Alabama Technology Plan: Transform

2020

Opelika City Board of Education

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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?

Opelika, Alabama, is a community with a proud heritage, rich in traditions and steeped in hospitality and Southern charm. As a part of this supportive community, Opelika City Schools offers students a world full of opportunity. From primary school to high school, Opelika students are immersed in an excellent learning environment that includes the fine arts, technology and exceptional curriculum choices.

Opelika is conveniently located in east central Alabama along the dynamic I-85 corridor between Atlanta and Montgomery and adjacent to thriving Auburn University. Opelika presents unparalleled opportunities for business, commercial, retail and industrial development, as well as a splendid quality of life.

According to the 2010 Census, there were 26,477 people residing in the city. Of the total population, 27.9% are 19 years old or younger and the median age is 34 years. According to 2009 Census estimates, the median income for a household in the city was $35,243, and the median income for a family was $47,864. Recently displaced workers have changed this average; however, current numbers are not yet available.

Opelika's economy has shifted away from a traditional basis in textile manufacturing to an industrial base with various industries locating in the city. Since 2004, the city has experienced revitalization in many segments of the economy, including commercial, residential and industrial activity with more than 1,495 new jobs being created since 2005. However, in April 2009, officials with Michelin North America announced it would close its BF Goodrich tire manufacturing plant in Opelika by October of that same year. This shift has accelerated the transformation of the city from a small, relatively stable, middle class rural community into a more diverse and transient community with some urban challenges including higher poverty rates.

In spite of these challenges, Opelika is known as a vibrant historical area, evidenced by its turn of the century homes and a renovated downtown. Its quality of life is enhanced by a new community Sportsplex and Aquatic Center, as well as the hosting of the Performance Series by the East Alabama Arts Association at the Opelika Center for Performing Arts located on the high school campus.

The Opelika City School System consists of eight schools. There are three primary schools serving grades PreK - 2, three intermediate schools serving grades 3-5, one middle school (grades 6-8), and one high school (grades 9-12). An alternative learning center houses a variety of programs including a 6-12 alternative program, a Mental Health Association day treatment classroom, and the Choices Program, a program for teen moms. The table below presents a snapshot of the demographic and education data for each school in the Opelika City School System as of October 2016.

School	Grades Served	# of Students	%Free/Reduced Lunch
Opelika High School	9 - 12	1262	59.90
Opelika Middle School	6 - 8	921	66.99
Morris Ave. Intermediate	3 - 5	317	66.88
Northside Intermediate	3 - 5	390	53.33
West Forest Intermediate	3 - 5	347	86.74

Southview Primary	PK - 2	407	53.81
Carver Primary	K - 2	387	73.39
Jeter Primary	PK - 2	340	61.76
District	PK - 12	4371	64.22

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.

District Beliefs:

- All students can learn and are capable of achieving high standards.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Students need to develop a deep understanding of essential knowledge and skills. They also need to develop the capacity to apply their learning, to reason, to solve problems, and to produce quality work as they become contributing members of society.
- A safe and supportive learning environment promotes student achievement.
- The success of our school system depends on the commitment of all stakeholders including administrators, teachers, support staff, parents and the community to high standards, expectations, and quality performance.
- The development of the curriculum, the design of instructional activities, and the use of assessment measures are focused on providing learning opportunities and feedback systems that enable students to achieve success.

Mission Statement:

Educate every child every day.

Vision:

Opelika City Schools will partner with all stakeholders to provide a broad curriculum preparing learners for college or career in a competitive global society.

Opportunities:

Beginning with K, students in Opelika City Schools are offered a challenging and diverse curriculum. Individual student needs are met through grade level curriculum, intervention and remediation classes, as well as enrichment and accelerated courses. All students have ample opportunities for fine arts instruction as well as many extracurricular choices. Classrooms have fully integrated technology systems that include laptops, tablets, Chromebooks, mounted projectors, Promethean™ boards, Cleartouch Interactive Panels, ActivSlates, and Elmo™ document cameras. There are also several sets of ActivVotes and ActivExpressions available for teacher/student use. Opelika City Schools employ highly qualified teachers trained in the latest instructional techniques including the Alabama Reading Initiative (ARI), Transforming East Alabama Mathematics (TEAM-Math), Alabama Math, Science and Technology Initiative (AMSTI), and Science in Motion.

Elementary Schools

All elementary schools have school-wide Title I programs. They provide a warm learning environment to meet the needs of all students. The rigorous curriculum is aligned with the Alabama Courses of Study and is directed by system-wide pacing guides developed by teachers. This consistency allows transient students a greater opportunity for success. The McGraw-Hill Wonders program and the Math in Focus program provide the basic framework for the reading and math curricula. In addition, teachers use system-wide writing rubrics and administer

common assessments throughout the year.

All students in grades K-5 receive music and art instruction by teachers in these special areas. The music program also provides all third grade students with nine weeks of violin lessons and encourages selected students to continue these lessons in fourth and fifth grades. An Enrichment Program is provided for students in grades 3-5 through whole group and small group classes. The Enrichment teachers design programs that extend student thinking and allow students to develop higher order skills through their own learning styles. Technology labs and multiple classroom computers allow development of technology skills embedded in all content areas.

Middle School

Opelika Middle School (OMS) was selected as a 2010 Alabama CLAS Banner School in recognition of its outstanding programs and services to students. In addition, OMS was one of only 11 schools in Alabama presented with the Alabama Safe Schools Award of Excellence in 2008.

Opelika Middle School operates as a true middle school model. Students are taught in teams for stronger support and enhanced relationships with teachers. Teams afford interdisciplinary learning and allow students to transition from elementary classrooms to a six-period day. Advanced classes are offered on every team in every core subject with inclusion classes also accommodating students with special needs. Utilizing common planning time, teachers work in a collaborative environment with both their grades and departments. Teacher-designed curriculum maps, common assessments, and regular discussion of teaching practices and learning outcomes ensure that all students are provided a challenging curriculum.

OMS is equipped with three grade level technology labs which allow flexible scheduling by regular classroom teachers. In the exploratory offerings, students rotate through a technology lab that utilizes 24 modules which include animation, robotics, space and rocketry, flight simulation, aerodynamics, bridge building, medical technology, electronics, virtual makeovers, television and actual on-air radio production. Other technology courses teach computer applications. Science labs are equipped with graphing calculators, temperature probes, pH probes, UVB probes, pressure sensors and motion detectors for students to use to record accurate data during experiments. The Global Connections in Science exploratory class provides opportunities for hands-on demonstrations and experiments throughout the year that extend basic science skills to real life applications.

