated a total of 156 students in 2016. Ninety-three students received an Honor or Advanced Diploma, fifty-three students received a regular diploma, and ten students received an Alabama Occupational Diploma. The system's graduation rate for 2014-15 was 97%. The students of Coffee County School System have received over \$1,900, 000 in Academic Scholarships. The CCSS central office leadership team worked with core academic teachers to update and refine the Honors Program for high school students seeking the Honors Endorsed Diploma. The Honors Program is now a project based learning experience in English and Social Science as well as requirements to take higher level math and science courses. The goal of the Honors Program is to prepare our students to succeed at the college level and in honors programs at universities.

Coffee County School System offers the opportunity for students to participate in dual enrollment classes in a collaborative effort with Enterprise State Community College in Enterprise, Alabama; Lurleen B. Wallace Community College, Andalusia, AL; Ozark Aviation College, Ozark, AL, and Troy University, Troy, AL Students may also apply to participate in Career Technical Academy of Excellence in Enterprise. Enrollment in these courses increases each school year.

Coffee County School System (CCSS) is working toward full implementation of College and Career Readiness Standards in the areas of Reading and Math. The system has established a College and Career Readiness Standards Team (CCRS Team) to assist in professional development training and acquisition of the new standards. The system has also implemented and provided clear guidelines for Response to Instruction (Rtl), Problem Solving Team (PST), and developed a plan for our Becoming Effective Strategic Teachers Initiative (BEST) in grades 5-12. Coffee County has partnered with Geneva County to employ a District Instructional Coach. In addition, each campus has employed a full time school level instructional coach. The instructional coach on staff serve as teacher leaders in the areas of assessment, data-driven instruction, and professional development. Professional develop in Coffee County continues to focus on instruction based on Alabama College and Career Ready Standards for all core content areas; strategic, differentiated instruction based on formative and summative assessment results, and integration of technology into the classroom.

#### Career Technical Education:

One of the most significant advances in K-12 education in recent years has been the growing emphasis on career training and how public education can assist in producing productive citizens for our local, state, national, and global workforce. Coffee County Schools offer 9 Career Clusters and programs in our Career and Technical Education Program. A Work-Based Learning Program (Co-Op) was established in August 2012 for students in grades eleven and twelve. The Co-op program is a structured component of the Career and Technical Education curriculum that integrates classroom instruction with productive, progressive, supervised, and paid work-based experiences in fields' related to students' career objectives. Currently, we have approximately 38 students participating in the Co-Op program. We have SY 2016-2017

also established a Career Technical Dual Enrollment Program in partnership with Enterprise State Community College and Lurleen B. Wallace Community College. We are also participating in the Career Technical Academy of Excellence offered through ESCC. Additionally, students have the option of enrolling in a Health Science Academy and Welding courses offered through a partnership with Elba City Schools.

### Alternative Education Program:

CCSS has implemented an alternative education program, SAFE (Supporting Alternative for Education) School. This program was established with a competitive grant of \$50,000 in 2002 and has been sustained through a variety of sources. An additional PASS grant from the Alabama Department of Education was awarded in 2008. Currently, local, state, and federal funds are used to support this program. Students receive long and short term placements in a setting conducive to the student's needs and the family's accessibility. Counseling services, tutoring, behavioral instruction, and instructional services are provided to keep the student on track to graduate and to return to the regular school schedule. This program has been highlighted at the State Department of Education meetings and Alabama Juvenile Justice Conference.

### Art Program:

CCSS is committed to the idea of educating the whole child. In the school year 2012-2013, visual arts classes were implemented at all three high schools. These classes offer an array of opportunities to engage in the history, influence, and production of the visual arts. Art classes and activities that promote fine arts have also been implemented into the 21st Century Extended Day Programs. Students have had the opportunity to engage in painting, trash art, sculpture, and music. All schools have an active band program and some of our local FFA organizations have string bands and Quartet teams.

### Athletics:

CCSS supports all athletic teams associated with each school. Each school has earned AHSAA playoff spots in Volleyball for the 2015 season. Kinston and New Brockton participated in AHSAA Football playoff games in the fall, and Kinston Girls' Basketball made it past Area play in the 2015-16 season. Kinston has added Cross Country and Golf to it's list of active AHSAA sanctioned teams.

### Extracurricular and Community Service:

CCSS offers many opportunities outside of the classroom for students. A high percentage of our students participate in extracurricular activities and community service projects. Some of the community service projects include United Way, Relay for Life, Cystic Fibrosis Foundation, American Heart Association, PTO projects, school supply drives, projects for the military, and canned food drives during the holidays for local food banks. All schools have community sport programs which allow children ages 4-12 to participate in athletic programs offered by the organization. The organizations work directly with the local schools, as well as, the system to enable our students the opportunity to participate in these activities. Additionally, In 2013, Coffee County created a Student Advisory Council to provide input from students. The group changes from year to year, but typically includes one students from each grade level (7 - 12) from each school. The

group meets two or three times per year to discuss upcoming changes, challenges, or concerns the students may have. The system has recently entered into a partnership with the Coffee County Sheriff's Department to employ a full time School Safety Officer. This officer serves all schools in the district and is housed on the Zion Chapel campus.

Local schools have received community grants from Lowe's, Wal-Mart, Wal-Mart Distribution Center, and Dollar General.

Technology:

The integration of computers into the entire educational process is essential if students are to function as lifelong learners in the rapidly changing technological society in which we live. Students must become knowledgeable of operational techniques that will enhance the use of computers as productivity tools while also developing problem-solving, critical-thinking, and decision-making skills. The skills and techniques of the teachers will remain the key instructional focus, with technology strengthening the overall teaching/learning process. The school system and administration will need information in timely, accurate, accessible, and usable forms to make decisions that will affect the quality and efficiency of the education delivered to students.

Coffee County students will have the opportunity through diverse technology activities and resources to increase academic productivity while preparing for the challenges of life in the 21st century. To improve and sustain technology for the Coffee County School System, have added a Computer Technician to our staff. All computers now have operating systems of Windows 7 or higher. The central servers have been upgraded to Virtual Servers. Most classrooms in the system house Interactive Projectors and/or Interactive Panels.. Bandwidth to the Central Office and all schools has been doubled. The infrastructure is supported by Cat 6 cabling throughout all schools as well as the Central Office. Coffee County offers a Virtual School option in which county students are enrolled through ACCESS Distance Learning..We have currently increased bandwidth at all schools. Through the use of E-rate funds and an allocation through the Alabama Ahead Act, we will be replacing and adding wireless access points in all schools to ensure our wireless network is providing access in classrooms and common areas on all campuses.

Kinston School and Zion Chapel School have been honored by Project Tomorrow for tapping into students' ideas to inform local decision making for schools. Both schools have been nationally recognized as a designated Speak Up 2016 school, Kinston School and Zion Chapel School will be prominently featured on the Project Tomorrow website. Additionally, Project Tomorrow will promote our distinction to our Congressional representative and state Governor to demonstrate the power of educational innovation at the local level.

Capital Plan Projects:

Extensive renovation, facility upgrades, and building projects have been completed over the past few years totaling 8.9 million dollars. Recently completed projects include: security upgrades, field house at Kinston, and baseball/softball complex at New Brockton, A new lobby, restroom, and locker rooms have just been completed Kinston High School. Future projects in the Capital Plan include \$250,000 for adding technology devices in our schools, and a project for improving safety on each campus.





