Alabama Technology Plan: Transform

2020

Jasper City Board of Education

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110 17th Street West
Jasper, AL 35501

TABLE OF CONTENTS

JCS Transform 2020 - 2015

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?

The Jasper City School System is located in north/central Alabama and consists of six schools. The district proudly serves approximately 2,715 students. Three elementary schools, Memorial Park, T.R. Simmons, and West Jasper, serve grades pre-school through grade five. Maddox Middle School serves grades six through eight. Walker High School serves grades nine through twelve. North Highland School serves as the least restrictive environment for four special needs students.

Geographically, the city is favorably situated with relatively short driving distances to Birmingham in the southeasterly direction, Huntsville, to the north, and the Gulf Coast to the south. Residents of Jasper enjoy many of the advantages of a semi-rural community while fortunately being located within a few miles of excellent medical facilities, shopping, and abundant cultural and recreational opportunities. The University of Alabama, UAB, Birmingham Southern, Samford University, University of North Alabama, and Bevill State Community College afford ample continuing educational opportunities. With Lewis Smith Lake, a pristine recreational lake, located just 10 miles to the north, many families choose to live in the Jasper area for the sole purpose of having their children attend Jasper City Schools. Residents of Jasper include 9,530 Caucasian (81.3%), 1,942 African American (16.6%), 33 American Indian and Alaska Native (0.3%), 34 Asian (0.3%), 92 (0.8%) who report some other race, and 96 (0.8%) who report being two or more races.

The city is the county seat of Walker County and once ranked among the world's leading producers of coal. The city has a total area of 26.9 square miles. Estimated median household income in 2009 was $37,215. This is an increase of over $4,000 from the 2000 estimate. The estimated per capita income in 2009 was $24,265. The March, 2012 cost of living index in Jasper was 87.3 (less than average, U.S. average is 100). The percentage of persons below poverty level in Jasper is 17.6%. The daytime population change due to commuting is +5,820 (+41.4%). Workers who live and work in this city number 3,339 (59.5%).

With the vision of a high quality education being the fundamental right of every child, the school system is governed by a five-member Board of Education appointed to a five-year term. The primary responsibility of the Board is to formulate policy that directly impacts educational programs. With a dedication to students and quality instruction, the business of the Board is to promote and improve student learning in a high quality, safe environment. The day-to-day operations of the school system are entrusted to the Superintendent of Education who is appointed by the Board. The Superintendent's primary responsibility is that of implementing board policy and successfully administering educational programs to fulfill state requirements, as well as community stakeholders' expectations.

Jasper City Schools provide program offerings to students through six schools and an Alternative School located on the same campus as the high school. There are 348 employees, of which 222 are certified personnel while the other 126 serve as support staff in such positions as secretarial/clerical, bookkeeping, maintenance, bus driver, teacher aide and lunchroom workers. The student population of the school system is reflective of the Jasper City area with an enrollment of 75% white students, 21% black students and 4% other races. Currently, there are approximately 4 languages spoken by the 53 English Learners (EL) in the system. Forty-six percent of the students in the system are eligible for free or reduced meals. There are 136 students currently receiving special education (non-gifted) services as defined by the Alabama State Code. Early intervention is also provided for preschool students who qualify for special education services. The system currently has 86 students eligible for gifted services.

The system's strengths can be found in the areas of leadership, teacher recruitment, quality of staff, collaboration among stakeholders, and community support. A challenging curriculum, founded on the Alabama Course of Study/College and Career Ready Standards, is also a major strength. Advanced Placement courses produce high performance expectations for students pursuing college. Career technical courses and challenging academic classes set high expectations for students interested in business and industry fields. Curriculum maps, individualized educational plans, Response to Instruction, and benchmark assessments support the implementation of the rigorous and relevant curriculum. Continuous Improvement Plans at local schools drive the instructional process and support the system's Strategic Plan. The system is enhanced with community support and collegial relationships through partnerships with local businesses, the Excellence in Education Foundation/Fund, community services agencies, institutions of higher learning, and governmental agencies.

An enormous challenge for the district continues to be lack of state funding. The system is faced with the challenge of increasing academic achievement on an extremely limited budget. As indicated in student performance data, however, Jasper City Schools continues to meet the challenging academic needs of our students, even in times of extreme financial difficulty.

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.

 The mission of the Jasper City Schools,a system characterized by academic excellence and superior achievement, is to "support 21st century learning in an environment which provides student opportunities for success."

The vision for the district is that a "high-quality education is the fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society."

The district's motto is "High Standards - High Expectations - High Performance." The district's strategic plan outlines five overarching goals; ensure opportunities for success to every student, provide an effective instructional program, strengthen productive partnerships for education, create a positive work environment in a self-renewing organization, and provide high-quality business services that are essential to the educational success of students. Over the past years, Jasper City Schools' improvement efforts have been thoughtfully guided by details in this strategic plan and the Alabama State Plan, 2020. The objectives of this plan are listed and serve to help guide the system. All students perform at or above proficiency and show continuous improvement. All students succeed. Every student graduates from high school. Every student graduates high school prepared.

While the world has continued shifting with the times and the economic challenges, our strategic plan has provided the clarity and continuous guidance necessary to support the outstanding academic achievement demonstrated by students in the Jasper City Schools. Our community has an ongoing commitment to high performance, high standards, and high expectations as documented in our framework. These three elements undergird this plan and guide the accountability of the school system daily. Annually, we evaluate our progress, assess our performance, and adjust our plan to ensure that we are successfully building a school system where every child has the opportunity to succeed. It is our goal and intention to provide schools where academic success is not predictable by race, ethnicity, gender, socioeconomic status, language proficiency, or disability.

In this strategic plan, we explicitly address the issue of equity, as it is critical to our ultimate goal of ensuring success for every student. The Seven Keys to College Readiness, a trajectory of high standards, guides school staff and parents so that all students can achieve at high levels.