With the arts being an integral part of this community, OMS offers an array of fine arts courses. Sixth grade students rotate through three introductory fine arts classes: band, chorus and art. Seventh and eighth grade students may choose to participate in the fine arts electives of band and chorus. Physical education classes focus on fitness, health, and basic rules of sports in alignment with the Alabama Course of Study. Sports offered include football, softball, baseball, soccer, wrestling, basketball, volleyball, tennis, golf, track and cross country. Clubs range from 4H to National Junior Honor Society.

High School

Opelika High School has a diverse student body reflecting the make-up of our community and state. OHS offers classes designed for each student's learning level, from individual assistance to Advanced Placement. Advanced Placement classes are offered in History, Biology, Chemistry, Government & Economics, English Composition, Art, Statistics and Calculus. Dual enrollment is an option for students to earn both high school and college credits at Southern Union State Community College whose Opelika campus is located directly across the street from the high school. Courses available for dual enrollment include Pre-Calculus, Calculus and US History 1.

Career Technical classes prepare students for immediate transition following graduation into the workplace or articulated courses offered at Southern Union and other community colleges. Programs include horticulture, business information technology, family and consumer science, engineering, and health science. The annual horticulture department plant sale raises thousands of dollars for scholarships and program expenses. A new Avatar Apps and Answers class is leading the way for innovative programs which will allow students to stay abreast of the ever-changing technological world. In January 2012 OHS rolled out a new course, Direct Current, to be the first dual enrollment technical course.

Continuing the strong arts program of the school system, OHS offers band, chorus, visual arts, theater, and video production. The band department includes concert, symphonic and jazz bands in addition to the award-winning "Spirit of the South" marching band. Four different choirs are offered by the choral department: the Ovations coed show choir, the Impressions girls' show choir, Women's Chamber Choir and Chamber Choir. The show choir groups perform and compete all over the country and have received countless accolades including Grand Champion in the Fame Showchoir America Competition in Washington, D.C., Best Show Design, Best Choreography and Best Vocals awards in numerous competitions, and was the highest ranked Alabama school in the 2009 National Showchoir Ranking System.

The OHS Theatre Society is known around the region and state for its quality performances. A play in the fall, an advanced theatre competition at mid-year and a spring musical all attract hundreds from surrounding communities. In addition to performances, theatre department courses include set design, set-up and light/sound production.

OHS also provides unique opportunities for students in courses such as desktop publishing, guitar, and foreign languages including Latin, Spanish, and French. Students enrolled in desktop publishing produce Perspectives, an award winning literary magazine for which the art and graphics are provided by students enrolled in an advanced art class. Other publications include The Mainstreet Gazette, a student newspaper, and ZigZag, the student yearbook.

Athletics is another important component of the high school experience. The athletics program is a competitive 6A program that offers many different opportunities. Sports include football, baseball, track, cross country, soccer, wrestling, volleyball, golf, basketball, swimming, softball and tennis. A newly formed cheerleader competition squad recently placed second in the state tournament. Students may also choose to participate in any of approximately 30 clubs ranging from Future Farmers of America to the National Honor Society.

Student Performance

In Opelika City Schools, the faculties, administrators, and board members realize that being committed to raising achievement levels must be about raising expectations for all children throughout the system. Across the system, teachers and administrators are implementing Continuous Improvement Plans (CIP) that utilize on-going assessments to monitor and enhance student progress. The system continues to stress high expectations for all students and to use faculty input to address barriers to learning. The superintendent's belief that problems can be best solved through a collaborative effort involving teachers and administrators permeates throughout the schools and allows for issues to be addressed through the collective wisdom of the group. Using longitudinal test data and other academic indicators, school leadership teams across the school system continue to collaborate in horizontal and vertical groups to exceed the goals set by Plan 2020. These benchmarks are based on the passing rates ACT Aspire Test in grades 3-8 and 10, the ACT in grade 11, ACCESS for ELL students and the attainment of Individual Education Plan (IEP) benchmarks on the Alabama Alternate Assessment (AAA) in grades 3-8 and 11. The additional academic indicator for elementary schools is the attendance rate and the graduation rate for high schools. The upward trends in the number of 11th graders scores on the ACT and the increased proficiency in the elementary schools' reading and math scores underscore the success of these endeavors.

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.

Trends and Issues Impacting the Districts

The loss of $13 million in funding over the past four years has created a major impediment to expanding successful programs. Even though the system is financially sound, the instability of the current economic condition requires that the system proceed with caution and reserve. This has created some larger class sizes and reductions in money available for travel which is a different environment from years past.

Opelika is close to several impoverished areas which creates an environment of transiency. Some students transfer to our system significantly behind academically with limited vocabulary and experiences which creates great challenges for our teachers and administrators. These students require instruction with a strong emphasis on basic literacy. Most students who enter the Opelika City Schools in the primary grades and remain through high school are typically successful.

Retirement decisions in top district leadership positions have had cascading effects upon Central Office staffing. A new superintendent was appointed in January 2007 and two new assistant superintendents were named that same summer. The Chief School Financial Officer retired at the end of December 2011 and was training the new CSFO, who now remains in that position. The Secondary Curriculum Coordinator retired in June 2012 and was replaced in July 2012. A new Federal Programs Coordinator and district Test Coordinator were appointed in July 2016. The district Technology Coordinator retired in January 2014, and a new technology coordinator was hired July 2013 to begin training for the position. The Elementary Curriculum Coordinator left in July 2014, and a new coordinator was hired in August 2014. The assistant superintendent over curriculum and instruction left and was replaced in July 2016. At the school level, retirements, promotions in the wake of retirements, in-district transfers and vacancies occurring in order for administrators to pursue educational opportunities in other districts has resulted in six new principals and five new assistant principals in the last five years. Continuity has been supported in this circumstance by the fact that all but one of the current principals have taught or been administrators with Opelika City Schools prior to their current appointments and through the strong support of the district central office.

Major Strengths

The system's strengths can be found in the areas of leadership, teacher quality, collaboration among stakeholders, challenging curriculum, arts education, and community support and partnerships. Central office administrators are visible in all schools and provide a high level of support for all staff members. The superintendent's commitment to children is evident in all areas of the school system. Employing full-time counselors at all schools and the availability of PreK classrooms has been indicated through community feedback as major strengths in our system.

Distribution and alignment of instructional resources send a strong message to community and stakeholders that a rigorous and challenging curriculum is the main priority of the Opelika City Schools. The superintendent's establishment of a Federal Programs Coordinator position allows personnel in the curriculum and instruction department to research successful programs, monitor implementation, and provide ongoing professional development to support the learning of both teachers and students.