## **Additional Information**

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

N/A

# **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.**

At the beginning of each school year, our faculty and staff revisited its mission statement to make sure it was in line with schools overall goals and beliefs. All stakeholders at the local school were involved in this process. Local school administrators meet periodically with central office personnel at principal meetings, board meetings and parent conferences to discuss how each school is meeting state and federal guidelines and expectations. Coffee County Schools arranges meetings throughout the school year to meet and discuss district goals, beliefs and procedures. This task is accomplished through county wide parent day/nights, open house and 9th grade orientation night. The schools use student and teacher surveys results as part of its decision making data. Parents and community leaders are embedded in the framework of our school clubs and organization activities, as well as advisory committees.

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

At the beginning of each school year, our faculty and staff revisited its mission statement to make sure it was in line with schools overall goals and beliefs. All stakeholders at the local school were involved in this process. Local school administrators meet periodically with central office personnel at principal meetings, board meetings and parent conferences to discuss how each school is meeting state and federal guidelines and expectations. Coffee County Schools arranges meetings throughout the school year to meet and discuss district goals, beliefs and procedures. This task is accomplished through county wide parent day/nights, open house and 9th grade orientation night. The schools use student and teacher surveys results as part of its decision making data. Parents and community leaders are embedded in the framework of our school clubs and organization activities, as well as advisory committees.

District Technology Team Members:

Tami Crosby, Technology Coordinator

Terry Weeks, Superintendent

Heatherly Smith, Technology Integration Facilitator

John Overstreet, Technician

Golda Donaldson, INOW Support

BeauLasitter, Parent

Gray Harrison, Administrator New Brockton High School

Lauren Parker, Administrator Zion Chapel High School

Shan Sessions, Instructional Coach Kinston High School

Kelly Cobb, Curriculum Coordinator

**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 improvement plan is available for review at all schools and the Central Office. A copy is also posted online. Information is disseminated continuously on the district website and discussed, at least annually at Board Meetings, County Commission meetings, and Advisory Council Meetings.

# 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
- Compliance Monitoring Reports
- Continuous Improvement Plan
- Discipline and Attendance Reports
- EducateAlabama Data
- Federal Government Regulations
- Formative Assessments
- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- School of Education (SOE) Accreditation Reviews/Reports
- Principal Walk-Through Checklist
- Professional Learning Evaluations, Lesson Plans
- State Government Regulations
- Transform2020 Surveys (\*Required)

## 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.**

### A.) Needs

- 1) Upgrade LAN to include managed switches and 10Gb backbone connections that are needed for expansion of wireless network
- 2) Increase in Bandwidth on all campuses
- 3) Increase the number of battery backups to switches to IDF's and MDF's

### B.) Strengths

1. Cabling includes CAT6
2. One domain for school system
3. All school Internet traffic is routed through a secure fire wall and content filter - iBoss

### C.) Data Sources

1. Transform 2020 Surveys - Updated 2016
2. Informal Observations
3. Inventory Report
4. Technology Request Data

**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.**

### A.) Needs

- 1.) Increase the amount of interactive technology available per classroom
- 2.) Increase student-to-networkable device ratio

3.) Upgrade Windows devices to Windows 10

B.) Strengths

- 1.) All schools have adequate number of devices to support online-assessments.
2. All classrooms have access to a networked device
3. A variety of technology devices are available for different student learning styles

C.) Data Sources

1. Transform 2020 Surveys - Updated 2016
2. Informal Observations
3. Inventory Report

**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.**

A.) Needs

1. Resources to support student learning related to appropriate behavior in an evolving digital culture
2. Increase innovative and global learning experiences
3. Increase teacher access to data used to determine student support needs

B.) Strengths

1. A variety of online resources are provided to deliver comprehensive easy-to-use reports to facilitate data-driven instruction
2. Teachers use Web 2.0 tools to communicate with parents and students as well as other stakeholders
3. Availability and access of digital resources to enhance learning opportunities

C.) Data Sources

1. Transform 2020 Surveys - Updated 2016
2. Informal Observations
3. Inventory Report

**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.**

A.) Needs

1. Technology technician available at each school on a scheduled basis
2. Promote the use of state-provided professional learning opportunities (ALEX, ACCESS, Virtual Field Trips, eLearning, AVL, TIM, etc.) as well as local/district opportunities to help teachers successfully integrate technology and digital resources in the classroom
3. Provide local/district Professional Learning opportunities that supports leadership in a digital age

B.) Strengths

1. Technology PD offers in summer months (Flex Days), In-Service Days
2. Teachers are increasingly researching and acquiring online resources such as Apps and/or websites to integrate technology on their own.
3. Full-time technology integration facilitator/technology coach assists teachers with implementing technology in their classrooms.

C.) Data Sources

1. Transform 2020 Surveys - 2016
2. Informal Observations
3. Inventory Report

**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.**

A.) Needs

1. Training teachers to implement technology that will engage students in the learning process
2. Teachers will increase the use of collaboration tools
3. Increase teacher knowledge of Web 2.0 resources and cloud-based computing

B.) Strengths

1. Technology is integrated with strategic teaching strategies
2. Teachers are using technology to communicate with students and parents.
3. Teachers are using online resources as a tool to facilitate intervention strategies and customize learning activities for students

C.) Data Sources

1. Transform 2020 Surveys - Updated 2016
2. Informal Observation

**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.**

A.) Needs

1. Increase teacher knowledge of Web 2.0 tools (Google Drive, Google Classroom, Google Hangout)
2. Increase student engagement through active participation and involvement of technology. (Stride Academy)
3. Additional training of classroom instruction using AL State Tech Course of Study in collaboration with Common Core State Standards

B.) Strengths

1. Teachers customize student's learning using digital tools and resources.
2. Use of online assessments to receive quick formative data (Global Scholar, Stride, Academy of Ready and Math, ACT Periodic

Assessment)

3. Use of INow for lesson plans, grades, announcements, feedback (online forms, tech and parent involvement)

C.) Data Sources

1. Transform 2020 Surveys - Updated 2016

2. Informal Observations

3. Inventory Report

**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.**

A.) Needs

1. Administrators need to take a more active role in developing the local technology plan for their schools.

2. Additional time to participate in technology professional development opportunities including the use of productivity tools.

3. Administrator should more effectively model the use of technology to promote data-driven instructions, productivity, and planning for instruction.

B.) Strengths

1. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners

2. Promote and establish policies for safe, legal, and ethical use of digital information and technology

3. Promote and model responsible social interactions related to the use of technology and information

C.) Data Sources

1. Transform 2020 Surveys - Updated 2015

2. Informal Observations

3. Inventory Report

**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.**

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.**

Professional Learning Topics for the upcoming year:

1) INOW Gradebook Training - online tutorial with videos created by Technology Department that take approximately 1 hour to complete.

This is conducted at the beginning of the year for all classroom teachers.

2) NEO3 HoverCam Training -face after-school training for teachers with NEO3 cameras. This training will be conducted at least once this year at each school and will have a duration of approximately 1.5 hours.

3) ACCESS facilitator training - teachers and/or other staff who serve as an ACCESS facilitator will receive a one day training provided by ACCESS Troy Region in a face-to-face setting on the campus of Troy University

5) Google Appilication- face-to-face and white sheets (shared in Google Drive) On-going professional development training for administrators, teachers, students and support on the implementation and productivity of Google Applications.

6) Google Application-face-to-face turn around professional development training for teachers on using Google Applications to increase student engagement in the learning process.