The school system embodies its purpose through its program offerings and expectations for students. We believe the core values more completely articulate our commitment to our students. The core values pledge "to do whatever it takes"--using all means at our disposal and tolerating no excuses--to ensure that every child, regardless of race, ethnicity, gender, socioeconomic status, language proficiency, or disability, learns and succeeds. Our core values urge high expectations for all students and recognize that our obligation is to sustain a system that supports all students to learn at high levels. The core values reaffirm our obligation to see each child as a unique learner and to ensure that we tailor instruction to each child's needs. Finally, our values embrace the differentiated approach that has been so successful in helping our neediest children make great strides in achievement. Indeed, we believe this plan sets a course that will guide us well as our community continues its work to eliminate barriers to success and provide our students with the best possible preparation for college and the world of work. The remarkable achievements of our students over the last ten years cannot be overstated and should be a source of pride to the entire community. Never before have we seen such extraordinary success in the classroom and such a cohesive sense of purpose and

resolve in our six schools. We continue to believe that our system grows stronger when we work with our many stakeholders, including staff, students, parents, elected officials, business, civic and community leaders in close collaboration. In building and nurturing strong relationships, we forge the bonds necessary to keep moving this system forward, even in the most difficult of economic times.

There is no question that it is essential for an organization to be committed to its plan if it is to make sustained systemic improvement. Indeed, the success of our system rests in large measure on the commitment of our individual staff members--more than 300 of them--to carry out the work of this plan each and every day. We ask a great deal of our employees in order to provide the highest quality instructional program and support services to more than 2,700 students, and we are proud of all that they have done to make JCS one of the most respected school districts in Alabama. In addition, we set high standards for our students. We strive every day to help students attain their goals while preparing them in every way for a 21st century career.

In this plan, we continue to refine system-wide alignment to ensure that the overall direction of the school system continues to focus on eliminating the achievement gap and raising academic achievement for all. It is critically important that our strategies are focused on achieving our targets so that we can provide every graduate with the skills necessary to be successful in college or the world of work. Our commitment is to provide nothing less than the best for our students. If we continue to work together as a community, we know that our children will be well prepared for the world ahead.

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.

Jasper City Schools prides itself in sustaining high student achievement results. Historically, the district has maintained a solid graduation rate and high proficiency levels on the Alabama state assessments.

JCS technology infrastructure and accessibility is second to none. Jasper City Schools has always ensured students have broad access to technology. During the 2012-2013 school year, Jasper City Schools completed a 1:1 iPad/iPod initiative. Students in grades 3 - 12 have been issued iPads and students in grades K-2 have iPod touches. Jasper City Schools has continued to maintain a low student to computer ratio, around 2:5. There are approximately 1400 computers for student access. Of these computers, 869 are 5 years or less in age, according to state reports. Of the 1400 computers, 596 are over 5 years of age but still used in the classroom for network programs. All computers have MS Office installed and appropriate educational software is available on every computer. With the goal of achieving fully integrated 21st Century classrooms, Jasper City Schools has implemented an energy savings initiative with the proceeds going to purchase technology for the classroom. In the 2012 school year, policies and procedures have been put in place to allow students to bring their own personal electronic devices. With these savings, 52 SMART boards have been added to the district. Additional SMART boards will be added with monthly savings until each classroom has an interactive board. Also with the initiative, other technology will be purchased as needed.

Jasper City Schools currently has 100% of classrooms, libraries, labs, and offices connected to Local Area Networks. Each elementary school and the special needs school have a LAN with a copper backbone running at Gigabit speed. The middle school and high school have a LAN with a Fiber Optic backbone running at Gigabit speed. West Jasper Elementary School network had a complete upgrade. Fiber runs from a core switch to all classrooms. All computers connect at 100Mb. The Central Office connects to the middle school LAN. All computers have Internet and typical LAN resources at their disposal. Currently no LAN improvements are needed, with the exception of occasional re-wiring normal in a school environment. All schools are set up as follows: 1 Dell 2950 Microsoft 2003 R2 File server provides local file sharing, and data storage. It also serves as the local repository for anti-virus, deep-freeze, and print server. The 2950 servers have built in redundancy for power, as well as a raid 5 disk array. All files are backed up locally, and then transferred to the central office location for backup. The servers connect to our HP Procurve network utilizing a collection of 5340xl, 7000DL, and 2650's, routers and switches, set up along a gig backbone between switches. All schools are connected with fiber running back to a central HP 5340 XL switch located at Maddox Middle School. Jasper City Schools has standardized on Windows XP as the desktop operating system and Windows 2003 for the server operating system. A wireless controller is installed at West Jasper Elementary. All 248 wireless access points across the district connect back to the wireless controller located at West Jasper Elementary.

FACILITIES UPDATE

JCS has recently completed a school facilities update project. Each elementary school has received an update for the buildings' entrances and office areas totaling approximately three million dollars. There was a need for increased security and safety, therefore more efficient buzzers and cameras were added. Since the facilities were outdated, these projects serve to provide more curb appeal for each school.

ADVANCED PLACEMENT GRANT

Walker High School is one of only 20 institutions statewide to receive a prestigious honor of an Advanced Placement (AP) Grant. The Alabama Department of Education has recognized the school with a 250-thousand dollar advanced placement training grant. The school has aggressively grown its advanced placement math, science, and English course enrollment. The grant will allow a dozen Walker high teachers to go through "AP" training during the summer of 2013.

STEPHEN COVEY TRAINING AND IMPLEMENTATION

Leader-in-Me and Seven Habits for Highly Effective Teens implementation throughout the district is a notable achievement. One elementary school began a Leader-in-Me program in 2011-12. The other elementary schools began their implementation process in 2012-2013. The secondary schools have begun teacher training in Steven Covey's Seven Habits of Highly Effective People, taught by our superintendent, Dr. Robert Sparkman, a certified instructor for the program. The two secondary schools are in the process of implementing Seven Habits for Highly Effective Teens. After just a short period of time, we have seen leadership skills emerge in both students and teachers at the levels of full implementation. It is refreshing to see students taking responsibility and ownership for their learning and self-discipline. In addition, it is a joy to see children attempting to create win-win situations as they seek to understand others and resolve their differences.