A challenging curriculum, founded on the Alabama Course of Study, is also a strength of the system. Advanced placement courses, career

technical courses, as well as all academic classes set high expectations for students interested in college or business and industry fields. Curriculum guides, pacing guides, progress monitoring, and benchmark assessments support the implementation of the curriculum. Continuous Improvement Plans at local schools drive the instructional process and support the system plan. Various system-wide teacher curriculum committees keep changes in standards and strategies a focus and continually provide teacher input into the curriculum. Employing highly qualified teachers is the major focus of the teacher recruitment plan and currently 84 percent of certified employees hold Masters Degrees or higher.

Through partnerships with business and industry, community service agencies, institutions of higher learning, and governmental agencies, the educational programs of the system are enhanced through community support and collegiate relationships. The creation of the Community Action Support Team (CAST) and academic mini-labs throughout the community provide multiple opportunities for community involvement in raising student achievement. The Opelika City Council provides financial support to the system as well as support through student and teacher recognitions at council meetings and partnerships such as Opelika Reads and Character Counts. The strong financial vision of the superintendent and board, coupled with the support of the council and community, allows Opelika City Schools to remain financially sound even in these difficult economic conditions.

The arts education program is known throughout the state and provides students with quality opportunities. In addition to courses offered in guitar, violin, band, choir, show choir and theater, the Opelika City Schools team with the East Alabama Arts Association in The John F. Kennedy Center for the Performing Arts Partners in Education Program. This 15-year strong partnership brings professional development opportunities and arts programs to the system that might not otherwise be possible. Opelika High School is home to the Opelika Performing Arts Center which hosts the East Alabama Arts Association Performance Series, as well as other community presentations.

Needs

Areas of need include continued improvement for student achievement in the subgroups of special education and free/reduced lunch, implementation of practices for continued progress in reading and mathematics, and continued partnerships and accountability among students, staff and community support services in order to increase the graduation rate. Though the system has made progress to ensure that opportunities for students with diverse needs are provided throughout the district, plans for improvement are continuous and ongoing.

Goals

Goal 1: Increase the role of teachers and administrators in the district problem-solving process.

Goal 2: Continue an emphasis on mastery of literacy and math standards for all students.

Goal 3: Continue to develop and implement PreK-12 curriculum maps for all core content areas.

Goal 4: Continue to improve students' transitions between grade spans.

Goal 5: Implement new course offerings to meet current and future college and career ready standards.

Goal 6: Continue to work with all stakeholders to increase parent, community, and business involvement.

Additional Information

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

Opelika City Schools possesses many strengths which distinguish it from other districts. At the heart of our strengths, is a healthy culture of ongoing improvement that permeates all that is done by faculty, staff, and students. Commitment to collaboration at all levels has helped to instill that culture. Opelika's diversity pushes our administrators, teachers and students to work hard to stay abreast of the latest thinking in order to make ourselves better. The school district also benefits from a community and board of education that possess high expectations of its teachers and students and the tangible and intangible support necessary to meet them. As a part of these high expectations, the district firmly believes that all students have a right to be exposed to the most rigorous of curricula. A final strength of the school system is the emphasis on customization that results in a wide array of choices both in courses offered and extra-curricular offerings to meet the needs of all students. The desire for all students to find their passion and to be prepared to make good life choices is the foundation for an educational system that benefits all stakeholders.

As a result, the stakeholders of Opelika City Schools collaborate and work well together to build consensus in problem-solving in a way that keeps the best interests of children at the heart of decision-making.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The District Technology Plan was developed over time and in conjunction with multiple stakeholders including administrators, teachers,support staff, and board of education personnel. Opelika City Schools has continued our technology improvement efforts by creating a technology planning team and adding concerned school wide stakeholders to form a district-wide Technology Committee. This committee coordinates,plans, and directs overall technology improvement planning, implementation, and evaluation efforts. When appropriate it sub-divides into building level groups for specific purposes. This approach is intended to broaden the perspective of technology improvement and be more attractive to stakeholders in the Opelika School System.

This group will continue over the next year to implement technology integration strategies and evaluate results.

Each school in the district has administrators and teachers participate in a set of surveys to gather data about a variety of factors that affect technology and curriculum integration. This data was collected and reviewed by the technology coordinator and discussed with the technology planning team. The technology coordinator then shared this data with the school principals and Board of Education staff at one of the weekly district wide principal's meetings.

Objectives and startegies are developed with recommendations from the technology planning team and the district's technology coordinator;Transform 2020 survey results are included during this phase as well

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

The Opelika City Schools Technology Planning Committee consisted of teachers, administrators, and board of education personnel. Each school strove to provide multiple delegates from each of these individual stakeholder groups. Perception data from the administrative and faculty bodies is also considered in the district's technology planning process.

Committee members shared equal roles in analyzing the data and determining modifications needed and additional data needed to make informed decisions related to the district technology plan.

Stacy Royster - Board of Education, Technology Coordinator
Jamie Cook - Carver Primary School, Teacher
Diedre Fenn - Jeter Primary School, Teacher
Lauren Mask - Southview Primary School, Teacher
Melissa Cook - Northside Intermediate School, Teacher
Valerie Lawler - Morris Avenue Intermediate School, Teacher
JOanna Flannagan - Opelika Learning Center, Teacher
Amanda Kelley - Opelika Middle School, Teacher

Carrie Tidwell - Opelika Middle School, Teacher

Tiffany Yelder - Opelika High School, Assistant Principal, and Career Tech Department Head

Russ Hardwick - Opelika High School, Assistant Principal

Talaya Williams - Opelika High School, Teacher

David Carpenter - Jeter Primary School, Principal

Farrell Seymore - Opelika High School, Principal

Jean Miller - Board of Education, Assistant Superintendent

Laura Hartley - Northside Intermediate School

Barbara Kozak - West Forest Intermediate School

Erin Beaver - Opelika Middle School

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

Stakeholders are updated at each Opelika City School's Technology Planning Meeting and through online discussions via email. The final draft of the Opelika City School's District Technology Plan will be shared through email with all faculty and staff of the system, with the Technology Planning Team, and with all administrators at the regularly scheduled principals' meeting.

Technology Diagnostic

Introduction

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

Data

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

Response:

- •Continuous Improvement Plan
- •Federal Government Regulations
- •Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- •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. Top Area of Need: To maintain our internal bandwidth at 1 Gbps or exceed.

B. Top Area of Strength: We provide ample external bandwidth and wireless infrastructure to meet the needs of the individual schools.

C. Infrastructure assessment: All schools connect to the network via 1 Gbps Ethernet and back to the board office and each other via 1 Gbps fiber. All schools have wireless connectivity. This is also evidenced by the response of question 27 in Transform 2020 results that our teachers are interested in learning more about implementing a 1-1 ration in their classrooms. This will require sufficient internal bandwidth.

