Alabama Technology Plan: Transform

2020

George P. Austin Junior High School

Linden City 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?

George P. Austin Junior High School is located in Linden, Alabama. According to the last Census Report, Linden has a population of 2,424 people, 938 households, and 662 families residing in the city. Linden is a city that serves as the county seat of Marengo County, Alabama. The city has one public school system. George P. Austin Junior High School is a part of that school system.   The schools currently serves 106 students in grades 6-8. Minority enrollment is 98% of the student body. The school has one full time administrator, six full time teachers, two part time teachers, one part time librarian, one part time counselor, and one full time teacher assistant. Five members of the school's personnel have earned Masters Degrees, and one has earned an Educational Specialist Degree. All teachers but one are Highly Qualified. Losing Title I status negatively impacted George P. Austin because the lack of Title I designation resulted in the loss of funding that would have enabled the school to offer summer school, as well as, after school programs for its at risk students. In spite of these challenges, George P. Austin Junior High School continues to make gains. Although the school's enrollment is not rapidly increasing, it is not drastically decreasing. The enrollment number has been fairly consistent over the last two or three years. We expect that it will increase next year. The school administrator, and faculty members work hard to ensure that all student needs are meet. They have instituted a Patriot Pals Tutoring Program that uses retired teachers as tutors. These volunteers come in once a week to offer assistance to students who are struggling academically. In addition, the school's Response to Intervention Committee meets on a regular basis to assess the academic needs of its students. In addition, several opportunities exist for student to participate in extracurricular activities, and clubs.

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.

George P. Austin Junior High School strives to use collaboration and continuous dialogue to promote high achievement and academic success for all of the students that we serve. We believe that each child has a unique pathway to learning. It is our purpose to begin each child's learning process where they are, and facilitate their progress toward reaching their fullest potential. Our mission is to provide the opportunity for challenging academic and social interactions for all student so that they may be able to compete in a global society. Our vision is to create a partnership with our staff, families, and community, thereby, providing challenging opportunities for all students to expand their intellect become caring, responsible and contributing citizens.

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.

George P. Austin Junior High School continues to make gains. Over the last three years our standardized test score results show marked levels of improvement. The school continues to improve in the following areas: reading, writing, science, student motivation, parental involvement. George P. Austin Junior High School still has a solid student enrollment. The administrator, faculty, and staff are working hard to ensure that all of the social, academic and psychological needs of our students are met. Over the years, we have developed a strong partnership with a number of social service organizations in Linden. We work diligently with the Department of Human Resources, local churches, and community organizations. Our students actively participate in out community's DARE Program. We try to partner with retired teachers in our community to help us with tutoring needs. We are always seeking new and innovative ways to improve our school. For the last two years, we have successfully used ACCESS as an instructional tool. We currently, have the majority of our eighth grade students enrolled in ACCESS courses, which upon successful completion will be transferred to the high school for credits toward graduation. Our Response To Intervention team is active in meeting the needs of students who may be experiencing academic difficulties.Our seventh and eight grade students all participate in GEAR-UP Alabama. Participation has lead to many opportunities for both our students as well as our parents, including tutorial opportunities, field trips, and opportunities for higher education. We have increased student activities by forming a student council, Junior Beta Club, honor roll recognition, and a yearly spelling bee. We display student science projects,writing projects, and other content area projects throughout the semester. We have successfully implemented the College and Career Readiness Standards for each subject Area, and our teachers are actively using the improved Insight tool. It is our goal to continue to make gains in the next three years by continuing to do what has been successful for us. In addition, we will continue to focus on improvements in the content specific areas of math, science, writing.

Additional Information

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

George P. Austin is a school that holds its students to high expectations and levels of performance. The school has successfully implemented the state mandated College and Career Readiness Standards. All teachers at George P. Austin Junior High School is dedicated to working diligently to prepare lessons that are rigorous, challenging and fun for students. We are in the early developmental stages of our school's Leadership Team. This team is being formulated to assist us in continued improvements, and gains. It is our desire that this team will be instrumental in helping to foster more community involvement, more parental improvement, the development of community partnerships, improvement in the school's climate, and increased academic success.

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.