AREAS FOR IMPROVEMENT

Although Jasper City Schools is a high achieving district, there are areas that can be identified for improvement. The implementation of Alabama College and Career Ready Standards (ACCRS) continues to be an area to strengthen within the next three years. The JCS teachers have attended extensive training in addition to participating in job-embedded training for ACCRS. Ongoing curriculum alignment will continue to progress through the curriculum mapping and vertical teaming process. All core teachers will continue to deliver standards-based instruction daily according to the curriculum maps. During, Summer, 2013, key teacher leaders will attend a Teachers' Academy supported by the University of North Alabama In-service Center. The purpose of this training is to guide teachers to create aligned and rigorous lesson plans for ACCRS. Turn-around training will take place throughout the 2013-2014 school year. Teachers will continue to create and deliver instruction for ACCRS, including the Literacy Strand for content areas.

As part of our commitment to embrace 21st century technology for education, the Jasper City School District has adopted the iPad for 3-12 and the iPod for K-2 as our 1:1 technology tool for teaching and learning. To ensure the effective and safe use of both in and out of the classroom, Jasper City Schools will continue to provide ongoing training to students, faculty, and parents throughout the year. JCS will continue to provide support for the 1:1 iPad and iPod initiative to increase active student engagement through more project-based learning type instruction and critical thinking skills.

Assessment data of varying forms are used to complete site data reviews on a quarterly basis for all schools. The site data review meetings will create a list of strategies and interventions based on the needs of students in each school. In order to provide for long term and short term growth, JCS will monitor data closely through frequent common formative assessment data, interim data, and yearly summative data. Local benchmarks in social studies and science will be converted into Achievement Series.

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 Jasper City School District will continue efforts to construct a new high school. The current plans are for a 285,000 square foot facility. A new athletic complex and 1,500-seat performing arts center are also included. Sports programs based at Maddox Middle School, which has no athletic facilities of its own, would also use the new fields for practices as well as games, and the performing arts center would be available for use by the community. The project, which is estimated at $61 million, will be financed by a 1-cent sales tax.

The district locally funds two four-year-old premiere preschools for at-risk students and two IDEA-funded developmentally delayed preschools. The locally-funded preschools each operate a two-session per day program for the purpose of serving more students. Each program serves 40 students daily through morning sessions and afternoon sessions. The Jasper City preschool programs empower young children by encouraging them to initiate their own learning activities rather than act as mere passive recipients of information from others. This is central to developmentally appropriate practice for young children. Such active learning encourages children to solve their everyday intellectual, social, and physical problems and to assume a measure of control over their environment. Our preschool programs empower parents by involving them as partners with teachers in supporting their children's development. The programs strengthen parents' ability to view their children as able, active learners and to support their children's development of a sense of control and of intellectual, social, and physical abilities. The programs empower teachers by providing them with in-service curriculum training and supportive curriculum supervision, which help them engage in practices that support children and parents.

Walker High School provides distance learning for its students by offering 65-70 classes though ACCESS. The goal of the distance learning plan is to create equity through additional educational offerings for all students. It provides equal access to high-quality instruction, through a 21st century infrastructure that delivers quality learning opportunities and greater equity for all students. There are four key components of the ACCESS distance learning plan at Walker High School. First, rigorous web-based and interactive video conferencing (IVC) courses are blended and taught by Alabama-certified and highly-qualified teachers. Next, a technical infrastructure is used to deliver approved web-based courses and connect IVC labs via a statewide network. In addition, statewide coordination, scheduling, and support for distance learning are part of the plan. Finally, there are three regional support centers to hire, train, evaluate, and support e-teachers.

One additional trend to note is the district's vast increase in free/reduced lunch population since our last accreditation visit. The number of students receiving free or reduced lunch has increased from 37% in 2009 to 46% in 2013. This substantial increase in at-risk students has resulted in a great need for professional development to address diversity, differentiated instruction, and other research-based instructional methods to meet the needs of this growing population.

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 principals at each school put together a team to serve on their local school technology committee. The team is comprised of the principal, teachers, media specialist, and a parent. They are responsible for reviewing the Transform 2020 student, parent, and faculty surveys to come up with measurable goals for the next school year. The local school technology committee drafts a plan and enters it into the ASSIST program. The District Technology Coordinator holds regular meetings to help the schools with the implementation and review of the goals throughout the school year.

The District Technology Coordinator selects a district technology team to review the Transform 2020 student, parent, and faculty and come up with district goals for the upcoming school year. The district committee meets throughout the school year to review progress and implementation.

In July of each year, Jasper City School's Leadership Team which is comprised of administrators, teachers, students, parents and other community stakeholders meets to review, evaluate and begin revisions of the district Continuous Improvement Plan which has many of the district technology plans and goals. For the past few years, technology integration has been an integral part of moving our schools forward which aligns with the state departments emphasis on producing students who are increasingly career and college ready. The technology director speaks to this committee about the upcoming school years vision and addresses any concerns the team may have at this time. This stakeholders were selected and informed of their roles for this committee by district administrators, school administrators and volunteers.

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

The leadership stakeholder team and the technology school committee is comprised of parents, students, administrators, faculty members, and community leaders. During these meetings, stakeholders are broken into groups to discuss various components of our CIP plan and make suggestions or recommendations for changes to the plan.

Mr. Gary Boling, Principal Walker High School
Mrs. Gayle Crump, Asst. Principal of WHS
Mr. Bill Young, WHS Art Teacher
Mrs. Geri Manasco, WHS History Teacher
Mr. Jonathan Jordan, WHS Business Teacher
Mrs. Lori Wiginton, WHS Science Teacher
Mr. Patrick Darwin, WHS Business Teacher
Mrs. Sherry Nicholson, WHS Math Teacher
Mr. Tommy Hobson, Asst. Principal of WHS
Mrs. Tori Parnell, WHS Counselor