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. Top need: More Mobile Devices in the Classrooms

B. Top Strength: Interactive Technology in each classroom

C. Transform 2020 Results question #27 in part two of the survey teachers are interested in knowing more about a 1-1 ratio and this will require more mobile devices if we decide to implement 1-1 or BYOD. Administrators observations have shown the students desire to use devices in the classroom is evident. Teachers responded positively in question #26 in part two of Transform 2020 that they have sufficient tools to integrate technology into their teaching. They all are supplied with Promethean boards, some with Interactive Touch Panels, LCD projectors, Chromebooks, and Elmo document cameras for their teaching needs.

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. Top Area of Need: Teachers planning activities that promote individual and collaborative student reflection using digital communication tools.

B. Top Area of Strength: Our district ensures that beginning in 9th grade, every student participates in at least one online/technology-enhanced experience prior to graduation, or complete an online course.

C. The Transform 2020 results from the teachers show weakness in the area of utilizing the digital tools that are provide for use in the classroom. Student transcripts show that we get every student into a class with a technology enhanced experience prior to graduation to help the prepare for the 21st century world.

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. Top Area of Need: Teachers respond that they are not able to attend a sufficient number of professional learning sessions to help them successfully integrate the technology into their classrooms.

B. Top Area of Strength: Our administrators support and promote integrating digital resources and tools into the classrooms.

C. Our need is evidenced in the response to question #23 in the Transform 2020 survey with only 62% of faculty feeling they received enough training. This has also been evidenced in debriefing with teachers. Our strength is supported through their response from question #24 in the Transform 2020 Teacher surveys as 81% of teachers believe their administrators supports the in digital technology usage.

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. Top Area of Need: To help teachers model innovative thinking, engage students in solving authentic problems, and promote collaborative student reflection all using digital tools and resources.

B. Top Area of Strength: Teachers have sufficient access to online digital resources, lesson plans, and learning activities as well as sufficient devices in their classrooms to effectively integrate technology into their teaching.

C. Our need is evidenced in the responses to questions #1-4 in the Transform 2020 survey results with and average of only 21% of teachers routinely using the digital resources in their lessons. Our strength is evidenced by responses to questions #21 and 26 in the Transform 2020 survey results as well as in our technology inventory.

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. Top Area of Need: To help teachers communicate relevant information and ideas to students, parents, and others using a variety of digital tools.

B. Top Area of Strength: Encouraging the correct use of digital software for student record keeping.

C.   Our need is evidenced by the response to the Transform 2020 question #11 with only 22% of the teachers responding that they communicate relevant information and ideas to students, parents and other using a variety of digital tools. Our strength is evidenced through the various faculty and district meetings on the use of STI data management software as well as our data reports that are submitted to the state department of education.

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. Top Area of Need: Train administrators on mobile devices for more portability in observations

B. Top area of Strength: Encouraging the correct use of digital software for student record keeping.

C. Our need is evidenced in the Transform 2020 Administrator Survey question # 14 with only 33% of administrators using technology tools to collaborate with others, collect and analyze data, interpret results, and share findings to improve staff performance and student learning. Our strength is evidenced through the various faculty and district meetings on the use of STI data management software.

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.

...the percentage of teachers and administrators completing the Transform 2020 survey will be addressed in coming years. 80% of the teachers and 100% of administrators in our system should complete the survey.

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.

New Teacher Technology Workshop: (to make new teachers familiar with the technology equipment and software that we have available in our schools system)

A. Face-to-Face (onsite)

B. 2 hours

C. Teachers & Administrators

D. Technology Coordinator

Training on Chromebook use: (to help facilitate curriculum needs through digital tools)

A. Face-to-Face (onsite)

B. 1 hours

C. Instructional Coaches, Teachers

D. Technology Coordinator & Elementary Coordinator

STI Gradebook Refresher for Calculating Student Grades:

A. Face-to-Face (onsite)

B. 1 hour

C. Teachers & Administrators

D. Technology Coordinator

STI Conference: (to help with the need of communicating more information to parents about their students)

A. Face-to-Face (offfsite)

B. 3 Days

C. Counselors, Data Clerks, Central Office System Administrators for STI

D. STI

Technology Portal Training:

A. Online Videos

B. 30 minutes

C. Teachers & Administrators

D. Technology Coordinator

Tablet Training for Administrators: (to help administrators be more mobile with their administrative duties as listed in the needs assessment)

A. Face-to-Face (onsite)

B. 2 hours

C. Administrators

D. Technology Coordinator

LANSCHOOLTraining for Teachers:

A. Face-to Face (onsite)

B. 2 hours

C. Teachers & School Administrators

D. Technology Coordinator & Technology Teachers

Training on Current Classroom Technology Tools: (to help with the weakness in the area of utilizing digital tools)

A. Face-to-Face (onsite)

B. 1-2 hours

C. Teachers

D. Technology Coordinator and Technology Teachers at each school

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.

Connectivity/WAN Infrastructure:

All schools connect back to the Board of Education and each other via a 1 Gps fiber network provided by Opelika Power Services via Information Transport Solutions. The core switch-router is a Cisco 3550-12G manageable fast Ethernet and Gigabit Ethernet switch located at the board of education. A fiber connection to the Opelika Power facility in Opelika provided a 1024 Mbps of Internet Connectivity. Wireless internet access is also available everywhere within the Opelika City School System.

LAN Infrastructure:

In Opelika's three primary schools and the high school, each desktop connects to the network via 1024 Mbps Ethernet with a Gigabit backbone in a switched environment. All of these schools also have wireless Internet access available throughout the building. The three intermediate schools, the middle school and the learning center connect via 1024 Mbps wireless and a Gigabit backbone in a switched environment. Our Board of Education is connected with both Ethernet and wireless connectivity in all areas. The bus shop is connected with wireless access. Future plans at this point are to maintain the Ethernet connections and improve the wireless connections as needed by replacing the older access points.

Internet Access:

Every desktop in the Opelika City School system has 1024 Mbps Internet access. In compliance with the Child Internet Protection Act, every student in the system must sign an Internet agreement policy at the beginning of each school year. Upon being hired, all employees of Opelika City Schools must also sign an Internet/email policy that has been adopted by the Board of Education. The signed policy form is kept in the employee's personnel folder.

Information Security & Safety:

The Lightspeed appliance is used as our firewall and to filter all Internet traffic to meet with the Child Internet Protect Act compliance. Our student management system and accounting system are setup on the network and controlled by an authorized list of computer users that are allowed access to those systems. Classroom desktops are controlled by issuing different levels of permissions using the active directory program. Most schools computers also use the Deep Freeze program to prevent the unauthorized downloading of malicious programs. To protect against virus infections, we use the Microsoft Endpoint Anti-Virus program that is loaded on each device and automatically update from the systems update server. In addition to the electronic measures taken by the schools and the system to protect our students, our teachers and employees also monitor the student use of computers and instruct the students in the ethical and safe use of technology.

