



Alabama Technology Plan: Transform 2020

Vinemont High School
Cullman County Board of Education

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

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

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Vinemont High School is located in the northern portion of Cullman County, AL. The student membership is approximately 326 in grades 9-12 and the staff has approximately 25 members. Half of the staff members have advanced degrees, three have an Educational Specialist. The town of South Vinemont and its neighboring communities comprise the school district. There are shared resources with an adjacent elementary and middle school that service the same school district. During the last 4 years the high school has experienced a change in both the principal and assistant principal, made AYP for 4 consecutive years, and moved the school improvement status to clear. The school is made up of 93% Caucasian students and 6% 2 or more races (including Hispanic students) students. American Indian and Asian students each comprise less than 1% of the population. This is consistent with demographics from the previous school year. Of our 326 students, 57.36%, which indicates an increase in students with a low socio-economic level. The community members are primarily employed in Cullman City. A small percentage of community members work in the Huntsville area, which is about 50 miles north. The majority of workers are employed in factory-type work or office/clerical work. Many of the community members are past graduates whose families have lived in the area for generations. However, the community has become much more transient over the last 10 years with its close proximity to Cullman (3 miles) and a major interstate (I-65).

School's Purpose

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

Mission: Vinemont High School's mission is to prepare students to be college and career ready, while developing responsible citizens and productive members in a global society.

Vision: Vinemont High School will provide every opportunity for students to realize their full potential by setting high expectations, providing a safe learning environment, and instilling the knowledge, skills, and values necessary for individual and community success.

Core Values: "Passion, Respect, Integrity, Discipline, Effort"

Beliefs: To operate with exemplary professionalism, fiscal integrity, and optimal efficiency, in order to increase student social, emotional, and behavioral development. We strive to increase family and community support in order to improve student learning and instill citizenship.

Vinemont High offers academic instruction in diverse ways to maximize the potential of meeting all learning needs. Students may take classes in the traditional format, through extended time classes, in virtual settings, via distance learning, and dual-enrollment on the Vinemont campus. Additionally, students are offered the ability to complete career certifications by attending technical education classes. Also they may elect to take dual enrollment courses through the local junior college by participating in the FastTrack and FastTrack for Industry programs. Finally, Vinemont High utilizes student-led clubs to perform civic and community actions in an order to foster the spirit of community and a proper attitude toward volunteering one's talents to those around them.

Notable Achievements and Areas of Improvement

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

In 2015, U.S. News and World Report named Vinemont High School a Bronze Medal School. The inSPIRESS program was added during the last four years and provides hands-on involvement in a NASA project by our Physics classes in conjunction with the University of Alabama-Huntsville. Through this involvement we have seen our Physics program expand and earn multiple state level victories. Past teams have received an invitation to Washington, D.C. to present a design to the leaders of NASA. We have also fully implemented a Freshman Academy in an effort to early identify struggling students and provide the necessary supports to maximize their potential throughout high school.

Vinemont High is striving to achieve a clear and consistent protocol for staff, students, and parents to graduation and college or career readiness. The improvements we are making are in scheduling, engagement, and commitment. The administration is working to develop a flexible schedule that will meet the needs of the diverse learners attending Vinemont. The classroom teachers are utilizing professional development learning to implement strategies to more fully engage students in the learning process. Students are participating in character education and classes that will enhance their commitment to learning, preparing, and ultimately achieving graduation as a college or career ready student.

Additional Information

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

The success of the inSPIRESS program for us has led to teams being selected as state winners and earning paid travel to present to the chief executives of NASA.

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 Leadership Team met on August 2, 2016 to participate in district training and get assistance in reviewing student achievement data. Members were selected to serve on the Leadership Team as well as the ACIP team based on their classroom assignments and individual strengths. Additional team members were included so as to have all stakeholders represented. This includes school staff, students, parents, and community members. Assignment and role descriptions were provided to team members from the campus administrators. A second meeting was held on August 25, 2016, which involved members of the leadership team as well as central office staff and a parent, who was notified in person. A final meeting to complete the CIP was held on September 13, 2016. Plans were shared with anyone not in attendance.