7) Software Implementation-face-to-face and white sheets (shared in Google Drive) turn around professional development training for teachers to implement and use software as both formative and summative assessments for students. Examples: Academy of Reading, Academy of Math, A+, Renaissance Learning, Pearson, Global Scholar, ACT Online, and Digital Textbook 's Attributes, Access Franchise Model, Stride Academy, Active Inspire

## 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.

WAN Infrastructure:

Coffee County School System has a wide area network including one local area network at each of the four school campuses. The four area school networks are supported by a fiber backbone locally and are connected to the Central Office by a 50Mbps line from New Brockton Elementary School and 100 Mbps lines from the remaining schools.

LAN Infrastructure:

Coffee County School System has a current infrastructure of a local area network at each of our four campuses. All schools have Windows 7 computers with are connected to Windows 2012 servers by CAT6 cabling. The connections are through GbE switches. Wireless Access points are stationed throughout the buildings to provide wireless saturation on all campuses.

Connectivity:

Desktop computers are connected to the 2012 servies by CAT6 cabling in all schools. The connects are through gbps switches

iPads and laptops are connected by wireless access points. Alabama Supercomputer Authority provides Internet service and filtering for all campuses as well as firewall services.

Label	Assurance	Response	Comment	Attachment
2.	Did you complete the Inventory for each school in your school system?	Yes		

## 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:**

Engage and Empower the Learner Through Technology

**Measurable Objective 1:**

demonstrate a behavior 95% of All Students will demonstrate a behavior of increased student understanding of human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom. by 05/26/2017 as measured by Transform2020 Survey Results, local teacher survey, local student surveys, and lesson plans.

**Strategy1:**

Digital Citizenship - Digital Citizenship - Identify safe and responsible ways to use technology

Practice responsible, ethical, and legal use of technology

Follow local acceptable use policies

Interpret copyright laws and policies

Explain consequences of illegal and unethical use of technology systems

Access effects of technology on culture, economics, politics, and the environment

Category: Develop/Implement Student and School Culture Program

Research Cited: Alabama Technology Course of Study, CIPA compliance Law, NETS Standards

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct Instruction by middle and high school social study teachers on digital citizenship as defined by the Alabama Technology Course of Study. All K-5th grade counselors will provide direct instruction on Digital Citizenship during classroom visits.	Direct Instruction	08/19/2013	05/26/2017	\$0 - No Funding Required	Classroom teachers, school counselors

Activity - AUP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will distribute copies of our district's Acceptable Use Policy for ALL students. Classroom teachers will discuss the AUP with classes during the first two weeks of school and as appropriate throughout the year.	Technology	08/19/2013	05/27/2016	\$0 - No Funding Required	School Administrators, School Counselors, and Teachers

**Measurable Objective 2:**

complete a portfolio or performance of participation in at least one online experience by the time they complete their high school experience



by 05/27/2016 as measured by High School Transcripts.

**Strategy1:**

Online Experience - Online Experience Classes - ACCESS/Distance Learning classes, Dual-Enrollment Distance Learning class  
Career Preparedness Class

Category:

Research Cited: ACCESS Distance Learning Program, Alabama Courses of Study

Activity - ACCESS Distance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACCESS/Distance Learning classes either online or via IVC lab equipment	Direct Instruction	08/19/2013	05/23/2014	\$0 - No Funding Required	ACCESS teachers, ACCESS facilitators, school administrators, school counselors

Activity - Career Preparedness Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A one-credit course that is taught in Grades 9-12. The course prepares students with content knowledge and skills in the areas of career development and academic planning, computer skill application, and financial literacy. Also, this course is designed to meet the required 20-hour online experience.	Career Preparation/ Orientation	08/18/2014	05/29/2015	\$0 - No Funding Required	Career Tech Teachers, School Administrators, School Counselors

**Goal 2:**

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

**Measurable Objective 1:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior administrators using digital tools in their jobs as instructional leaders in Social Studies by 05/27/2016 as measured by Professional Development Plans and EducateAlabama.

**Strategy1:**

PLP Development - School Administrators will develop PLPs that focus on using digital tools and resources effectively in their jobs as instructional leaders.

Category:

Research Cited: Professional Development Plans and EducateAlabama

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Activity - EducateAlabama	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will utilize EducateAlabama as an online resources for serve as effective instructional leaders.	Professional Learning	08/19/2013	05/27/2016	\$0 - No Funding Required	Technology Coordinator, School Administrators

Activity - Google Apps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will be trained in using Google Education products including gmail and Google Drive as a way for communicate effectively as instructional leaders.	Technology	08/19/2013	05/27/2016	\$0 - No Funding Required	Technology Coordinator, Technology Integration Facilitator, School Administrators

Identify one (1) or more activities that focus upon using digital tools to improve achievement of all students with special emphasis upon high need and high poverty students.

**Goal 1:**

Engage and Empower the Learner Through Technology

**Measurable Objective 1:**

demonstrate a behavior Special needs students will learn to participate in lessons that integrate interactive projectors and iPads by 05/27/2016 as measured by the ease with which the students can use the devices.

**Strategy1:**

Interactive Learning - Special needs students will learn to use apps and software that integrate with interactive technology such as Brightlink Projectors and iPads

Category:

Research Cited: Transform 2020 Survey Results

Activity - iPad in the SE Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with severe disabilities will use iPads as a tool for communication, behavior, and/or development of motor skills	Technology	11/13/2013	05/27/2016	\$1500 - Title I Part A	Technology Coordinator, Special Education Coordinator, Special Education Teachers, Aides

Activity - Brightlink Interaction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special needs students will learn to use the interactive features of Brightlink projectors installed in resource rooms	Technology	08/19/2013	05/27/2016	\$22000 - Other	Technology Coordinator, Special Education Teachers

**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:**

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

**Measurable Objective 1:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior administrators using digital tools in their jobs as instructional leaders in Social Studies by 05/27/2016 as measured by Professional Development Plans and EducateAlabama.

**Strategy1:**

PLP Development - School Administrators will develop PLPs that focus on using digital tools and resources effectively in their jobs as instructional leaders.

Category:

Research Cited: Professional Development Plans and EducateAlabama

Activity - Google Apps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will be trained in using Google Education products including gmail and Google Drive as a way for communicate effectively as instructional leaders.	Technology	08/19/2013	05/27/2016	\$0 - No Funding Required	Technology Coordinator, Technology Integration Facilitator, School Administrators

Activity - EducateAlabama	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will utilize EducateAlabama as an online resources for serve as effective instructional leaders.	Professional Learning	08/19/2013	05/27/2016	\$0 - No Funding Required	Technology Coordinator, School Administrators

**Measurable Objective 2:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency using technology to solve real-world problems in Career & Technical by 05/29/2015 as measured by Transform 2020 Survey Results.

**Strategy1:**

Professional Development - Teachers will have an opportunity to participate in webinars, enroll in online classes, and attend local, regional,

# Alabama Technology Plan: Transform 2020

Coffee County Board of Education

and state professional development sessions that will train them to effectively use existing and emerging digital tools and resources in the classroom to improve student learning.

Category:

Research Cited: Professional Development Plans, Educate Alabama

Activity - Flex Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the summer, six days of technology professional learning are offered covering topics such as Google Calendar, Google Drive, and Apps for Educators	Professional Learning	06/02/2014	05/27/2016	\$0 - No Funding Required	Technology Staff, Teachers

Activity - Tech Pods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train Middle Grade Core Teachers, Special Education Teachers, and Elementary Teachers in instructional strategies that incorporate the use of the Neo3 document camera.	Professional Learning	09/02/2013	05/23/2014	\$4000 - Title I Part A	Technology Coordinator, Technology Integration Facilitator, Teachers, School Administrators.