Digital Content & Tools:

At the primary level, teachers use several different software programs along with some Internet-based programs to integrate into the curriculum. At the primary and intermediate level, Connect ED and Pearson SuccessNet is used for curriculum integration along with many online programs. At both the primary and intermediate levels, Easy Tech software is used to teach the technology curriculum. At Opelika Middle and High School, each curriculum has purchased software applicable to their subject area for curriculum integration. Additionally, APEX Learning software and ACT prep software have been purchased. Apex Learning is also used at the high school for credit recovery. All schools integrate technology daily through the use of interactive whiteboards, Elmos, Promethean Slates, and Chromebooks.

Future plans are to increase the hand held devices for use in the classroom both as eReaders and Internet exploration. Additionally, more Chromebooks will be purchased for curriculum integration. The Overdrive online media center will continue implementation for the 2016-2017 school year for grades 3 and up.

Each classroom in all schools will have at least one Pentium 4 computer with most classrooms having multiple computers available for student use. All computers in the system are Internet capable. At the elementary level, all classrooms have at least 4 computers with at least one computer lab of 28 computers and Chromebooks available in the Media Center for checkout. All elementary classrooms have Promethean Interactive Whiteboards with a mounted LCD projector and every teacher has a laptop, slate and document camera to be used with the board. At the middle school, each team has a chromecart of 30 Chromebooks. Each Middle school classroom has a mounted LCD projector, Promethean board, slate and document camera. Additionally each teacher has a laptop. There are three labs with 30 desktop computers. At the high school each classroom has at least one desktop or laptop computer, with most classrooms having multiple computers. There are 9 labs available for teachers to use with their classes with a set of tablets that are also available. Each media center at all schools has multiple computers for student use while in the media center. These computers along with printers can be used by students for research.

Label	Assurance	Response	Comment	Attachment
2.	Did you complete the Inventory for each school in your school system?	Yes	Inventory is uploaded to the SharePoint site with ALSDE	

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 where 50% of students use creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments by 05/25/2017 as measured by performance that demonstrates mastery of State COS.

Strategy1:

Online Education - Students will use online software and course to assist in student achievement.

Category:

Research Cited:

Activity - ACCESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Equipment will continue to be provided and maintained for student use of ACCESS classes in order to fulfill mastery of course requirements for graduation.	Academic Support Program	08/07/2014	05/01/2018	$5000 - District Funding	Technology Coordinator

Goal 2:

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

Measurable Objective 1:

collaborate to have 80% of teachers use technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning and creativity by 05/30/2018 as measured by classroom/student observations.

Strategy1:

Interactive Technology - Use and promote interactive technology within the classroom.

Category:

Research Cited:

Activity - Interactive Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promote the use of interactive whiteboard technologies and classroom response systems and continue to investigate other classroom innovations.	Technology	08/01/2011	08/01/2018	$0 - No Funding Required	Technology Teachers at each school site; Technology Coordinator

Goal 3:

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

Measurable Objective 1:

collaborate to locate and promote the use of high-quality, cost-effective complete and supplemental managed interactive digital content

curriculum materials and text aligned with Alabama's College and Career Standards for all teachers by 08/24/2018 as measured by transform

2020 survey results.

Strategy1:

Online Resources - Ensure teachers have access to online resources.

Category:

Research Cited:

Activity - Easy Tech Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opelika City Schools will continue the implementation of the EasyTech web based application designed to meet the K-5 Alabama Technology Course of Study requirements, or other methods as budgets allow.	Technology	08/19/2013	08/01/2019	$44460 - General Fund	Technology Coordinator

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 where 50% of students use creative and critical thinking expertise, and effective collaborative communication skills

by developing innovative products and processes using technology in a variety of learning environments by 05/25/2017 as measured by

performance that demonstrates mastery of State COS.

Strategy1:

Online Education - Students will use online software and course to assist in student achievement.

Category:

Research Cited:

Activity - APEX Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Apex Learning software will be provided for students to have an opportunity to gain credit for classes through credit recovery.	Technology	08/06/2015	05/01/2018	$30467 - District Funding	Assistant Superintendent& Technology Coordinator

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

demonstrate a behavior where 60% of students use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources by 05/26/2017 as measured by classroom/student observations.

Strategy1:

Acquire and maintain existing technology equipment - Acquire additional and maintain existing technology equipment for use in classrooms.

Category:

Research Cited:

Activity - Classroom Essentials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide and maintain technology that will allow students to make use of real-world applications of technology; apply technology to inquiry based projects, and learn and use skills necessary for participation in the global community. This will be done by installing and maintaining LCD projectors, Interactive Whiteboards, and document cameras at every school.	Technology	08/01/2011	05/26/2017	$50000 - District Funding	Technology Coordinator and System Technicians

Activity - Chromebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lenovo Chromebook will be purchased for student and teacher use. These will allow educational apps to be downloaded and explored.	Technology	01/15/2014	05/26/2017	$200000 - District Funding	Technology Coordinator

Goal 2:

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

Measurable Objective 1:

collaborate to have all instructional Leaders provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources by 08/30/2017 as measured by classroom/student observations.

Strategy1:

Chalkable - Use STI software INow to consistently monitor student data for validity and accuracy.

Category:

Research Cited:

Activity - Chalkable Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train faculty and staff on using Chalkable products more effectively. Provide all levels of training for teacher portal and gradebook users to improve ease of use and functionality.	Technology	08/01/2011	08/01/2017	$0 - No Funding Required	Technology Coordinator; Technology Teachers at each school site

Measurable Objective 2:

collaborate to have 80% of teachers use technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning and creativity by 05/30/2018 as measured by classroom/student observations.

Strategy1:

Interactive Technology - Use and promote interactive technology within the classroom.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide substantive professional development for teachers based on needs identified through evaluations and surveys.	Professional Learning	08/01/2011	05/26/2017	$5000 - General Fund	Technology Coordinator

Activity - Purchase Interactive Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase Chromebooks and Interactive Panels for classroom use.	Technology	01/15/2014	06/01/2019	$25000 - District Funding $340000 - Title I Part A	Technology Coordinator

Goal 3:

To increase wireless access at schools for student and teacher use.

Measurable Objective 1:

demonstrate a behavior Work to increase the current number (230) of access points throughout the district by at least 50% by 05/26/2016 as measured by the total number of access points throughout the district.

Strategy1:

Secure Funding - Secure funding through Erate and local funds to purchase additional network switches and wireless access points, as well as install said switches and access points.

Category:

Research Cited:

Activity - Additional Wireless Access Points	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and add additional wireless access points in each of the schools in the district.	Technology	10/01/2015	05/26/2016	$300000 - General Fund	Technology Coordinator and support staff.