George P. Austin Junior High School Continuous Improvement Plan team members consist of a variety of stakeholders. The team members specifically include the principal, counselor, subject area teachers, parents, students, and community leaders. G.P. Austin notified its stakeholders of its meeting via phone conversations, face-to face contact, school marquis, and written correspondence. During the initial meeting, committee members met together to outline areas that are outlined in the plan as needing improvement. Parent and student survey results were reviewed to determine how to strengthen, academic areas of weakness, parental involvement, school climate. Committee members used the results of our most recent state academic assessments (ACT Aspire, Alabama Science Assessment), as well as Odyssey Ware, Global Scholar, Performance Series, and other board approved assessments, attendance reports, discipline referrals, and report cards from the previous year to provide a basis for implementing our plan. By examining these reports and records, the committee works to develop appropriate instructional strategies for individual students and an instructional program suitable for the whole school. G.P. Austin will develop a school leadership team that will provide guidance and suggestions improvements for various grade levels.

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

Terry L. Gosa   Principal
Gwendolyn Rogers   Guidance Counselor
Telena Williams   Science Teacher
Sara Blackmon   Math Teacher
Meredith Gant   Social Studies Teacher
Javalynn Wilson   Language Arts Teacher
Tamika Dial   Community Leader
Jeremica Miller,   Parent
Latoya Rogers   Parent
Mehkel Miller   Student
Jakayla Rogers   Student

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 improvement plan will be communicated to all stakeholders through the following means:
Meetings
Email
Phone Calls

Written Correspondences

School Marquee

Technology Diagnostic

Introduction

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

Data

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

Response:

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

Our technology needs are kept up to date by our technology support staff. Currently, all of our technology infrastructure needs are being met. Our network access speed has increased since last year, we are receiving current digital content. Data sources are student and staff surveys.All though our technology department does an exceptional job of meeting all of our needs. We still have some areas of concerns when it comes to technology. Even though we do have a rolling computer lab, we still have a need for more computers. There is also a need for more intervention resources. Money can sometimes be an issue, and because we are not a Title I school, there is a limited availability of funding sources for the school.

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.

The needs that are associated with our technology inventory are as follows: access to more websites; student home Internet access. Data used to conclude these areas of need included student and teacher interviews and questionnaires, as well as Transform 2020..

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.

The top areas of need associated with George P. Austin Junior High School's technology Student Learning (subject area processes and content; 21st Century skills and dispositions to ensure school, career, and life success) are: more computers, and more interactive white boards. The data used to conclude these areas of need was the student questionairres and teacher Transform 2020 surveys.

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.

The top 1-3 areas of need associated with our technology Professional Learning Program are as follows: another computer lab, more computers in classrooms; and increased computer lab time. Data used to conclude these areas of need was the Transform 2020, parent surveys, student surveys, as well as the faculty surveys.

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.

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 are as follows: newer computers, another computer lab, more computers in classrooms, increased computer lab time. Data used to conclude these areas of need was the Transform 2020, surveys.

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.

The top 1-3 areas of need associated with your technology Teacher Use--Productivity (how teachers use technology for increased productivity are as follows: classroom projects,
Internet-Classroom Projects
Computer-Communication, Assessments

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.

Identify the top 1-3 areas of need associated with your technology School Leaders Use--Productivity (how administrators use technology for increased productivity)
Desktop Computer-Research/Correspondences
Email-Communication
Internet-Research
IPAD-Worshops/Communication
The data sources and actual data results that led you to conclude that these are areas of strength and need is the Transform 2020.

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.

Not applicable.

Professional Learning

Based upon the strengths and areas of need listed above, what are your Professional Learning Topics for the upcoming year that involves using technology to improve learner and productivity and prepares students for living and working in a digital world.

Professional Learning Topic for the upcoming year will include the following:

Technology Webinars (Online training, one hour training, All School Staff will participate)

Advanced Promethean Board Training (Face-to Face Training, Tech Staff, All school Staff will attend)

Digital Textbook Training (Face-to Face Training, Tech Staff, All school Staff will attend)

Advanced Training for IPADS and tablets (Face-to Face Training, Tech Staff, All school Staff will attend)

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:

A 98% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior creative and critical thinking expertise in Career & Technical by 05/25/2018 as measured by Online portfolios, Observation.