Activity - After-School Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attend targeted Professional Development provided by Technology Integration Facilitator after school. Topics include Google Drive, Google Calendar, Apps for Educators, Neo3 document camera training	Professional Learning	08/19/2013	05/27/2016	\$0 - No Funding Required	Technology Staff and teachers

Activity - Academy Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core Teachers attend training sessions for using Academy of Reading and Academy of Math software to use with students to help meet College and Career Ready Standards.	Professional Learning	08/19/2013	05/27/2016	\$12000 - Title I Part A	Technology Staff, Reading Coaches, Instructional Coaches, Teachers.

Activity - Flipped Classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided opportunities to travel to other schools to observed flipped classrooms in action.	Professional Learning	11/15/2013	05/27/2016	\$500 - Title I Part A	Technology Integration Facilitator and Teachers

### Measurable Objective 3:

A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior that demonstrates and understanding of local and global societal issues and responsibilities in an evolving digital culture and exhibit legal in Social Studies by 05/14/2015 as measured by Transform 2020 Survey Results.

**Strategy1:**

Digital Citizenship - - Identify safe and responsible ways to use technology systems, the internet, and social tools

- Practice responsible, ethical, and legal use of technology systems, the internet, communication tools, and applications.
- Follow district acceptable use policies. Interpret copyright laws and policies with regard to ownership and use of digital content.
- Explain consequences of illegal and unethical use of technology systems.
- Explain effects of technology on culture, economics, politics, and the environment.

Category:

Research Cited: Research Cited: AL Tech Course of Study, NETS Standards, CIPA Law

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in Digital Citizenship and present information to all students.	Professional Learning	08/19/2013	05/23/2014	\$0 - No Funding Required	Professional Development Coordinator, Technology Coordinator, Teachers, School Administrators

**Goal 2:**

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

**Measurable Objective 1:**

90% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior access a comprehensive infrastructure for leaning in Social Studies by 05/14/2015 as measured by Transform 2020 Survey Results and Teacher Workshops.

**Strategy1:**

Communication - 1) district and school websites

2) emails

3) text messages

4) automated phone calls

5) annual Parent Expo demonstrations

6) other Web 2.0 tools

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7) Free district app for smart phones

Category:

Research Cited: Research Cited: Parent Involvement and LEA Continuous Improvement Plans

Activity - Web 2.0 Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use web 2.0 tools such as Facebook, email, text messages, etc as a way to communicate with parents	Parent Involvement	08/19/2013	05/23/2014	\$11000 - USAC Technology	Technology staff, school administrators, and teachers

**Goal 3:**

Coffee County Board of Education will comply with Indicator 2.2

**Measurable Objective 1:**

demonstrate a behavior which desires the board to operate with the highest standards of stewardship and principles of public service by 04/09/2015 as measured by Board policy and full compliance to board policies, procedures, and standards.

**Strategy1:**

Work Sessions - The board will conduct work sessions to review needed changes suggested by AdvancEd and indicator 2.2.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The board will participate in professional development and professional dialogue to seek ways to improve procedures, policy, and board conduct. The board will work toward not micromanaging the day to day activities of the system and local administrators. The board members will also develop a clearer understanding of their roles and responsibilities as Coffee County School Board Members.	Policy and Process	01/01/2013	04/09/2015	\$0 - District Funding	The Superintendent and Board of Education

**Goal 4:**

District and school based administrators, teachers, and students will work toward engagement in teaching, learning, and school-wide activities that promote a strong school climate and culture.

**Measurable Objective 1:**

collaborate to establish a school climate and culture where students see themselves as leaders and increase 2 % from a baseline of 49% by 05/26/2016 as measured by post survey results.

**Strategy1:**

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Intentional, systematic and ongoing social, emotional, ethical and civic learning for everyone. - Coffee County School System will work through the district leadership team, local school Building Leadership Teams (BLT's), district meetings with students, parents, board members, and community stakeholders to develop opportunities that promote a stronger and more engaging school climate and culture for administrators, teachers, all students.

Category:

Research Cited: School climate and culture is an education variable that can be created and sustained through district or school policies, quality practices, alignment with priorities and accountabilities, encouragement, support, and a strong district/school vision. A positive climate and culture not only fosters youth development and learning, but promotes positive relationships among adults and students, provides a sense of connectedness and success for everyone.

Activity - Collaborative Instructional Review (CIR)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide professional development from a private consultant to assist school administrators and Building Leadership Teams on effective leadership while developing more engaging, rigorous, and relevant lessons using the Collaborative Instructional Review rubric. The PD will focus on developing more rigorous lessons gauged at levels two and three of DOK. The consultant will also work with each school on climate and culture activities. Each school will be provided three full days of PD with their Building Leadership Team and staff at the school level, as well as a virtual follow up session after each PD day to discuss progress and next steps in this process.	Professional Learning	10/13/2015	05/01/2016	\$5000 - District Funding	District Leadership Team, Building Leadership Teams, and Instructional Coaches

**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:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency using technology to solve real-world problems in Career & Technical by 05/29/2015 as measured by Transform 2020 Survey Results.

### Strategy1:

Professional Development - Teachers will have an opportunity to participate in webinars, enroll in online classes, and attend local, regional, and state professional development sessions that will train them to effectively use existing and emerging digital tools and resources in the classroom to improve student learning.

Category:

SY 2016-2017

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Research Cited: Professional Development Plans, Educate Alabama

Activity - Flipped Classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided opportunities to travel to other schools to observed flipped classrooms in action.	Professional Learning	11/15/2013	05/27/2016	\$500 - Title I Part A	Technology Integration Facilitator and Teachers

Activity - Flex Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the summer, six days of technology professional learning are offered covering topics such as Google Calendar, Google Drive, and Apps for Educators	Professional Learning	06/02/2014	05/27/2016	\$0 - No Funding Required	Technology Staff, Teachers

Activity - After-School Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attend targeted Professional Development provided by Technology Integration Facilitator after school. Topics include Google Drive, Google Calendar, Apps for Educators, Neo3 document camera training	Professional Learning	08/19/2013	05/27/2016	\$0 - No Funding Required	Technology Staff and teachers

Activity - Tech Pods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train Middle Grade Core Teachers, Special Education Teachers, and Elementary Teachers in instructional strategies that incorporate the use of the Neo3 document camera.	Professional Learning	09/02/2013	05/23/2014	\$4000 - Title I Part A	Technology Coordinator, Technology Integration Facilitator, Teachers, School Administrators.

Activity - Academy Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core Teachers attend training sessions for using Academy of Reading and Academy of Math software to use with students to help meet College and Career Ready Standards.	Professional Learning	08/19/2013	05/27/2016	\$12000 - Title I Part A	Technology Staff, Reading Coaches, Instructional Coaches, Teachers.

## Goal 2:

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

## Measurable Objective 1:

90% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior access a comprehensive infrastructure for leaning in Social Studies by 05/14/2015 as measured by Transform 2020 Survey Results and Teacher Workshops.



**Strategy1:**

Communication - 1) district and school websites

2) emails

3) text messages

4) automated phone calls

5) annual Parent Expo demonstrations

6) other Web 2.0 tools

7) Free district app for smart phones

Category:

Research Cited: Research Cited: Parent Involvement and LEA Continuous Improvement Plans

Activity - Web 2.0 Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use web 2.0 tools such as Facebook, email, text messages, etc as a way to communicate with parents	Parent Involvement	08/19/2013	05/23/2014	\$11000 - USAC Technology	Technology staff, school administrators, and teachers

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

**Goal 1:**

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

**Measurable Objective 1:**

90% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior access a comprehensive infrastructure for learning in Social Studies by 05/14/2015 as measured by Transform 2020 Survey Results and Teacher Workshops.