Improvement Plan Stakeholder Involvement

Jasper City Board of Education

Mr. Amber Wright, WHS SPE Teacher

Mrs. Kim Davis, WHS Business Teacher

Mrs. Betty Odom, Director of SPE\Principal of North Highlands School

Mrs. Debra Rhodes, NHS Teacher

Mr. Jonathan Allen, Principal of T R Simmons Elementary

Mrs. Linda Runyan, TRS Teacher\Parent

Mrs. Gina Roberts TRS Teacher

Mrs. Kerri Trawick, TRS Instructional Partner

Mrs. Tammy Sargent, TRS Teacher

Mrs. Cathy Abbott, Community Member

Mr. Doug Booth, Community Member

Dr. John Odle, Community Member\Parent

Mr. Eric Rigsby, Principal of Memorial Park Elementary

Mrs. Amy O'Rear, MPS Instructional Partner

Mrs. Donna Fleming, MPS Teacher

Dr. Curtis Jordan, MPS Teacher

Mrs. Malea Norris, MPS Teacher

Mrs. Missy Lay, MPS Teacher

Mrs. Patsy Striklin, Principal of Maddox Middle School

Mr. Marc Sargent, Asst. of Maddox Middle School

Mrs. Amy Stracner, MMS Teacher

Mrs. Christi Ballard, MMS Teacher

Mr. Eric Rigsby, MMS Teacher

Mrs. Laura Kennedy, MMS Teacher

Mr. Lutis Moore, MMS Teacher

Mr. Willie Moore, JCS Board Member

Ms Ashley Aaron, CO CNP/Fixed Assets Clerk

Mrs. Dawn Smith, CO Bookkeeper

Mrs. Freda Earnest, Payroll Clerk

Mrs. Jana Jackson, Curriculum Secretary

Mrs. Monique Rector, CO Chief School Financial Officer

Mrs. Sandra Morgan, CO Secretary

Mrs. Beth Kennedy, CO Instructional Integration Specialist

Mrs. Susan Chandler, Technology Coordinator

Dr. Ann Jackson, Superintendent

Dr. Jean Lollar, Asst. Superintendent

Dr. Martha LaCroix, Director of Accountability Programs and Support Services

Dr.Elliott Harris, Director of Auxiliary Services

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 plan is posted on the district website for review by parents and all stakeholders at their convenience throughout the year. The technology coordinator can be contacted regarding any questions. The individual school technology plans are maintained by a person designated by principals and a copy of the plan is located in the school library.

Technology Diagnostic

Introduction

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

Data

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

Response:

- •Board of Education actions
- •Compliance Monitoring Reports
- •Continuous Improvement Plan
- •Federal Government Regulations
- •Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- •Principal Walk-Through Checklist
- •Professional Learning Evaluations, Lesson Plans
- •Technology Program Audit, etc.
- •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. Areas of Need

1. Upgrade network switches and cabling throughout the district except for West Jasper Elementary.
2. Upgrade Switches to 10 GB between buildings to support future technology.
3. Upgrade battery backups to switches in IDF and MDF rooms.

B. Areas of Strengths

1. Jasper City schools has 300 MB of Internet bandwidth supplied to the district. 100 MB is locally funded. This bandwidth teamed with our 248 access points is supporting our 1:1 initiative at this time.
2. This bandwidth teamed with our 248 access points is supporting our 1:1 initiative at this time.
3. All Jasper City schools are connected by fiber.

C. Data Sources
1. Local Inventory

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:) Areas of Needs

1. JCS need more personnel to help with inventory.
2. JCS needs to replace ACCESS lab equipment at Walker High School.

B:) Areas of Strengths:

1. All students have access to an wireless connected iPad/iPod for student engaged learning.
2. All schools have computer labs and mobile laptop carts for on-line assessments.

3. All teachers and administrators have computers which are refreshed every four years. The labs and libraries are also refreshed every four years.

C:) Data Sources

1. Local Inventory

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.

Areas of Need Associated with Technology and Student Learning

1. Teachers need to model creative and innovative thinking using digital resources and tools.

2. Teachers need to plan instruction using the National Education Technology Standards (NETS-Students) to ensure my students have the knowledge, skills, and attitudes necessary for school (PK-21) and careers.

3. Teachers need to engage students in exploring real-world issues and solving authentic problems using digital tools and resources based upon the Alabama Courses of Study standards.

Areas of Strengths Associated with Technology and Student Learning:

1. Teachers communicate relevant information and ideas to students, parents, and others using a variety of digital tools (website, learning management system, collaboration software, blogs, etc.)

2. Teachers have sufficient access to online digital resources (videos/podcasts, lesson plans, games, learning activities, etc.) aligned to the online Alabama Course of Study Standards.

3. Teachers have sufficient digital devices and tools to effectively integrate technology into my teaching.

Data Sources and Actual Data Results:

Areas of Need's Data Sources and Results:

1: Transform 2020 Alignment Survey items-An average district score of 24% teachers routinely model with their students creative and innovative thinking and inventiveness using digital resources and tools.

2. Transform 2020 Alignment Survey items- A district average score of 21% routinely plan instruction using the National Education Technology Standards (NETS-Students) to ensure my students have the knowledge, skills, and attitudes necessary for school (PK-21) and careers.

3. Transform 2020 Alignment Survey items- A district average score of 29% routinely engage students in exploring real-world issues and solving authentic problems using digital tools and resources based upon the Alabama Courses of Study standards.

Areas of Strength's Data Sources and Results:

1. Transform 2020 Alignment Survey items-As a district, 49 5% of the teachers answered frequently and 27% of the teachers answered routinely to the question of addressing the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
2. Transform 2020 Alignment Survey items- 81% of the teachers answered yes to the question, "I have sufficient access to online digital resources (videos/podcasts, lesson plans, games, learning activities, etc.) aligned to the online Alabama Course of Study Standards."
3. Transform 2020 Alignment Survey items- 78.32% of the teachers answered yes to the question, "I have sufficient digital devices and tools to effectively integrate technology into my teaching while 13.99 % answered somewhat.

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.

Top Area of Needs Associated with Professional Learning Program

1. Funding provided for professional development.
2. Each school needs a technology integration specialist or technical support person.
3. Additional release time for teachers to attend professional development

Top Areas of Strengths Associated with Professional Learning Program

1. TIM has provided excellent training for all of our schools for the past two years.
2. Early release days have provided more time for professional development.
3. Newly hired technology integration specialist will provide 1:1 training for our teachers and staff.