Strategy1:

Best Practice lessons - This strategy will provide students with opportunities to demonstrate creative thinking, collaboration, communication, and constructive knowledge, and develop initiative.

Category:

Research Cited: Data obtained from the following: Transform 2020, Surveys, Principal reports

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Awareness	Technology	08/12/2014	05/25/2018	$0 - No Funding Required	All staff

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

Goal 1:

Gear Up will provide support for George P. Austin through college tours, and activities that will increase student motivation and achievement.

Measurable Objective 1:

collaborate to increase student motivation by 05/25/2018 as measured by increased academic achievement .

Strategy1:

Reinforcing and Recognizing - Teacher will reinforce effort and provide recognition that celebrates student's efforts and progress towards

learning goals and objectives.

Category:

Research Cited: According to Marzano's (2007) a student's home environment, learned intelligence and motivation account for 80% of the variance in student achievement. In order for students to learn a skill completely, and be able to apply it to other aspects of academics, or everyday life, he/she must continue to practice the skill. Parents play an active role in ensuring that students grasp and maintain skills taught at school by helping the teacher reinforce what has been taught.

Activity - Open House/Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Open House, and Semester Parent Meeting, we will seek topProvide parents with information about state standards, annual state and district testing, the discipline policy, as well as provide information that will provide them with skills to help them successfully monitor their child's progress, take part in decisions about their child's education, and provide them with viable ways to support their child's learning by monitoring attendance, homework, and other non-school activities	Parent Involvement	10/21/2014	05/25/2018	$0 - No Funding Required	Instructional Leader, Teachers, School Counselor, School Leadership Team (This team will become involved once it has been formulated.)

Strategy2:

Progress Monitoring - Progress Monitoring is an effective tool to ensure that students are achieving at a level that is expected. Progress Monitoring works best when specific goals of attainment are set. These goals can be set at two levels, macro and micro; for the entire class or based on individual score reports. This strategy works by monitoring student progress in a number of ways. Progress Monitoring is a key component of RTI, however it is quite effective in monitoring student progress outside of RTI guidelines; in addition it is useful in ensuring that students reach academic, social and personal goals set for them.

Category:

Research Cited: The research used to support this strategy was taken from Edward S. Shapiro in his article, Best Practices in Setting Progress Monitoring Goals for Academic Skill Improvement, found at http://www.nasponline.org/. In his article, Mr. Shapiro outlines key components of progress monitoring and how it is an effective strategy that can prove useful across the school spectrum, when used correctly.

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Involve the student in goal setting, selecting reinforcers and assessment activities	Academic Support Program	08/21/2014	05/25/2018	$0 - No Funding Required	Counselor, Adult Mentors, Others

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:

A 98% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior   creative and critical thinking expertise in Career & Technical by 05/25/2018 as measured by Online portfolios, Observation.

Strategy1:

Best Practice lessons - This strategy will provide students with opportunities to demonstrate creative thinking, collaboration, communication, and constructive knowledge, and develop initiative.

Category:

Research Cited: Data obtained from the following: Transform 2020, Surveys, Principal reports

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Awareness	Technology	08/12/2014	05/25/2018	$0 - No Funding Required	All staff

Goal 2:

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

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable, bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessment, and data. by 05/25/2018 as measured by Transform 2020 Plan, Strategies and Narratives, Transform 2020 Survey Results, Digital Readiness Results.

Strategy1:

Best Practice Lessons - Provide policies and checklists for selecting high quality, CCRS-aligned open educational resources.

Category:

Research Cited: Technology Readiness for College and Career Ready Teaching, Learning, and Assessment. May be retrieved from www.setda.org.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development for district administrators on the values of technology within the learning environment.	Technology	08/18/2014	05/25/2018	$0 - No Funding Required	Professional Development Coordinator

Goal 3:

Teachers will be prepared to use and help students use digital resources and technology tools in order to provide quality, engaging learning experiences that best prepare 6th-8th grade students with the skills necessary to be successful

Measurable Objective 1:

A 40% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency   using digital resources in Career & Technical by 05/25/2018 as measured by performance that demonstarates mastery of the skills.

Strategy1:

Cooperative Learning - The students will collaborate with their peers to complete online projects monitored by their teacher.