**Strategy1:**

Communication - 1) district and school websites

- 2) emails
- 3) text messages
- 4) automated phone calls
- 5) annual Parent Expo demonstrations
- 6) other Web 2.0 tools
- 7) Free district app for smart phones

Category:

Research Cited: Research Cited: Parent Involvement and LEA Continuous Improvement Plans

Activity - E-Rate Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use E-Rate Funds to supply Internet, telephone, and Cell Phone Services to Administrators, Teachers, and/or students	Technology	08/19/2013	05/27/2016	\$30000 - USAC Technology	Technology Coordinator, Technology Staff

Activity - Web 2.0 Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use web 2.0 tools such as Facebook, email, text messages, etc as a way to communicate with parents	Parent Involvement	08/19/2013	05/23/2014	\$11000 - USAC Technology	Technology staff, school administrators, and teachers

**Goal 2:**

District and school based administrators, teachers, and students will work toward engagement in teaching, learning, and school-wide activities that promote a strong school climate and culture.

**Measurable Objective 1:**

collaborate to establish a school climate and culture where students see themselves as leaders and increase 2 % from a baseline of 49% by 05/26/2016 as measured by post survey results.

**Strategy1:**

Intentional, systematic and ongoing social, emotional, ethical and civic learning for everyone. - Coffee County School System will work through the district leadership team, local school Building Leadership Teams (BLT's), district meetings with students, parents, board members, and community stakeholders to develop opportunities that promote a stronger and more engaging school climate and culture for administrators, teachers, all students.

Category:

Research Cited: School climate and culture is an education variable that can be created and sustained through district or school policies, quality practices, alignment with priorities and accountabilities, encouragement, support, and a strong district/school vision. A positive climate and culture not only fosters youth development and learning, but promotes positive relationships among adults and students, provides a

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sense of connectedness and success for everyone.

Activity - Collaborative Instructional Review (CIR)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide professional development from a private consultant to assist school administrators and Building Leadership Teams on effective leadership while developing more engaging, rigorous, and relevant lessons using the Collaborative Instructional Review rubric. The PD will focus on developing more rigorous lessons gauged at levels two and three of DOK. The consultant will also work with each school on climate and culture activities. Each school will be provided three full days of PD with their Building Leadership Team and staff at the school level, as well as a virtual follow up session after each PD day to discuss progress and next steps in this process.	Professional Learning	10/13/2015	05/01/2016	\$5000 - District Funding	District Leadership Team, Building Leadership Teams, and Instructional Coaches

Activity - District Wide Student Advisory Council	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership team will meet with the district wide student advisory council each semester. Students will be given the chance to provide input towards district/school policies, school activities, curriculum, and thoughts on the school's climate and culture as well as ways to improve student achievement.	Behavioral Support Program	10/01/2015	04/01/2016	\$0 - No Funding Required	District and school based administrators.

Activity - District Wide Parent Advisory Council	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership team will meet regularly with the county wide Parent Advisory Committee. Parents and community members will be asked to provide input and feedback on district/school policies, school related activities, curriculum, and provide input about how to better strengthen each school's climate and culture and promote student achievement for all students.	Community Engagement	09/01/2015	05/26/2016	\$0 - No Funding Required	District leadership team, school based administrators, and Central Office staff.

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

**Goal 1:**

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

**Measurable Objective 1:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific

# Alabama Technology Plan: Transform 2020

Coffee County Board of Education

Islander students will demonstrate a proficiency using technology to solve real-world problems in Career & Technical by 05/29/2015 as measured by Transform 2020 Survey Results.

## Strategy1:

Professional Development - Teachers will have an opportunity to participate in webinars, enroll in online classes, and attend local, regional, and state professional development sessions that will train them to effectively use existing and emerging digital tools and resources in the classroom to improve student learning.

Category:

Research Cited: Professional Development Plans, Educate Alabama

Activity - Tech Pods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train Middle Grade Core Teachers, Special Education Teachers, and Elementary Teachers in instructional strategies that incorporate the use of the Neo3 document camera.	Professional Learning	09/02/2013	05/23/2014	\$4000 - Title I Part A	Technology Coordinator, Technology Integration Facilitator, Teachers, School Administrators.

Activity - Flipped Classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided opportunities to travel to other schools to observed flipped classrooms in action.	Professional Learning	11/15/2013	05/27/2016	\$500 - Title I Part A	Technology Integration Facilitator and Teachers

Activity - Academy Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core Teachers attend training sessions for using Academy of Reading and Academy of Math software to use with students to help meet College and Career Ready Standards.	Professional Learning	08/19/2013	05/27/2016	\$12000 - Title I Part A	Technology Staff, Reading Coaches, Instructional Coaches, Teachers.

Activity - Flex Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the summer, six days of technology professional learning are offered covering topics such as Google Calendar, Google Drive, and Apps for Educators	Professional Learning	06/02/2014	05/27/2016	\$0 - No Funding Required	Technology Staff, Teachers

Activity - After-School Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attend targeted Professional Development provided by Technology Integration Facilitator after school. Topics include Google Drive, Google Calendar, Apps for Educators, Neo3 document camera training	Professional Learning	08/19/2013	05/27/2016	\$0 - No Funding Required	Technology Staff and teachers

## Goal 2:

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

# Alabama Technology Plan: Transform 2020

Coffee County Board of Education

## Measurable Objective 1:

90% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior access a comprehensive infrastructure for leaning in Social Studies by 05/14/2015 as measured by Transform 2020 Survey Results and Teacher Workshops.

## Strategy1:

Infrastructure Upgrade - Plans will be developed to ensure that Coffee County Schools has an updated infrastructure that is able to provide digital teaching and learning resources in order to support student achievement of learning goals

Category:

Research Cited: Professional Development Plans

Activity - District Website	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a district and school websites. This should also provide for a way to communicate with parents via emails or text messages	Technology	08/19/2013	05/27/2016	\$11000 - USAC Technology	Technology staff, school administrator, and teachers

Activity - Recabling Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coffee County Schools will launch a project to replace existing cable with Cat6 cable and add an appropriate number of Wireless Access Points to ensure that students are able to access our system's digital resources.	Technology	09/02/2013	05/27/2016	\$20000 - Other	Superintendent, Technology Coordinator, Technology Staff

Activity - Technology Support Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increased technical support through the employment and an technical specialist. This will allow the district to provide a member of the technology staff on a school campus each day.	Tutoring	12/02/2013	05/27/2016	\$60000 - General Fund	Superintendent, Technology Coordinator, Technology Staff

## Strategy2:

Communication - 1) district and school websites

2) emails

3) text messages

4) automated phone calls

5) annual Parent Expo demonstrations

**Alabama Technology Plan: Transform 2020**

Coffee County Board of Education

6) other Web 2.0 tools

7) Free district app for smart phones

Category:

Research Cited: Research Cited: Parent Involvement and LEA Continuous Improvement Plans

Activity - Web 2.0 Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use web 2.0 tools such as Facebook, email, text messages, etc as a way to communicate with parents	Parent Involvement	08/19/2013	05/23/2014	\$11000 - USAC Technology	Technology staff, school administrators, and teachers

Activity - E-Rate Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use E-Rate Funds to supply Internet, telephone, and Cell Phone Services to Administrators, Teachers, and/or students	Technology	08/19/2013	05/27/2016	\$30000 - USAC Technology	Technology Coordinator, Technology Staff

**Goal 3:**

Coffee County Board of Education will comply with Indicator 2.2

**Measurable Objective 1:**

demonstrate a behavior which desires the board to operate with the highest standards of stewardship and principles of public service by 04/09/2015 as measured by Board policy and full compliance to board policies, procedures, and standards.