Data Sources

1. TIM Surveys
2. Transform2020 Faculty Surveys

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.

Areas of Need

1. More training for teachers on all the features the LMS (Edmodo) module has to offer.

2. More training on blending learning techniques which will make lessons more engaging for students.

Areas of Strengths

1. The district professional development focus has been on creating engaging lessons through blended learning tools (i.e. intel tools). With the 1:1 initiative, teachers have the resources in the hands of every student which allows them to engaged and collaborate with each other.

2. The district has two e-days setup this school year. Teachers and students are using Edmodo as the learning management piece for communication and instruction on these days. Parents have also been giving a log in to Edmodo so they can track their students assignments and progress.

Data Sources:

1. Parent, Student, and Faculty Transform2020 Surveys

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.

Areas of Need

1. Integration Specialist needs to train the teachers on different technology which is available to increase productivity.
2. Teachers need more training on how to effectively collaborate with students through the school email, cloud based storage products, and the LMS system.

Areas of Strengths

1. The district allows for various cloud services like Microsoft Live, Moodle, Skydrive, Drop box, Google Drive, Evernote, District Website, etc. these are some of the tools which make the tedious works of filing, arranging and other stuffs, easy as a click.

2. The Jasper City Schools 1:1 initiative has creating accessible learning opportunities for all students, including low-income students and students with disabilities. The iPads/iPods were provided to help increase student achievement, further engage all students in their learning, and to help teachers and students do their important work more efficiently.

Data Sources

Student and Faculty Transform2020

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.

Areas of Need

1. Administrators need more training one on one to feel comfortable with modeling technology in their school.
2. Because of the size of their job and responsibilities as an administrator, there is never enough time to work with them on the new tools and technology available in their buildings.

Areas of Strength

1. Administrators have a wide variety of technology (computer, laptop, iPad, iPhone) made available for them to use to increase productivity and communication with their faculty.

Data Sources

Transform2020 Administrative Survey

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

N/A

Professional Learning

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

We have hired an integration specialist for our system. This will allow for more face-to-face onsite training for administrators and teachers. The integration specialist will also come up with a training model for each school to meet their individual professional development needs.

We plan to continue our individual PD plans that have been setup at each school (ex. Tech Tuesday or Thursday). The district will also continue scheduling TIM trainers which has been a great success in our district for the past two years.

Professional Development FY 2013-2014
Grades K-12

1. Edmodo a:) Face - to -Face b:) Yearly c:) all teacher d:) LEA Staff
2. Blended Teaching Tools and Techniques a:) Face - to -Face b:) Monthly Meetings c:) all teacher d:) TIM trainer
3. College and Career Ready Standards (Insight Tool) a:) offsite b:) Yearly c:) lead teachers and administrators d:) SDE
4. Digital citizenship a:) Face - to -Face b:) Yearly c:) all teaches and students d:) each school has to submit a plan for how this information will be taught and assessed in their 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.

WAN Infrastructure:

The infrastructure at the District will provide the foundation necessary to drive technology for the next few years. The infrastructure, both wired and wireless, must be robust to support increased utilization, toward cloud computing solutions. With the increased dependency on technology, the network infrastructure must facilitate the requirements necessary for success. Jasper City Schools is connected to all schools with fiber. All fiber is single mode and terminates at specified locations at each of the schools back to a central location at Maddox Middle Schools where the entry point of Internet Access is provided. Twelve strands of fiber are connected to each location with an additional twelve strands made available near T.R. Simmons for expansion of the new Walker High School. All of our schools are setup the same and come back to a centralized location where we use Dell 2950 rack mounted servers for Microsoft 2008 active directory. We use a 7 Terabyte drive array to copy a nightly backup of each school's data, and finally backup to a Dell MD 1000 tape drive on 800gb tapes. All schools use 2950 switches throughout and eventually come back to either a 5340xl or 7000dl HP Procurve switch or router. All network switch connections are gig within and fiber between schools.

LAN Infrastructure:

Jasper City Schools currently has 100% of classrooms, libraries, labs, and offices connected to Local Area Networks. Each Elementary School and the Special Needs School have a LAN with a copper backbone running at Gigabit speed. The Middle School and High School have a LAN with a Fiber Optic backbone running at Gigabit speed. West Jasper Elementary's network has fiber runs from a core switch to all classrooms. All computers connect at 100Mb. The Central Office connects to the Middle School LAN. All computers have Internet and typical LAN resources at their disposal. Currently LAN improvements are needed where with main switches that are over eleven year old. The category 5 cable may need replacing where it has become brittle.

A wireless controller is installed at West Jasper Elementary. All Jasper City Schools 248 wireless access points connect back to the wireless controller located at West Jasper Elementary.

Connectivity:

Jasper City Schools has fiber connecting all schools. All fiber is single mode and terminates at specified locations at each of the schools back to a central location at Maddox Middle Schools where the entry point of Internet Access is provided. Twelve strands of fiber will be connected to each location with an additional twelve strands made available near T.R. Simmons for later expansions. All of our schools are setup the same and come back to a centralized location where we use Dell 2950 rack mounted servers for Microsoft 2008 active directory. We use a 7 Terabyte drive array to copy a nightly backup of each school's data, and finally backup to a Dell MD 1000 tape drive on 800gb tapes. All schools use 2950 switches throughout and eventually come back to either a 5340xl or 7000dl HP Procurve switch or router. All network switch connections are gig within and fiber between schools.

Bandwidth/Internet Access

Jasper City Schools uses the Alabama Super Computer Authority to provide Internet access to the District. Internet access comes through Alabama Super Computer and is provided currently by Bellsouth. ASC provides access through a 300 Mbps line. Traffic studies will be conducted on the 300 MB line throughout the school year to determine if further upgrades are needed. Jasper City Schools is requesting the Base Level service of a 200 Mbps line to help with daily internet bandwidth usage. Jasper City Schools has agreed to pay for an additional 100 Mbps to meet the needs of our 1:1 initiative. Content Filtering is provided by ASC as part of the service. Internet Safety Policies and Acceptable Use Policies, which are signed by all students and staff, have been approved by our Board after public hearings were held for the purpose of CIPA compliance. Reviews of those policies are carried out on an as-needed basis.