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:

collaborate to have all technology coaches assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students by 08/01/2017 as measured by the annual technology survey and classroom observations.

Strategy1:

Technology Teachers - Provide Technology teachers at each site for technology coaching.

Category:

Research Cited:

Activity - Technology Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Existing teachers are hired and are being paid stipends for working during their planning and staying after school to conduct training opportunities for other faculty in their school. These individuals will be offered training through the year to equip them with the skills needed to train their school staff.	Technology	08/01/2011	08/01/2017	$11000 - General Fund	Technology Coordinator

Goal 2:

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

Measurable Objective 1:

collaborate to locate and promote the use of high-quality, cost-effective complete and supplemental managed interactive digital content

curriculum materials and text aligned with Alabama's College and Career Standards for all teachers by 08/24/2018 as measured by transform

2020 survey results.

Strategy1:

Online Resources - Ensure teachers have access to online resources.

Category:

Research Cited:

Activity - Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the awareness of access to technology resources such as Alabama Virtual Library, Alabama Learning Exchange (ALEX), eLearning for educators, Technology in Motion, and Alabama Insight for all students, teachers, and administrators.	Technology	08/01/2014	08/01/2017	$0 - No Funding Required	Technology Coordinator

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:

demonstrate a proficiency to ensure all students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in

order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 08/01/2018 as measured by

transform 2020 survey results and an analysis of network speeds.

Strategy1:

Infrastructure - Maintain the infrastructure to allow all technology needs to be met.

Category:

Research Cited:

Activity - Viable Internet	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maintain the school infrastructure. All schools connect to the network via 1 GB Ethernet and back to the board office and each other via 1 Gbps fiber. All schools have wireless connectivity. The Lightspeed appliance is used to filter all internet traffic.	Technology	06/01/2007	08/01/2018	$10000 - General Fund	Technology Coordinator

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

Goal 1:

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

Measurable Objective 1:

collaborate to have all instructional Leaders provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources by 08/30/2017 as measured by classroom/student observations.

Strategy1:

Chalkable - Use STI software INow to consistently monitor student data for validity and accuracy.

Category:

Research Cited:

Activity - INow Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to use Chalkable I-Now program to allow teachers and administrators to quickly access student data in areas of grades, discipline, demographics, and attendance. Continue to support all electronic data regarding student records as needed for local, state and federal reporting and daily opertions.	Technology	08/01/2011	08/30/2017	$10000 - General Fund	Technology Coordinator

Goal 2:

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

Measurable Objective 1:

collaborate to locate and promote the use of high-quality, cost-effective complete and supplemental managed interactive digital content

curriculum materials and text aligned with Alabama's College and Career Standards for all teachers by 08/24/2018 as measured by transform

2020 survey results.

Strategy1:

Online Resources - Ensure teachers have access to online resources.

Category:

Research Cited:

Activity - Technology Hub	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a one-site hub for employee technology information and resources.	Technology	08/01/2015	08/01/2017	$0 - No Funding Required	Website technician; Technology Coordinator

Measurable Objective 2:

collaborate to provide an adequate number of qualified technical support personnel to support technology use in all of our schools by

08/30/2018 as measured by transform 2020 survey results.

Strategy1:

Tech Support - Ensure all educators and students have access to a dynamic infrastructure.

Category:

Research Cited:

Activity - Provide technical support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide technical support for the use of advanced technology incorporated into the curricula to develop and enhance information literacy, information retrieval, and critical thinking skills of students through access to library media centers, library media programs, and other instructional programs.	Technology	08/19/2013	08/01/2018	$20000 - General Fund	Network technicians; Technology Coordinator

Technology Plan Assurances

Label	Assurance	Response	Comment	Attachment
1.	The district has read, understands and complies with the assurances required of the Alabama Transform 2020 Technology plan.	Yes	Attached	Opelika City Assurances Page

Plan for Alabama Technology Plan: Transform 2020 (2016-2017)

Overview

Plan Name

Plan for Alabama Technology Plan: Transform 2020 (2016-2017)

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and Empower the Learner Through Technology	Objectives: 2 Strategies: 2 Activities: 4	Organizational	$285467
2	Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students	Objectives: 3 Strategies: 3 Activities: 6	Organizational	$391000
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it	Objectives: 3 Strategies: 3 Activities: 5	Organizational	$74460

Goal 1: Engage and Empower the Learner Through Technology

Measurable Objective 1:

demonstrate a behavior where 50% of students use creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments by 05/25/2017 as measured by performance that demonstrates mastery of State COS.

Strategy 1:

Online Education - Students will use online software and course to assist in student achievement.

Category:

Activity - ACCESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Equipment will continue to be provided and maintained for student use of ACCESS classes in order to fulfill mastery of course requirements for graduation. Schools: Opelika High School	Academic Support Program	08/07/2014	05/01/2018	$5000	District Funding	Technology Coordinator

Activity - APEX Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Apex Learning software will be provided for students to have an opportunity to gain credit for classes through credit recovery. Schools: Opelika High School	Technology	08/06/2015	05/01/2018	$30467	District Funding	Assistant Superintendent& Technology Coordinator

Measurable Objective 2:

demonstrate a behavior where 60% of students use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources by 05/26/2017 as measured by classroom/student observations.

Strategy 1:

Acquire and maintain existing technology equipment - Acquire additional and maintain existing technology equipment for use in classrooms.

Category:

Activity - Chromebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lenovo Chromebook will be purchased for student and teacher use. These will allow educational apps to be downloaded and explored. Schools: All Schools	Technology	01/15/2014	05/26/2017	$200000	District Funding	Technology Coordinator

Activity - Classroom Essentials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide and maintain technology that will allow students to make use of real-world applications of technology; apply technology to inquiry based projects, and learn and use skills necessary for participation in the global community. This will be done by installing and maintaining LCD projectors, Interactive Whiteboards, and document cameras at every school. Schools: All Schools	Technology	08/01/2011	05/26/2017	$50000	District Funding	Technology Coordinator and System Technicians

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

Measurable Objective 1:

collaborate to have 80% of teachers use technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning and creativity by 05/30/2018 as measured by classroom/student observations.

Strategy 1:

Interactive Technology - Use and promote interactive technology within the classroom.

Category:

Activity - Purchase Interactive Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase Chromebooks and Interactive Panels for classroom use. Schools: All Schools	Technology	01/15/2014	06/01/2019	$365000	Title I Part A, District Funding	Technology Coordinator

Activity - Interactive Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promote the use of interactive whiteboard technologies and classroom response systems and continue to investigate other classroom innovations. Schools: All Schools	Technology	08/01/2011	08/01/2018	$0	No Funding Required	Technology Teachers at each school site; Technology Coordinator

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide substantive professional development for teachers based on needs identified through evaluations and surveys. Schools: All Schools	Professional Learning	08/01/2011	05/26/2017	$5000	General Fund	Technology Coordinator

Measurable Objective 2:

collaborate to have all instructional Leaders provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources by 08/30/2017 as measured by classroom/student observations.