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

The leadership team consisted of school level teachers and administrators including the counselor and library media specialist. Their roles included student achievement analysis, development of student programs, scheduling, and providing of services planning. Student members were included in determining the value of student led programs, which programs to include and provided feedback on academic and extra-curricular offerings. Parent members were included with the roles of evaluating the overall successes of the school in academic achievement, extra-curricular offering, communication, and community improvement. Community and business members were included to gain feedback on the successes and weaknesses of the school, to provide links to the community, and offer available services for students.

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

The final ACIP was presented to parents via the school website in conjunction with an automated call that it was posted for viewing. In addition the ACIP was shared with faculty members in a meeting on October 5, 2016. Stakeholders will receive progress updates via the school website, Facebook page, and automated phone calls.

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
- EducateAlabama Data
- End of Course Assessments
- Formative Assessments
- Graduation Rates
- Principal Walk-Through Checklist
- Transform2020 Surveys (*Required)

Needs Assessment

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

Strength: Wi-fi has been installed in all classrooms to meet WIRED standards as evidenced by the school connectivity data sheet in the District Inventory & Infrastructure Report.

Need: Digital content issues involving various media formats continues to be an issue with both availability and functionality. Students and teachers video sources do not work properly on a as needed basis. Observation results indicate that this problem arises as students access content and/or teachers display it. Data source: Transform 2020 Teacher Survey C-26, score 2.0.

Need: More digital devices are needed to effectively integrate technology into teaching, as well as support online testing (i.e. Scantron and ACT, ACT Work Keys, etc.), as well as support the number of students who are taking ACCESS classes. Data source: Transform 2020 Teacher Survey C-26, score 2.0.

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

Strength: Less than two students per device as evidenced by the hardware device per student count in the District Inventory & Infrastructure Report. We have four chromebooks carts (with a total of 146 chromebooks), with plans to buy an additional cart. We have around 93 desktops for student use, and we plan to update the oldest computers.

Need: Our top needs are additional technology devices for both teachers and students to facilitate ACCESS students as well as required Scantron and ACT testing. Due to the loss of a teacher unit, more and more students must take ACCESS classes. Those students are displaced on required testing days. Data source: Transform 2020 Teacher Survey C-26, score 2.0.

Need: Replacement and/or upgrade of computers. Many of our computers are so old the hard drives are failing. Data source: Transform 2020 Teacher Survey C-26, score 2.0.

Identify the top 1-3 areas of need associated with your technology Student Learning (subject area processes and content; 21st C. skills and dispositions to ensure school, career, and life success). Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

Strength: High level of student access to digital content during the school day for remediation and enrichment. We have four chromebooks carts (with a total of 146 chromebooks), with plans to buy an additional cart. We have around 93 desktops for student use, and we plan to update the oldest computers. Data source: Instructional Rounds Walk Throughs reflect access to and the use of online CCRS content.

Need: Replacement and/or upgrade of computers. Many of our computers are so old the hard drives are failing. Data source: Transform 2020 Teacher Survey C-26, score 2.0.

Our top need is Digital Citizenship, including ethics in online classes. Data source: Transform 2020 Teacher Survey B-16, score 1.08.

Need: Student access to digital content beyond the school day to support 24/7 learning. The District BYOD and Internet Access survey reflects that twelve percent of out students do not have access to a device at home and thirty-seven percent do not have access to high-speed Internet at home. Many of those students are taking online ACCESS classes that they are unable to work on at home.

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

Strength: The district provides a summer educational technology conference, with approximately 600 teachers and administrators in attendance and over 70 students who presented sessions as documented in STI PD and via sign-in sheets. This is the fifth year for the conference.