Jasper City Schools uses iBOSS server to assist in monitoring network and internet usage. The iBoss server also has built-in content filtering for internet usage.

Information Security & Safety

Jasper City Schools uses the Alabama Super Computer Authority to provide Firewalling services using a CISCO 515 Firewall. The school year 2006-2007 we moved to ASC for all SPAM and virus filtering. Workstation Security: All student computers and multi-user desktops are protected using Faronic's Deepfreeze and Anti Executable. As added security,

we are using Microsoft policies and pushing them to the workstation. Internet content filtering is provided by Alabama Super Computer as part of our Internet Access. SynchronEyes is installed on lab computers for monitoring of student computers. Microsoft Forefront is used for anti-virus on all teacher and administrator computers. Network Access: We use Active Directory access to control network logons. Users are required to use secure passwords, which must meet three rules to be a valid password. OS Configuration/Control Security with the iPads/iPods is being implemented with the Apple Configurator and iBoss MDM. With these pieces of software, students will have restricted from using certain features on their iPad or iPod. The MDM will help with managing the control of Apps allowed on the devices. Jasper City also uses the iBoss Filtering system to monitor all on-line activity.

Digital Content

Jasper City Schools uses Curriculum Connector to map technology standards across all curriculums thereby ensuring technology integration in every classroom. Data Director has been implemented district wide for on-line standardized assessments. STAR is used to assess student reading and math levels. The on-line Accelerated Reader has been purchased for the middle school and all elementary schools. Riverdeep's Destination is used to assist in delivering many types of assessment/curriculum to students. Grades 1-8 have been provided on-line access to Destination allowing them to complete personalized interactive lessons from

home. Walker High School has immense technological resources. Most classrooms

have multiple computers. Some of the major software packages are X-it, Discover, Logger Pro, Perfect Copy, Passkey and PLATO. Walker High School has a large Career Tech department which has 100 computers running various software. Some of these include Microsoft IT Academy, Photoshop, Microsoft Office products, Adobe GoLive, Checkpro, Google Docs, and Moodle.

Digital Tools

With the implementation of 1:1 initiative, students can conduct research from any classroom in the school. Teachers use Edmodo as a learning management system to deliver and receive students' lessons and homework. Jasper City Schools purchased apps which allow

students to create podcasts, movies, interactive notes, and digital stories. Electronic books are being purchased in place of textbooks as textbook adoptions are implemented.

Label	Assurance	Response	Comment	Attachment
2.	Did you complete the Inventory for each school in your school system. If so, please upload the inventory collection worksheet below.	No	Teachers responded electronically with the information they currently have in their classroom. The technology coordinator completely all of the other parts of the inventory.	JCSTransform2020 Inventory

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:

Goal 1- Engage and Empower the Learner Through Technology.

Measurable Objective 1:

demonstrate a behavior of 70% proficiency of all students 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 05/01/2017 as measured by Principals report using Classroom/ Student Observation Tools.

Strategy1:

On-line Blended Learning Environment - Provide an on-line learning management environment with best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Research Cited: Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Activity - Monitor and Evaluate E-Day Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will monitor teacher and student lessons during E-Day assignments.	Academic Support Program			10/01/2013	05/01/2017	$0 - District Funding	Technology and principals

Measurable Objective 2:

demonstrate a proficiency of 70% of all students will effectively and responsibly use standards-based digital media (e.g. online textbooks, interactives, digital cameras, podcasts, informational materials, apps, social educational networking, and learning management systems, etc.) by 05/26/2017 as measured by Speak Up Survey and 2020Transform Surveys.

Strategy1:

Engage student learning through quaility apps and textbooks. - Expand accessibility and quantity of free, high-quality, engaging, standards-based, digital media resources and apps for students.

Research Cited: International Society for Technology in Education (ISTE).(2007. NETS for students. Retrieved from http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS_for_Students.htm

Activity - Deploying Volume Apps and Textbooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers and media specialist on how to install apps and textbooks which will provide high-quality, engaging, standards-based, digital media resources for students.	Technology			11/13/2013	11/01/2017	$0 - No Funding Required	Technology Staff Media Staff and TIM

Goal 2:

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

Measurable Objective 1:

demonstrate a proficiency 100% of our Instructional leaders inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. by 05/01/2014 as measured by 2020Transform Survey.

Strategy1:

Principals to Model Technology in their Building - Provide free tools for principals to use to note observations of digital learning experiences in the classroom.

Research Cited: NASSP:We Can't Leave Our Students Behind in the Digital Revolution. (November 2013). Retrieved from http://www.nassp.org/portals/0/content/55578.pdf.

Activity - Principals Participate in Classroom Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will participate in classroom observations where they will learn how to look for true digital learning is taking place.	Academic Support Program			02/12/2014	05/27/2016	$0 - No Funding Required	Assistant Superintendent/Curriculum Coordinator

Activity - Principals to Model Technology in their Building	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will model technology in their building such using digital tools while observing experiences in the classroom.	Other			01/01/2014	05/26/2017	$0 - No Funding Required	Central Office Administrators

Measurable Objective 2:

demonstrate a proficiency 100% of Technology Coaches inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the district.. by 05/26/2017 as measured by Transform2020 School and District Technology Survey results: Teachers, Students, School/District Leaders, Parents..

Strategy1:

Transform Technology Integration Culture Through-out the District - Technology integration specialist to teach the teachers to integrate technology and therefore transform change throughout the instructional environment.

Research Cited:

Activity - Develop and Disseminate 1:1 Teacher Integration Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and disseminate a variety of methods and formats for providing high-quality professional development, such as online, face-to-face, professional learning communities, etc.	Academic Support Program			11/13/2013	05/26/2017	$65000 - District Funding	Technology Integration Specialist

Measurable Objective 3:

complete a portfolio or performance 95% of all teachers exhibit knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society.   by 05/22/2015 as measured by Transform2020 Surveys: Teachers, Students, School Leaders, Parents..