**Strategy1:**

Work Sessions - The board will conduct work sessions to review needed changes suggested by AdvancEd and indicator 2.2.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The board will participate in professional development and professional dialogue to seek ways to improve procedures, policy, and board conduct. The board will work toward not micromanaging the day to day activities of the system and local administrators. The board members will also develop a clearer understanding of their roles and responsibilities as Coffee County School Board Members.	Policy and Process	01/01/2013	04/09/2015	\$0 - District Funding	The Superintendent and Board of Education

## Technology Plan Assurances

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

# **Coffee County Schools Technology Plan Update 2016-17**



## **Overview**

### **Plan Name**

Coffee County Schools Technology Plan Update 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: 4 Strategies: 4 Activities: 7	Organizational	\$23500
2	Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students	Objectives: 3 Strategies: 3 Activities: 8	Academic	\$16500
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$132000

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

### Measurable Objective 1:

demonstrate a proficiency of 95% of all students relating to a sound understanding of technology concepts, systems, and operations. by 05/27/2016 as measured by Transform 2020 Survey results.

### Strategy 1:

Alabama Technology Course of Study - All teachers in grades K - 12 will provide embedded instruction on the skills/concepts in the Alabama Technology Course of Study.

Category:

Research Cited: Alabama Technology Course of Study, NETS Standards

Activity - Technology Operations and Concepts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K - 12 teachers of core subjects will provide direct instruction to students on technology skills/concepts based on the Alabama Technology Course of Study. Teachers will include demonstration of this instruction in their lesson plans. These lesson plans are available to the Technology Coordinator at the end of each school year.  Schools: All Schools	Direct Instruction	08/19/2013	05/23/2014	\$0	No Funding Required	Classroom Teachers, School Administrators, Technology Integration Facilitator, Technology Coordinator

### Measurable Objective 2:

demonstrate a behavior 95% of All Students will demonstrate a behavior of increased student understanding of human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom. by 05/27/2016 as measured by Transform2020 Survey Results, local teacher survey, local student surveys, and lesson plans.

### Strategy 1:

Digital Citizenship - Digital Citizenship - Identify safe and responsible ways to use technology

Practice responsible, ethical, and legal use of technology

Follow local acceptable use policies

Interpret copyright laws and policies

Explain consequences of illegal and unethical use of technology systems

Access effects of technology on culture, economics, politics, and the environment

Category:

Research Cited: Alabama Technology Course of Study, CIPA compliance Law, NETS Standards

**Alabama Technology Plan: Transform 2020**

Coffee County Board of Education

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct Instruction by middle and high school social study teachers on digital citizenship as defined by the Alabama Technology Course of Study. All K -5th grade counselors will provide direct instruction on Digital Citizenship during classroom visits.  Schools: All Schools	Direct Instruction	08/19/2013	05/23/2014	\$0	No Funding Required	Classroom teachers, school counselors

Activity - AUP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will distribute copies of our district's Acceptable Use Policy for ALL students. Classroom teachers will discuss the AUP with classes during the first two weeks of school and as appropriate throughout the year.  Schools: All Schools	Technology	08/19/2013	05/27/2016	\$0	No Funding Required	School Administrator s, School Counselors, and Teachers

**Measurable Objective 3:**

complete a portfolio or performance of participation in at least one online experience by the time they complete their high school experience by 05/27/2016 as measured by High School Transcripts.

**Strategy 1:**

Online Experience - Online Experience Classes - ACCESS/Distance Learning classes, Dual-Enrollement Distance Learning class  
Career Preparedness Class

Category:

Research Cited: ACCESS Distance Learning Program, Alabama Courses of Study

Activity - ACCESS Distance Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACCESS/Distance Learning classes either online or via IVC lab equipment  Schools: All Schools	Direct Instruction	08/19/2013	05/23/2014	\$0	No Funding Required	ACCESS teachers, ACCESS facilitators, school administrators , school counselors

Activity - Career Preparedness Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Alabama Technology Plan: Transform 2020**

Coffee County Board of Education

A one-credit course that is taught in Grades 9-12. The course prepares students with content knowledge and skills in the areas of career development and academic planning, computer skill application, and financial literacy. Also, this course is designed to meet the required 20-hour online experience.	Career Preparation/Orientation	08/18/2014	05/29/2015	\$0	No Funding Required	Career Tech Teachers, School Administrators, School Counselors
Schools: All Schools						

**Measurable Objective 4:**

demonstrate a behavior Special needs students will learn to participate in lessons that integrate interactive projectors and iPads by 05/27/2016 as measured by the ease with which the students can use the devices.

**Strategy 1:**

Interactive Learning - Special needs students will learn to use apps and software that integrate with interactive technology such as Brightlink Projectors and iPads

Category:

Research Cited: Transform 2020 Survey Results

Activity - Brightlink Interaction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special needs students will learn to use the interactive features of Brightlink projectors installed in resource rooms	Technology	08/19/2013	05/27/2016	\$22000	Other	Technology Coordinator, Special Education Teachers
Schools: All Schools						

Activity - iPad in the SE Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with severe disabilities will use iPads as a tool for communication, behavior, and/or development of motor skills	Technology	11/13/2013	05/27/2016	\$1500	Title I Part A	Technology Coordinator, Special Education Coordinator, Special Education Teachers, Aides
Schools: All Schools						

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

**Measurable Objective 1:**

**Alabama Technology Plan: Transform 2020**

Coffee County Board of Education

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency using technology to solve real-world problems in Career & Technical by 05/29/2015 as measured by Transform 2020 Survey Results.

**Strategy 1:**

Professional Development - Teachers will have an opportunity to participate in webinars, enroll in online classes, and attend local, regional, and state professional development sessions that will train them to effectively use existing and emerging digital tools and resources in the classroom to improve student learning.

Category:

Research Cited: Professional Development Plans, Educate Alabama

Activity - Tech Pods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train Middle Grade Core Teachers, Special Education Teachers, and Elementary Teachers in instructional strategies that incorporate the use of the Neo3 document camera.  Schools: All Schools	Professional Learning	09/02/2013	05/23/2014	\$4000	Title I Part A	Technology Coordinator, Technology Integration Facilitator, Teachers, School Administrators.
Activity - Flex Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the summer, six days of technology professional learning are offered covering topics such as Google Calendar, Google Drive, and Apps for Educators  Schools: All Schools	Professional Learning	06/02/2014	05/27/2016	\$0	No Funding Required	Technology Staff, Teachers
Activity - After-School Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers attend targeted Professional Development provided by Technology Integration Facilitator after school. Topics include Google Drive, Google Calendar, Apps for Educators, Neo3 document camera training  Schools: All Schools	Professional Learning	08/19/2013	05/27/2016	\$0	No Funding Required	Technology Staff and teachers
Activity - Academy Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**Alabama Technology Plan: Transform 2020**

Coffee County Board of Education

Core Teachers attend training sessions for using Academy of Reading and Academy of Math software to use with students to help meet College and Career Ready Standards.  Schools: All Schools	Professional Learning	08/19/2013	05/27/2016	\$12000	Title I Part A	Technology Staff, Reading Coaches, Instructional Coaches, Teachers.
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Activity - Flipped Classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided opportunities to travel to other schools to observed flipped classrooms in action.  Schools: All Schools	Professional Learning	11/15/2013	05/27/2016	\$500	Title I Part A	Technology Integration Facilitator and Teachers

**Measurable Objective 2:**

A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior that demonstrates and understanding of local and global societal issues and responsibilities in an evolving digital culture and exhibit legal in Social Studies by 05/14/2015 as measured by Transform 2020 Survey Results.