Strategy 1:

Chalkable - Use STI software INow to consistently monitor student data for validity and accuracy.

Category:

Activity - INow Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to use Chalkable I-Now program to allow teachers and administrators to quickly access student data in areas of grades, discipline, demographics, and attendance. Continue to support all electronic data regarding student records as needed for local, state and federal reporting and daily opertions. Schools: All Schools	Technology	08/01/2011	08/30/2017	$10000	General Fund	Technology Coordinator

Activity - Chalkable Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train faculty and staff on using Chalkable products more effectively. Provide all levels of training for teacher portal and gradebook users to improve ease of use and functionality. Schools: All Schools	Technology	08/01/2011	08/01/2017	$0	No Funding Required	Technology Coordinator; Technology Teachers at each school site

Measurable Objective 3:

collaborate to have all technology coaches assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students by 08/01/2017 as measured by the annual technology survey and classroom observations.

Strategy 1:

Technology Teachers - Provide Technology teachers at each site for technology coaching.

Category:

Activity - Technology Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Existing teachers are hired and are being paid stipends for working during their planning and staying after school to conduct training opportunities for other faculty in their school. These individuals will be offered training through the year to equip them with the skills needed to train their school staff. Schools: All Schools	Technology	08/01/2011	08/01/2017	$11000	General Fund	Technology Coordinator

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

Measurable Objective 1:

collaborate to locate and promote the use of high-quality, cost-effective complete and supplemental managed interactive digital content curriculum materials and text aligned with Alabama's College and Career Standards for all teachers by 08/24/2018 as measured by transform 2020 survey results.

Strategy 1:

Online Resources - Ensure teachers have access to online resources.

Category:

Activity - Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the awareness of access to technology resources such as Alabama Virtual Library, Alabama Learning Exchange (ALEX), eLearning for educators, Technology in Motion, and Alabama Insight for all students, teachers, and administrators. Schools: All Schools	Technology	08/01/2014	08/01/2017	$0	No Funding Required	Technology Coordinator

Activity - Technology Hub	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a one-site hub for employee technology information and resources. Schools: All Schools	Technology	08/01/2015	08/01/2017	$0	No Funding Required	Website technician; Technology Coordinator

Activity - Easy Tech Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Opelika City Schools will continue the implementation of the EasyTech web based application designed to meet the K-5 Alabama Technology Course of Study requirements, or other methods as budgets allow. Schools: Northside Intermediate School, Jeter Primary School, Southview Primary School, Carver Primary School, West Forest Intermediate School, Morris Avenue Intermediate School	Technology	08/19/2013	08/01/2019	$44460	General Fund	Technology Coordinator

Measurable Objective 2:

demonstrate a proficiency to ensure all students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 08/01/2018 as measured by transform 2020 survey results and an analysis of network speeds.

Strategy 1:

Infrastructure - Maintain the infrastructure to allow all technology needs to be met.

Category:

Activity - Viable Internet	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintain the school infrastructure. All schools connect to the network via 1 GB Ethernet and back to the board office and each other via 1 Gbps fiber. All schools have wireless connectivity. The Lightspeed appliance is used to filter all internet traffic. Schools: All Schools	Technology	06/01/2007	08/01/2018	$10000	General Fund	Technology Coordinator

Measurable Objective 3:

collaborate to provide an adequate number of qualified technical support personnel to support technology use in all of our schools by 08/30/2018 as measured by transform 2020 survey results.

Strategy 1:

Tech Support - Ensure all educators and students have access to a dynamic infrastructure.

Category:

Activity - Provide technical support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide technical support for the use of advanced technology incorporated into the curricula to develop and enhance information literacy, information retrieval, and critical thinking skills of students through access to library media centers, library media programs, and other instructional programs. Schools: All Schools	Technology	08/19/2013	08/01/2018	$20000	General Fund	Network technicians; Technology Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Awareness	Increase the awareness of access to technology resources such as Alabama Virtual Library, Alabama Learning Exchange (ALEX), eLearning for educators, Technology in Motion, and Alabama Insight for all students, teachers, and administrators.	Technology	08/01/2014	08/01/2017	$0	Technology Coordinator
Interactive Technology	Promote the use of interactive whiteboard technologies and classroom response systems and continue to investigate other classroom innovations.	Technology	08/01/2011	08/01/2018	$0	Technology Teachers at each school site; Technology Coordinator
Chalkable Training	Train faculty and staff on using Chalkable products more effectively. Provide all levels of training for teacher portal and gradebook users to improve ease of use and functionality.	Technology	08/01/2011	08/01/2017	$0	Technology Coordinator; Technology Teachers at each school site
Technology Hub	Create a one-site hub for employee technology information and resources.	Technology	08/01/2015	08/01/2017	$0	Website technician; Technology Coordinator
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase Interactive Technology	Purchase Chromebooks and Interactive Panels for classroom use.	Technology	01/15/2014	06/01/2019	$340000	Technology Coordinator
				Total	$340000	

General Fund

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

Technology Coaching	Existing teachers are hired and are being paid stipends for working during their planning and staying after school to conduct training opportunities for other faculty in their school. These individuals will be offered training through the year to equip them with the skills needed to train their school staff.	Technology	08/01/2011	08/01/2017	$11000	Technology Coordinator
Easy Tech Implementation	Opelika City Schools will continue the implementation of the EasyTech web based application designed to meet the K-5 Alabama Technology Course of Study requirements, or other methods as budgets allow.	Technology	08/19/2013	08/01/2019	$44460	Technology Coordinator
Viable Internet	Maintain the school infrastructure. All schools connect to the network via 1 GB Ethernet and back to the board office and each other via 1 Gbps fiber. All schools have wireless connectivity. The Lightspeed appliance is used to filter all internet traffic.	Technology	06/01/2007	08/01/2018	$10000	Technology Coordinator
Provide technical support	Provide technical support for the use of advanced technology incorporated into the curricula to develop and enhance information literacy, information retrieval, and critical thinking skills of students through access to library media centers, library media programs, and other instructional programs.	Technology	08/19/2013	08/01/2018	$20000	Network technicians; Technology Coordinator
Professional Development	Provide substantive professional development for teachers based on needs identified through evaluations and surveys.	Professional Learning	08/01/2011	05/26/2017	$5000	Technology Coordinator
INow Implementation	Continue to use Chalkable I-Now program to allow teachers and administrators to quickly access student data in areas of grades, discipline, demographics, and attendance. Continue to support all electronic data regarding student records as needed for local, state and federal reporting and daily opertions.	Technology	08/01/2011	08/30/2017	$10000	Technology Coordinator
				Total	$100460	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Chromebooks	Lenovo Chromebook will be purchased for student and teacher use. These will allow educational apps to be downloaded and explored.	Technology	01/15/2014	05/26/2017	$200000	Technology Coordinator
APEX Learning	Apex Learning software will be provided for students to have an opportunity to gain credit for classes through credit recovery.	Technology	08/06/2015	05/01/2018	$30467	Assistant Superintendent& Technology Coordinator
Purchase Interactive Technology	Purchase Chromebooks and Interactive Panels for classroom use.	Technology	01/15/2014	06/01/2019	$25000	Technology Coordinator