Strategy1:

Teachers to Implement State Provided On-line Resources - Integration specialist and local schools trainers will require teachers to use state provided resources when creating lesson plans such as ALEX, Insight Tools and Alabama Virtual Library.

Research Cited: Transform2020 Surveys: Teachers, Students, School Leaders, Parents;ALEX & TIM Training Data

Activity - Provide PD for Teachers to Learn the Implementation of On-line Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide PD for Teachers to Learn the Implementation of On-line Resources such as ALEX and Alabama Virtual Library.	Professional Learning			11/13/2013	05/26/2017	$65000 - District Funding	Technology Integration Support Specialst

Measurable Objective 4:

demonstrate a proficiency of 85% of all teachers will use technology and digital resources to provide standards-based instruction and authentic learning activities by 05/01/2017 as measured by Transform2020 Surveys: Teachers, Students, School Leaders, Parents..

Strategy1:

Blended-Learning Professional Development - Teachers will be trained by TIM and local personnel on best teaching practices of a blended learning environment. Provide Professional Learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.

Research Cited: http://www.iste.org/docs/pdfs/NETS-a-standards.pdf?sfvrsn=2

Activity - TIM and Local Personel to Teach the Blending Learning Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Professional Learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways. We will continue to expand our use of intel tools through-out the district.	Professional Learning			01/03/2013	05/26/2017	$65000 - District Funding	Technology Integration Support Specialist

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:

Goal 1- Engage and Empower the Learner Through Technology.

Measurable Objective 1:

demonstrate a proficiency of 70% all students will use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information.   by 05/26/2017 as measured by We will pull edmodo usage reports and Speak Up Surveys to evaluate our progress..

Strategy1:

Continue 1:1 Implementation of iPads/iPods Throughout the District - Jasper City Schools has implemented a 1:1 iPad/iPod implementation. We believe these devices will help teachers in moving from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.

Research Cited: SETDA:One-to-One Resources. (November 13, 2013). Retrieved from http://www.setda.org/web/guest/onetoone.

Activity - Assist teachers in implementing the 1:1 Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assist teachers in moving from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.	Technology			11/13/2013	05/26/2017	$2000000 - District Funding	Technology Staff

Strategy2:

Continue Implementation of Edmodo as Learning Managment System - We will continue to require teacher to use Edmodo for E-day dissemination of lessons. Principals and administrators will be able to monitor teacher and students usage and collaboration.

Research Cited: Edmodo Blog. (November 2013). Retrieved from https://press.edmodo.com/.

Activity - Use Edmodo to Collaborate with Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Edmodo to Collaborate with Students	Academic Support Program			11/13/2013	05/26/2017	$0 - No Funding Required	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:

Goal 1- Engage and Empower the Learner Through Technology.

Measurable Objective 1:

demonstrate a proficiency of 70% of all students will effectively and responsibly use standards-based digital media (e.g. online textbooks, interactives, digital cameras, podcasts, informational materials, apps, social educational networking, and learning management systems, etc.) by 05/26/2017 as measured by Speak Up Survey and 2020Transform Surveys.

Strategy1:

Engage student learning through quaility apps and textbooks. - Expand accessibility and quantity of free, high-quality, engaging, standards-based, digital media resources and apps for students.

Research Cited: International Society for Technology in Education (ISTE).(2007. NETS for students. Retrieved from http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS_for_Students.htm

Activity - Deploying Volume Apps and Textbooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers and media specialist on how to install apps and textbooks which will provide high-quality, engaging, standards-based, digital media resources for students.	Technology			11/13/2013	11/01/2017	$0 - No Funding Required	Technology Staff Media Staff and TIM

Measurable Objective 2:

demonstrate a behavior of 70% proficiency of all students 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 05/01/2017 as measured by Principals report using Classroom/ Student Observation Tools.

Strategy1:

On-line Blended Learning Environment - Provide an on-line learning management environment with best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Research Cited: Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved

from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Activity - Monitor and Evaluate E-Day Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will monitor teacher and student lessons during E-Day assignments.	Academic Support Program			10/01/2013	05/01/2017	$0 - District Funding	Technology and principals

Measurable Objective 3:

demonstrate a proficiency of 70% all students will use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information. by 05/26/2017 as measured by We will pull edmodo usage reports and Speak Up Surveys to evaluate our progress..

Strategy1:

Continue Implementation of Edmodo as Learning Managment System - We will continue to require teacher to use Edmodo for E-day dissemination of lessons. Principals and administrators will be able to monitor teacher and students usage and collaboration.

Research Cited: Edmodo Blog. (November 2013). Retrieved from https://press.edmodo.com/.

Activity - Use Edmodo to Collaborate with Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Edmodo to Collaborate with Students	Academic Support Program			11/13/2013	05/26/2017	$0 - No Funding Required	Technology Coordinator

Strategy2:

Continue 1:1 Implementation of iPads/iPods Throughout the District - Jasper City Schools has implemented a 1:1 iPad/iPod implementation. We believe these devices will help teachers in moving from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.

Research Cited: SETDA:One-to-One Resources. (November 13, 2013). Retrieved from http://www.setda.org/web/guest/onetoone.

Activity - Assist teachers in implementing the 1:1 Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assist teachers in moving from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.	Technology			11/13/2013	05/26/2017	$2000000 - District Funding	Technology Staff

Goal 2:

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

Measurable Objective 1:

demonstrate a proficiency of 85% of all teachers will use technology and digital resources to provide standards-based instruction and authentic learning activities by 05/01/2017 as measured by Transform2020 Surveys: Teachers, Students, School Leaders, Parents..

Strategy1:

Blended-Learning Professional Development - Teachers will be trained by TIM and local personnel on best teaching practices of a blended learning environment. Provide Professional Learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.

Research Cited: http://www.iste.org/docs/pdfs/NETS-a-standards.pdf?sfvrsn=2

Activity - TIM and Local Personel to Teach the Blending Learning Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Professional Learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways. We will continue to expand our use of intel tools through-out the district.	Professional Learning			01/03/2013	05/26/2017	$65000 - District Funding	Technology Integration Support Specialist

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:

Goal 1- Engage and Empower the Learner Through Technology.