Need: Increase the number of teachers who find new ways to apply technology to improve student learning. According to the Transform 2020 Teacher Survey, questions 1, 3, and 8, only between 40 and 60 percent of our teachers are frequently implementing technology to promote, support and model creative and innovative thinking, reflection as well as provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use the resulting data to inform learning and teaching. Data source: Transform 2020 Teacher Survey, B-1, B-3, B-8, Score 1.4 to 2.0.

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

Strength: One-hundred percent of our teachers frequently or routinely demonstrate fluency in technology use and transferring that knowledge to new technologies and situations. Data source: Transform 2020 Teacher Survey, B-9.

Need: Use of the National Education Technology Standards (NETS-Students). The Transform 2020 Teacher Survey indicates that 58% of teachers surveyed rarely or never plan instruction using the National Technology Standards (NETS-Students) to ensure students have the knowledge, skills, and attitudes necessary for school (PK-21) and careers. Data source: Transform 2020 Teacher Survey (District), B-6.

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

Strength: 100% of our teachers have access to Google Apps productivity suite, including Gmail, Google Drive, Google Calendar, etc., as documents in the District IT4 Plan and Status.

Need: 80% of our teachers stated that they are interested in learning more about planning and using project-based/authentic learning in their classrooms. Data source: Transform 2020 Teacher Survey, C-25.

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

Strength: All school leaders have access to Google Apps productivity suite, including Gmail, Google Drive, Google Calendar, etc., as documented in the District IT4 Plan and Status Report.

Need: Technology professional development continues to be a need, as indicated during principal interviews.

Identify the top 1-3 areas of need associated with other technology program areas. Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

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.

Teachers and school administrators are utilizing PLT meetings, peer observations, and district wide technology professional development to learn about effective teaching strategies utilizing technology that engages all learners. The intent of this learning plan is to support teachers understanding and increase confidence in technology related tools. Through this understanding teachers will be able to deliver lessons that support student learning and confidence in technology.

Accountability Questions

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

Goal 1:

Engage and Empower the Learner Through Technology.

Measurable Objective 1:

complete a portfolio or performance using ISTE NET standard number two for students by 05/20/2016 as measured by statistical data.

Strategy1:

Google Tools - Ninth grade students will learn the various types of Google tools available for productivity.

Category:

Research Cited: ISTE

Activity - Google Drive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create documents, spreadsheets, and presentations using Google Drive.	Technology	08/18/2014	05/20/2016	\$0 - No Funding Required	100% of all teachers.

Goal 2:

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

Measurable Objective 1:

demonstrate a proficiency in NETS standards by 05/20/2016 as measured by teacher survey.

Strategy1:

Professional Development - Teachers will participate in technology professional development.

Category: Develop/Implement Professional Learning and Support

Research Cited: ISTE

Activity - NET standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review the NET standards for both teachers and students.	Professional Learning	01/06/2014	05/19/2016	\$0 - No Funding Required	100% of all teachers.

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Activity - District Wide Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in district wide subject area technology professional development.	Professional Learning	08/12/2015	05/19/2016	\$0 - No Funding Required	All core subject area teachers.

Goal 3:

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

Measurable Objective 1:

demonstrate a behavior utilizing the district provided infrastructure and devices by 05/20/2016 as measured by classroom observation and network statistics.

Strategy1:

Implementing Stakeholder Use - Instruction will occur in a one-to-one environment where students and teachers have like devices.

Category:

Research Cited:

Activity - One-to-One	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize devices for daily learning and productivity.	Technology	08/17/2015	05/19/2020	\$350000 - District Funding	100% of all teachers.

Activity - Access Points	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Access points will be placed in teacher classrooms.	Technology	08/12/2015	05/19/2016	\$5000 - District Funding	N/A

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

Goal 1:

Engage and Empower the Learner Through Technology.

Measurable Objective 1:

complete a portfolio or performance using ISTE NET standard number two for students by 05/20/2016 as measured by statistical data.