Classroom Essentials	Provide and maintain technology that will allow students to make use of real-world applications of technology; apply technology to inquiry based projects, and learn and use skills necessary for participation in the global community. This will be done by installing and maintaining LCD projectors, Interactive Whiteboards, and document cameras at every school.	Technology	08/01/2011	05/26/2017	$50000	Technology Coordinator and System Technicians
ACCESS	Equipment will continue to be provided and maintained for student use of ACCESS classes in order to fulfill mastery of course requirements for graduation.	Academic Support Program	08/07/2014	05/01/2018	$5000	Technology Coordinator
				Total	$310467	

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
Chromebooks	Lenovo Chromebook will be purchased for student and teacher use. These will allow educational apps to be downloaded and explored.	Technology	01/15/2014	05/26/2017	$200000	Technology Coordinator
Classroom Essentials	Provide and maintain technology that will allow students to make use of real-world applications of technology; apply technology to inquiry based projects, and learn and use skills necessary for participation in the global community. This will be done by installing and maintaining LCD projectors, Interactive Whiteboards, and document cameras at every school.	Technology	08/01/2011	05/26/2017	$50000	Technology Coordinator and System Technicians
Purchase Interactive Technology	Purchase Chromebooks and Interactive Panels for classroom use.	Technology	01/15/2014	06/01/2019	$365000	Technology Coordinator
Interactive Technology	Promote the use of interactive whiteboard technologies and classroom response systems and continue to investigate other classroom innovations.	Technology	08/01/2011	08/01/2018	$0	Technology Teachers at each school site; Technology Coordinator
Professional Development	Provide substantive professional development for teachers based on needs identified through evaluations and surveys.	Professional Learning	08/01/2011	05/26/2017	$5000	Technology Coordinator
INow Implementation	Continue to use Chalkable I-Now program to allow teachers and administrators to quickly access student data in areas of grades, discipline, demographics, and attendance. Continue to support all electronic data regarding student records as needed for local, state and federal reporting and daily opertions.	Technology	08/01/2011	08/30/2017	$10000	Technology Coordinator
Chalkable Training	Train faculty and staff on using Chalkable products more effectively. Provide all levels of training for teacher portal and gradebook users to improve ease of use and functionality.	Technology	08/01/2011	08/01/2017	$0	Technology Coordinator; Technology Teachers at each school site

Technology Coaching	Existing teachers are hired and are being paid stipends for working during their planning and staying after school to conduct training opportunities for other faculty in their school. These individuals will be offered training through the year to equip them with the skills needed to train their school staff.	Technology	08/01/2011	08/01/2017	$11000	Technology Coordinator
Viable Internet	Maintain the school infrastructure. All schools connect to the network via 1 GB Ethernet and back to the board office and each other via 1 Gbps fiber. All schools have wireless connectivity. The Lightspeed appliance is used to filter all internet traffic.	Technology	06/01/2007	08/01/2018	$10000	Technology Coordinator
Awareness	Increase the awareness of access to technology resources such as Alabama Virtual Library, Alabama Learning Exchange (ALEX), eLearning for educators, Technology in Motion, and Alabama Insight for all students, teachers, and administrators.	Technology	08/01/2014	08/01/2017	$0	Technology Coordinator
Technology Hub	Create a one-site hub for employee technology information and resources.	Technology	08/01/2015	08/01/2017	$0	Website technician; Technology Coordinator
Provide technical support	Provide technical support for the use of advanced technology incorporated into the curricula to develop and enhance information literacy, information retrieval, and critical thinking skills of students through access to library media centers, library media programs, and other instructional programs.	Technology	08/19/2013	08/01/2018	$20000	Network technicians; Technology Coordinator
				Total	$671000	

West Forest Intermediate School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Easy Tech Implementation	Opelika City Schools will continue the implementation of the EasyTech web based application designed to meet the K-5 Alabama Technology Course of Study requirements, or other methods as budgets allow.	Technology	08/19/2013	08/01/2019	$44460	Technology Coordinator
				Total	$44460	

Southview Primary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Easy Tech Implementation	Opelika City Schools will continue the implementation of the EasyTech web based application designed to meet the K-5 Alabama Technology Course of Study requirements, or other methods as budgets allow.	Technology	08/19/2013	08/01/2019	$44460	Technology Coordinator
				Total	$44460	

Opelika High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACCESS	Equipment will continue to be provided and maintained for student use of ACCESS classes in order to fulfill mastery of course requirements for graduation.	Academic Support Program	08/07/2014	05/01/2018	$5000	Technology Coordinator
APEX Learning	Apex Learning software will be provided for students to have an opportunity to gain credit for classes through credit recovery.	Technology	08/06/2015	05/01/2018	$30467	Assistant Superintendent& Technology Coordinator
				Total	$35467	

Northside Intermediate School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Easy Tech Implementation	Opelika City Schools will continue the implementation of the EasyTech web based application designed to meet the K-5 Alabama Technology Course of Study requirements, or other methods as budgets allow.	Technology	08/19/2013	08/01/2019	$44460	Technology Coordinator
				Total	$44460	

Morris Avenue Intermediate School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Easy Tech Implementation	Opelika City Schools will continue the implementation of the EasyTech web based application designed to meet the K-5 Alabama Technology Course of Study requirements, or other methods as budgets allow.	Technology	08/19/2013	08/01/2019	$44460	Technology Coordinator
				Total	$44460	

Jeter Primary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Easy Tech Implementation	Opelika City Schools will continue the implementation of the EasyTech web based application designed to meet the K-5 Alabama Technology Course of Study requirements, or other methods as budgets allow.	Technology	08/19/2013	08/01/2019	$44460	Technology Coordinator
				Total	$44460	

Carver Primary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Easy Tech Implementation	Opelika City Schools will continue the implementation of the EasyTech web based application designed to meet the K-5 Alabama Technology Course of Study requirements, or other methods as budgets allow.	Technology	08/19/2013	08/01/2019	$44460	Technology Coordinator
				Total	$44460	