Category:

Research Cited: Best Practice

Activity - CCRS Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with each other by grade level to plan and implement effective digital resources that students can use as group projects and incorporate these online projects in the classroom instructional environment.	Direct Instruction	08/11/2014	05/25/2018	$0 - No Funding Required	CCRS Leadership Team, Teachers, Principals

Technology Plan 2016-2017

Overview

Plan Name

Technology Plan 2016-2017

Plan Description

Technology Plan 2016-2017

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and Empower the Learner through Technology.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
2	All educators and students will have tools to access a comprehensive viable infrastructire when and where they need it.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
3	Teachers will be prepared to use and help students use digital resources and technology tools in order to provide quality, engaging learning experiences that best prepare 6th-8th grade students with the skills necessary to be successful	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
4	All students will have an effective, engaging, challenging, and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethnical participants in our globally networked society.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: Engage and Empower the Learner through Technology.

Measurable Objective 1:

A 98% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior   creative and critical thinking expertise in Career & Technical by 05/25/2018 as measured by Online portfolios, Observation.

Strategy 1:

Best Practice lessons - This strategy will provide students with opportunities to demonstrate creative thinking, collaboration, communication, and constructive

knowledge, and develop initiative.

Category:

Research Cited: Data obtained from the following: Transform 2020, Surveys, Principal reports

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career Awareness	Technology	08/12/2014	05/25/2018	$0	No Funding Required	All staff

Goal 2: All educators and students will have tools to access a comprehensive viable infrastructire when and where they need it.

Measurable Objective 1:

100% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in technological based standards in Science by 05/26/2017 as measured by projects and assessments.

Strategy 1:

Collaborative learning - Students will work together to create and complete projects.

Category:

Research Cited: According to NEA, "Research by Johnson & Johnson (1989) indicates that cooperation, compared with competitive and individualistic efforts, typically

results in (a) higher achievement and greater productivity, (b) more caring, supportive, and committed relationships, and (c) greater psychological, health, social

competence, and self-esteem." This research can be found at the following website: http://www.nea.org/tools/16870.htm.

Activity - Direct instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Collaborative learning/projects	Technology	10/17/2014	05/26/2017	$0	No Funding Required	Teachers

Goal 3: Teachers will be prepared to use and help students use digital resources and technology tools in order to provide quality, engaging learning experiences that best prepare 6th-8th grade students with the skills necessary to be successful

Measurable Objective 1:

A 40% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency using digital resources in Career & Technical by 05/25/2018 as measured by performance that demonstarates mastery of the skills.

Strategy 1:

Cooperative Learning - The students will collaborate with their peers to complete online projects monitored by their teacher.

Category:

Research Cited: Best Practice

Activity - CCRS Digital Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with each other by grade level to plan and implement effective digital resources that students can use as group projects and incorporate these online projects in the classroom instructional environment.	Direct Instruction	08/11/2014	05/25/2018	$0	No Funding Required	CCRS Leadership Team, Teachers, Principals

Goal 4: All students will have an effective, engaging, challenging, and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethnical participants in our globally networked society.

Measurable Objective 1:

A 15% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in using critical thinking skills and conduct research in Practical Living by 05/26/2017 as measured by classroom and student observations and final projects and performances that demonstrate mastery of State Course of Study standards.

Strategy 1:

Instructional - Promote, support, and fund the use of challenge-based instructional strategies that are delivered by teachers in technology rich learning environments via training and online resource materials.

Category:

Research Cited: Best Practice

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students use of computers in the classroom and computer lab.	Direct Instruction	08/11/2014	05/26/2017	$0	No Funding Required	Principals and teachers

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
Goal Setting	Career Awareness	Technology	08/12/2014	05/25/2018	$0	All staff
Direct Instruction	Students use of computers in the classroom and computer lab.	Direct Instruction	08/11/2014	05/26/2017	$0	Principals and teachers
CCRS Digital Resources	Teachers will work with each other by grade level to plan and implement effective digital resources that students can use as group projects and incorporate these online projects in the classroom instructional environment.	Direct Instruction	08/11/2014	05/25/2018	$0	CCRS Leadership Team, Teachers, Principals
Direct instruction	Collaborative learning/projects	Technology	10/17/2014	05/26/2017	$0	Teachers
				Total	$0	