**Strategy 1:**

- Digital Citizenship - - Identify safe and responsible ways to use technology systems, the internet, and social tools
- Practice responsible, ethical, and legal use of technology systems, the internet, communication tools, and applications.
- Follow district acceptable use policies. Interpret copyright laws and policies with regard to ownership and use of digital content.
- Explain consequences of illegal and unethical use of technology systems.
- Explain effects of technology on culture, economics, politics, and the environment.

Category:

Research Cited: Research Cited: AL Tech Course of Study, NETS Standards, CIPA Law

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in Digital Citizenship and present information to all students.  Schools: All Schools	Professional Learning	08/19/2013	05/23/2014	\$0	No Funding Required	Professional Development Coordinator, Technology Coordinator, Teachers, School Administrators

**Measurable Objective 3:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior administrators using digital tools in their jobs as instructional leaders in Social Studies by 05/27/2016 as measured by Professional Development Plans and EducateAlabama.

**Strategy 1:**

PLP Development - School Administrators will develop PLPs that focus on using digital tools and resources effectively in their jobs as instructional leaders.

Category:

Research Cited: Professional Development Plans and EducateAlabama

Activity - Google Apps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will be trained in using Google Education products including gmail and Google Drive as a way for communicate effectively as instructional leaders.  Schools: All Schools	Technology	08/19/2013	05/27/2016	\$0	No Funding Required	Technology Coordinator, Technology Integration Facilitator, School Administrators

Activity - EducateAlabama	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will utilize EducateAlabama as an online resources for serve as effective instructional leaders.  Schools: All Schools	Professional Learning	08/19/2013	05/27/2016	\$0	No Funding Required	Technology Coordinator, School Administrators

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

**Measurable Objective 1:**

90% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior access a comprehensive infrastructure for leaning in Social Studies by 05/14/2015 as measured by Transform 2020 Survey Results and Teacher Workshops.

**Strategy 1:**

Communication - 1) district and school websites



- 2) emails
- 3) text messages
- 4) automated phone calls
- 5) annual Parent Expo demonstrations
- 6) other Web 2.0 tools
- 7) Free district app for smart phones

Category:

Research Cited: Research Cited: Parent Involvement and LEA Continuous Improvement Plans

Activity - Web 2.0 Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use web 2.0 tools such as Facebook, email, text messages, etc as a way to communicate with parents  Schools: All Schools	Parent Involvement	08/19/2013	05/23/2014	\$11000	USAC Technology	Technology staff, school administrators, and teachers

Activity - E-Rate Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use E-Rate Funds to supply Internet, telephone, and Cell Phone Services to Administrators, Teachers, and/or students  Schools: All Schools	Technology	08/19/2013	05/27/2016	\$30000	USAC Technology	Technology Coordinator, Technology Staff

**Strategy 2:**

Infrastructure Upgrade - Plans will be developed to ensure that Coffee County Schools has an updated infrastructure that is able to provide digital teaching and learning resources in order to support student achievement of learning goals

Category:

Research Cited: Professional Development Plans

Activity - Recabling Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Alabama Technology Plan: Transform 2020**

Coffee County Board of Education

Coffee County Schools will launch a project to replace existing cable with Cat6 cable and add an appropriate number of Wireless Access Points to ensure that students are able to access our system's digital resources.  Schools: All Schools	Technology	09/02/2013	05/27/2016	\$20000	Other	Superintendent, Technology Coordinator, Technology Staff
<b>Activity - District Website</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>
Provide a district and school websites. This should also provide for a way to communicate with parents via emails or text messages  Schools: All Schools	Technology	08/19/2013	05/27/2016	\$11000	USAC Technology	Technology staff, school administrator, and teachers
<b>Activity - Technology Support Staff</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>
Increased technical support through the employment and an technical specialist. This will allow the district to provide a member of the technology staff on a school campus each day.  Schools: All Schools	Tutoring	12/02/2013	05/27/2016	\$60000	General Fund	Superintendent, Technology Coordinator, Technology Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Recabling Project	Coffee County Schools will launch a project to replace existing cable with Cat6 cable and add an appropriate number of Wireless Access Points to ensure that students are able to access our system's digital resources.	Technology	09/02/2013	05/27/2016	\$20000	Superintendent, Technology Coordinator, Technology Staff
Brightlink Interaction	Special needs students will learn to use the interactive features of Brightlink projectors installed in resource rooms	Technology	08/19/2013	05/27/2016	\$22000	Technology Coordinator, Special Education Teachers
<b>Total</b>					<b>\$42000</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Operations and Concepts	All K - 12 teachers of core subjects will provide direct instruction to students on technology skills/concepts based on the Alabama Technology Course of Study. Teachers will include demonstration of this instruction in their lesson plans. These lesson plans are available to the Technology Coordinator at the end of each school year.	Direct Instruction	08/19/2013	05/23/2014	\$0	Classroom Teachers, School Administrators, Technology Integration Facilitator, Technology Coordinator
AUP	Schools will distribute copies of our district's Acceptable Use Policy for ALL students. Classroom teachers will discuss the AUP with classes during the first two weeks of school and as appropriate throughout the year.	Technology	08/19/2013	05/27/2016	\$0	School Administrators, School Counselors, and Teachers
Career Preparedness Class	A one-credit course that is taught in Grades 9-12. The course prepares students with content knowledge and skills in the areas of career development and academic planning, computer skill application, and financial literacy. Also, this course is designed to meet the required 20-hour online experience.	Career Preparation/Orientation	08/18/2014	05/29/2015	\$0	Career Tech Teachers, School Administrators, School Counselors

**Alabama Technology Plan: Transform 2020**

Coffee County Board of Education

Digital Citizenship	Teachers will be trained in Digital Citizenship and present information to all students.	Professional Learning	08/19/2013	05/23/2014	\$0	Professional Development Coordinator, Technology Coordinator, Teachers, School Administrators
ACCESS Distance Learning	ACCESS/Distance Learning classes either online or via IVC lab equipment	Direct Instruction	08/19/2013	05/23/2014	\$0	ACCESS teachers, ACCESS facilitators, school administrators, school counselors
Google Apps	Administrators will be trained in using Google Education products including gmail and Google Drive as a way for communicate effectively as instructional leaders.	Technology	08/19/2013	05/27/2016	\$0	Technology Coordinator, Technology Integration Facilitator, School Administrators
Flex Days	During the summer, six days of technology professional learning are offered covering topics such as Google Calendar, Google Drive, and Apps for Educators	Professional Learning	06/02/2014	05/27/2016	\$0	Technology Staff, Teachers
Digital Citizenship	Direct Instruction by middle and high school social study teachers on digital citizenship as defined by the Alabama Technology Course of Study. All K-5th grade counselors will provide direct instruction on Digital Citizenship during classroom visits.	Direct Instruction	08/19/2013	05/23/2014	\$0	Classroom teachers, school counselors
EducateAlabama	Administrators will utilize EducateAlabama as an online resources for serve as effective instructional leaders.	Professional Learning	08/19/2013	05/27/2016	\$0	Technology Coordinator, School Administrators
After-School Training	Teachers attend targeted Professional Development provided by Technology Integration Facilitator after school. Topics include Google Drive, Google Calendar, Apps for Educators, Neo3 document camera training	Professional Learning	08/19/2013	05/27/2016	\$0	Technology Staff and teachers
<b>Total</b>					<b>\$0</b>	