Strategy1:

Google Tools - Ninth grade students will learn the various types of Google tools available for productivity.

Category:

Research Cited: ISTE

Activity - Google Drive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create documents, spreadsheets, and presentations using Google Drive.	Technology	08/18/2014	05/20/2016	\$0 - No Funding Required	100% of all teachers.

Goal 2:

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

Measurable Objective 1:

demonstrate a proficiency in NETS standards by 05/20/2016 as measured by teacher survey.

Strategy1:

Professional Development - Teachers will participate in technology professional development.

Category: Develop/Implement Professional Learning and Support

Research Cited: ISTE

Activity - District Wide Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in district wide subject area technology professional development.	Professional Learning	08/12/2015	05/19/2016	\$0 - No Funding Required	All core subject area teachers.

Activity - NET standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review the NET standards for both teachers and students.	Professional Learning	01/06/2014	05/19/2016	\$0 - No Funding Required	100% of all teachers.

Goal 3:

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

Measurable Objective 1:

demonstrate a behavior utilizing the district provided infrastructure and devices by 05/20/2016 as measured by classroom observation and network statistics.

Strategy1:

Implementing Stakeholder Use - Instruction will occur in a one-to-one environment where students and teachers have like devices.

Category:

Research Cited:

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Activity - One-to-One	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize devices for daily learning and productivity.	Technology	08/17/2015	05/19/2020	\$350000 - District Funding	100% of all teachers.

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

Goal 1:

Engage and Empower the Learner Through Technology.

Measurable Objective 1:

complete a portfolio or performance using ISTE NET standard number two for students by 05/20/2016 as measured by statistical data.

Strategy1:

Google Tools - Ninth grade students will learn the various types of Google tools available for productivity.

Category:

Research Cited: ISTE

Activity - Google Drive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create documents, spreadsheets, and presentations using Google Drive.	Technology	08/18/2014	05/20/2016	\$0 - No Funding Required	100% of all teachers.

Goal 2:

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

Measurable Objective 1:

demonstrate a proficiency in NETS standards by 05/20/2016 as measured by teacher survey.

Strategy1:

Professional Development - Teachers will participate in technology professional development.

Category: Develop/Implement Professional Learning and Support

Research Cited: ISTE

Activity - District Wide Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in district wide subject area technology professional development.	Professional Learning	08/12/2015	05/19/2016	\$0 - No Funding Required	All core subject area teachers.

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Activity - NET standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review the NET standards for both teachers and students.	Professional Learning	01/06/2014	05/19/2016	\$0 - No Funding Required	100% of all teachers.

Goal 3:

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

Measurable Objective 1:

demonstrate a behavior utilizing the district provided infrastructure and devices by 05/20/2016 as measured by classroom observation and network statistics.

Strategy1:

Implementing Stakeholder Use - Instruction will occur in a one-to-one environment where students and teachers have like devices.

Category:

Research Cited:

Activity - One-to-One	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize devices for daily learning and productivity.	Technology	08/17/2015	05/19/2020	\$350000 - District Funding	100% of all teachers.

2016-2017 Technology Plan

Overview

Plan Name

2016-2017 Technology Plan

Plan Description

2016-2017 Technology Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and Empower the Learner Through Technology.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
2	Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$373000

Goal 1: Engage and Empower the Learner Through Technology.

Measurable Objective 1:

complete a portfolio or performance using ISTE NET standard number two for students by 05/20/2016 as measured by statistical data.

Strategy 1:

Google Tools - Ninth grade students will learn the various types of Google tools available for productivity.

Category:

Research Cited: ISTE

Activity - Google Drive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create documents, spreadsheets, and presentations using Google Drive.	Technology	08/18/2014	05/20/2016	\$0	No Funding Required	100% of all teachers.
Activity - Additional Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have the opportunity to take a variety of ACCESS classes; All students will take career prep online; Virtual school is available for students who wish/need it.	Technology	08/10/2016	05/29/2020	\$0	District Funding	Administration , ACCESS personnel, State personnel

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

Measurable Objective 1:

demonstrate a proficiency in NETS standards by 05/20/2016 as measured by teacher survey.