**USAC Technology**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**Alabama Technology Plan: Transform 2020**

Coffee County Board of Education

District Website	Provide a district and school websites. This should also provide for a way to communicate with parents via emails or text messages	Technology	08/19/2013	05/27/2016	\$11000	Technology staff, school administrator, and teachers
E-Rate Activities	Use E-Rate Funds to supply Internet, telephone, and Cell Phone Services to Administrators, Teachers, and/or students	Technology	08/19/2013	05/27/2016	\$30000	Technology Coordinator, Technology Staff
Web 2.0 Tools	Use web 2.0 tools such as Facebook, email, text messages, etc as a way to communicate with parents	Parent Involvement	08/19/2013	05/23/2014	\$11000	Technology staff, school administrators, and teachers
<b>Total</b>					<b>\$52000</b>	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tech Pods	Train Middle Grade Core Teachers, Special Education Teachers, and Elementary Teachers in instructional strategies that incorporate the use of the Neo3 document camera.	Professional Learning	09/02/2013	05/23/2014	\$4000	Technology Coordinator, Technology Integration Facilitator, Teachers, School Administrators.
Academy Training	Core Teachers attend training sessions for using Academy of Reading and Academy of Math software to use with students to help meet College and Career Ready Standards.	Professional Learning	08/19/2013	05/27/2016	\$12000	Technology Staff, Reading Coaches, Instructional Coaches, Teachers.
Flipped Classrooms	Teachers will be provided opportunities to travel to other schools to observed flipped classrooms in action.	Professional Learning	11/15/2013	05/27/2016	\$500	Technology Integration Facilitator and Teachers
iPad in the SE Classroom	Students with severe disabilities will use iPads as a tool for communication, behavior, and/or development of motor skills	Technology	11/13/2013	05/27/2016	\$1500	Technology Coordinator, Special Education Coordinator, Special Education Teachers, Aides
<b>Total</b>					<b>\$18000</b>	

**Alabama Technology Plan: Transform 2020**

Coffee County Board of Education

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Support Staff	Increased technical support through the employment and an technical specialist. This will allow the district to provide a member of the technology staff on a school campus each day.	Tutoring	12/02/2013	05/27/2016	\$60000	Superintende nt, Technology Coordinator, Technology Staff
<b>Total</b>					\$60000	

## 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
Technology Operations and Concepts	All K - 12 teachers of core subjects will provide direct instruction to students on technology skills/concepts based on the Alabama Technology Course of Study. Teachers will include demonstration of this instruction in their lesson plans. These lesson plans are available to the Technology Coordinator at the end of each school year.	Direct Instruction	08/19/2013	05/23/2014	\$0	Classroom Teachers, School Administrators, Technology Integration Facilitator, Technology Coordinator
Digital Citizenship	Direct Instruction by middle and high school social study teachers on digital citizenship as defined by the Alabama Technology Course of Study. All K-5th grade counselors will provide direct instruction on Digital Citizenship during classroom visits.	Direct Instruction	08/19/2013	05/23/2014	\$0	Classroom teachers, school counselors
ACCESS Distance Learning	ACCESS/Distance Learning classes either online or via IVC lab equipment	Direct Instruction	08/19/2013	05/23/2014	\$0	ACCESS teachers, ACCESS facilitators, school administrators, school counselors
Career Preparedness Class	A one-credit course that is taught in Grades 9-12. The course prepares students with content knowledge and skills in the areas of career development and academic planning, computer skill application, and financial literacy. Also, this course is designed to meet the required 20-hour online experience.	Career Preparation/Orientation	08/18/2014	05/29/2015	\$0	Career Tech Teachers, School Administrators, School Counselors
Tech Pods	Train Middle Grade Core Teachers, Special Education Teachers, and Elementary Teachers in instructional strategies that incorporate the use of the Neo3 document camera.	Professional Learning	09/02/2013	05/23/2014	\$4000	Technology Coordinator, Technology Integration Facilitator, Teachers, School Administrators.

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Digital Citizenship	Teachers will be trained in Digital Citizenship and present information to all students.	Professional Learning	08/19/2013	05/23/2014	\$0	Professional Development Coordinator, Technology Coordinator, Teachers, School Administrators
Web 2.0 Tools	Use web 2.0 tools such as Facebook, email, text messages, etc as a way to communicate with parents	Parent Involvement	08/19/2013	05/23/2014	\$11000	Technology staff, school administrators, and teachers
Brightlink Interaction	Special needs students will learn to use the interactive features of Brightlink projectors installed in resource rooms	Technology	08/19/2013	05/27/2016	\$22000	Technology Coordinator, Special Education Teachers
iPad in the SE Classroom	Students with severe disabilities will use iPads as a tool for communication, behavior, and/or development of motor skills	Technology	11/13/2013	05/27/2016	\$1500	Technology Coordinator, Special Education Coordinator, Special Education Teachers, Aides
Google Apps	Administrators will be trained in using Google Education products including gmail and Google Drive as a way for communicate effectively as instructional leaders.	Technology	08/19/2013	05/27/2016	\$0	Technology Coordinator, Technology Integration Facilitator, School Administrators
EducateAlabama	Administrators will utilize EducateAlabama as an online resources for serve as effective instructional leaders.	Professional Learning	08/19/2013	05/27/2016	\$0	Technology Coordinator, School Administrators
Recabling Project	Coffee County Schools will launch a project to replace existing cable with Cat6 cable and add an appropriate number of Wireless Access Points to ensure that students are able to access our system's digital resources.	Technology	09/02/2013	05/27/2016	\$20000	Superintendent, Technology Coordinator, Technology Staff



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District Website	Provide a district and school websites. This should also provide for a way to communicate with parents via emails or text messages	Technology	08/19/2013	05/27/2016	\$11000	Technology staff, school administrator, and teachers
Technology Support Staff	Increased technical support through the employment and an technical specialist. This will allow the district to provide a member of the technology staff on a school campus each day.	Tutoring	12/02/2013	05/27/2016	\$60000	Superintendent, Technology Coordinator, Technology Staff
Flex Days	During the summer, six days of technology professional learning are offered covering topics such as Google Calendar, Google Drive, and Apps for Educators	Professional Learning	06/02/2014	05/27/2016	\$0	Technology Staff, Teachers
After-School Training	Teachers attend targeted Professional Development provided by Technology Integration Facilitator after school. Topics include Google Drive, Google Calendar, Apps for Educators, Neo3 document camera training	Professional Learning	08/19/2013	05/27/2016	\$0	Technology Staff and teachers
Academy Training	Core Teachers attend training sessions for using Academy of Reading and Academy of Math software to use with students to help meet College and Career Ready Standards.	Professional Learning	08/19/2013	05/27/2016	\$12000	Technology Staff, Reading Coaches, Instructional Coaches, Teachers.
Flipped Classrooms	Teachers will be provided opportunities to travel to other schools to observed flipped classrooms in action.	Professional Learning	11/15/2013	05/27/2016	\$500	Technology Integration Facilitator and Teachers
AUP	Schools will distribute copies of our district's Acceptable Use Policy for ALL students. Classroom teachers will discuss the AUP with classes during the first two weeks of school and as appropriate throughout the year.	Technology	08/19/2013	05/27/2016	\$0	School Administrators, School Counselors, and Teachers
E-Rate Activities	Use E-Rate Funds to supply Internet, telephone, and Cell Phone Services to Administrators, Teachers, and/or students	Technology	08/19/2013	05/27/2016	\$30000	Technology Coordinator, Technology Staff
<b>Total</b>					<b>\$172000</b>	