Strategy 1:

Professional Development - Teachers will participate in technology professional development.

Category: Develop/Implement Professional Learning and Support

Research Cited: ISTE

Activity - NET standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will review the NET standards for both teachers and students.	Professional Learning	01/06/2014	05/19/2016	\$0	No Funding Required	100% of all teachers.
Activity - District Wide Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district wide subject area technology professional development.	Professional Learning	08/12/2015	05/19/2016	\$0	No Funding Required	All core subject area teachers.
Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be offered monthly professional development on early-release days; Tech training will be available on a per-teacher basis from the technology coach as needed; System-wide science teacher training for Discovery Ed/chromebook use.	Technology, Professional Learning	06/01/2015	05/25/2017	\$0	District Funding	Principal, Technology Coach, District Staff, Other

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

Measurable Objective 1:

demonstrate a behavior utilizing the district provided infrastructure and devices by 05/20/2016 as measured by classroom observation and network statistics.

Strategy 1:

Implementing Stakeholder Use - Instruction will occur in a one-to-one environment where students and teachers have like devices.

Category:

Activity - One-to-One	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize devices for daily learning and productivity.	Technology	08/17/2015	05/19/2020	\$350000	District Funding	100% of all teachers.
Activity - Access Points	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Access points will be placed in teacher classrooms.	Technology	08/12/2015	05/19/2016	\$5000	District Funding	N/A
Activity - Additional Student Devices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Add 25 desktops to create additional lab; add 2 chromebook carts for science use with Discovery Ed; purchase one additional chromebook cart for use as mobile lab	Technology	08/10/2016	05/25/2017	\$18000	General Fund	Technology Budget Committee
Activity - Electrical Upgrades	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Electrical upgrades to wiring to support technology, etc. needs	Technology, Other - Building Maintenance	08/10/2016	05/25/2017	\$0	No Funding Required	Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Additional Student Devices	Add 25 desktops to create additional lab; add 2 chromebook carts for science use with Discovery Ed; purchase one additional chromebook cart for use as mobile lab	Technology	08/10/2016	05/25/2017	\$18000	Technology Budget Committee
Total					\$18000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Access Points	Access points will be placed in teacher classrooms.	Technology	08/12/2015	05/19/2016	\$5000	N/A
One-to-One	Students will utilize devices for daily learning and productivity.	Technology	08/17/2015	05/19/2020	\$350000	100% of all teachers.
Additional Activities	Students have the opportunity to take a variety of ACCESS classes; All students will take career prep online; Virtual school is available for students who wish/need it.	Technology	08/10/2016	05/29/2020	\$0	Administration , ACCESS personnel, State personnel
Teacher Training	Teachers will be offered monthly professional development on early-release days; Tech training will be available on a per-teacher basis from the technology coach as needed; System-wide science teacher training for Discovery Ed/chromebook use.	Technology, Professional Learning	06/01/2015	05/25/2017	\$0	Principal, Technology Coach, District Staff, Other
Total					\$355000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
NET standards	Teachers will review the NET standards for both teachers and students.	Professional Learning	01/06/2014	05/19/2016	\$0	100% of all teachers.
District Wide Professional Development	Teachers will participate in district wide subject area technology professional development.	Professional Learning	08/12/2015	05/19/2016	\$0	All core subject area teachers.

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Google Drive	Students will create documents, spreadsheets, and presentations using Google Drive.	Technology	08/18/2014	05/20/2016	\$0	100% of all teachers.
Electrical Upgrades	Electrical upgrades to wiring to support technology, etc. needs	Technology, Other - Building Maintenance	08/10/2016	05/25/2017	\$0	Principal
Total					\$0	