Measurable Objective 1:

demonstrate a behavior of 70% proficiency of all students 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 05/01/2017 as measured by Principals report using Classroom/ Student Observation Tools.

Strategy1:

On-line Blended Learning Environment - Provide an on-line learning management environment with best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Research Cited: Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Activity - Monitor and Evaluate E-Day Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will monitor teacher and student lessons during E-Day assignments.	Academic Support Program			10/01/2013	05/01/2017	$0 - District Funding	Technology and principals

Measurable Objective 2:

demonstrate a proficiency of 70% all students will use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information.   by 05/26/2017 as measured by We will pull edmodo usage reports and Speak Up Surveys to evaluate our progress..

Strategy1:

Continue Implementation of Edmodo as Learning Managment System - We will continue to require teacher to use Edmodo for E-day dissemination of lessons. Principals and administrators will be able to monitor teacher and students usage and collaboration.
Research Cited: Edmodo Blog. (November 2013). Retrieved from https://press.edmodo.com/.

Activity - Use Edmodo to Collaborate with Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Edmodo to Collaborate with Students	Academic Support Program			11/13/2013	05/26/2017	$0 - No Funding Required	Technology Coordinator

Goal 2:

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

Measurable Objective 1:

demonstrate a proficiency 100% of our Instructional leaders inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. by 05/01/2014 as measured by 2020Transform Survey.

Strategy1:

Principals to Model Technology in their Building - Provide free tools for principals to use to note observations of digital learning experiences in the classroom.
Research Cited: NASSP:We Can't Leave Our Students Behind in the Digital Revolution. (November 2013). Retrieved from http://www.nassp.org/portals/0/content/55578.pdf.

Activity - Principals to Model Technology in their Building	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will model technology in their building such using digital tools while observing experiences in the classroom.	Other			01/01/2014	05/26/2017	$0 - No Funding Required	Central Office Administrators

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:

Goal 1- Engage and Empower the Learner Through Technology.

Measurable Objective 1:

demonstrate a behavior of 70% proficiency of all students 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 05/01/2017 as measured by Principals report using Classroom/ Student Observation Tools.

Strategy1:

On-line Blended Learning Environment - Provide an on-line learning management environment with best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Research Cited: Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Activity - Monitor and Evaluate E-Day Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will monitor teacher and student lessons during E-Day assignments.	Academic Support Program			10/01/2013	05/01/2017	$0 - District Funding	Technology and principals

Goal 2:

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 ensure that 100% of 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 (educators). by 07/01/2015 as measured by our content filtering services and network infrastructure tools. .

Strategy1:

Monitoring Bandwidth Monthly - We feel as technology integration increases, more bandwidth will be needed throughtout the district. More of our classes will be using on-line textbooks and blended learning techniques which will be heavy in video content.

Research Cited:

Activity - Local Monitoring of Traffic	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research, develop, and implement tools to measure infrastructure.	Technology			11/13/2013	05/24/2019	$0 - No Funding Required	JCS Technology Department

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:

Goal 1- Engage and Empower the Learner Through Technology.

Measurable Objective 1:

demonstrate a proficiency of 70% all students will use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information.   by 05/26/2017 as measured by We will pull edmodo usage reports and Speak Up Surveys to evaluate our progress..

Strategy1:

Continue Implementation of Edmodo as Learning Managment System - We will continue to require teacher to use Edmodo for E-day dissemination of lessons. Principals and administrators will be able to monitor teacher and students usage and collaboration.

Research Cited: Edmodo Blog. (November 2013). Retrieved from https://press.edmodo.com/.

Activity - Use Edmodo to Collaborate with Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Edmodo to Collaborate with Students	Academic Support Program			11/13/2013	05/26/2017	$0 - No Funding Required	Technology Coordinator

Strategy2:

Continue 1:1 Implementation of iPads/iPods Throughout the District - Jasper City Schools has implemented a 1:1 iPad/iPod implementation. We believe these devices will help teachers in moving from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.

Research Cited: SETDA:One-to-One Resources. (November 13, 2013). Retrieved from http://www.setda.org/web/guest/onetoone.

Activity - Assist teachers in implementing the 1:1 Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assist teachers in moving from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.	Technology			11/13/2013	05/26/2017	$2000000 - District Funding	Technology Staff

Measurable Objective 2:

demonstrate a behavior of 70% proficiency of all students 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 05/01/2017 as measured by Principals report using Classroom/ Student Observation Tools.

Strategy1:

On-line Blended Learning Environment - Provide an on-line learning management environment with best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Research Cited: Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Activity - Monitor and Evaluate E-Day Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will monitor teacher and student lessons during E-Day assignments.	Academic Support Program			10/01/2013	05/01/2017	$0 - District Funding	Technology and principals

Goal 2:

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

Measurable Objective 1:

demonstrate a proficiency of 85% of all teachers will use technology and digital resources to provide standards-based instruction and authentic learning activities by 05/01/2017 as measured by Transform2020 Surveys: Teachers, Students, School Leaders, Parents..

Strategy1:

Implement a Technology Integration Plan - A technology integration faculty member will collaborate directly with classroom teachers to discuss and plan lessons effectively integration the use of technology.

Research Cited: 2020 Transform2020 Survey

Activity - Technology Integration Specialist Helps Teachers Integrate Technology One-on-One	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet with principals and teachers to increase teacher technology integration effectiveness and better prepare students to be college- and career-ready.	Professional Learning			11/05/2013	05/26/2017	$55000 - District Funding	Instructional Technology Support Specialist

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		Transform 2020 District Assurance

JCS Transform 2020 - 2015

Overview

Plan Name

JCS Transform 2020 - 2015

Plan Description

JCS Transform 2020 - 2015

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	Goal 1- Engage and Empower the Learner Through Technology.	Objectives: 4 Strategies: 5 Activities: 5	Organizational	$2000000
2	Goal 2- Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.	Objectives: 4 Strategies: 5 Activities: 6	Organizational	$250000
3	Goal 3- All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 3 Strategies: 5 Activities: 6	Organizational	$120000

Goal 1: Goal 1- Engage and Empower the Learner Through Technology.

Measurable Objective 1:

demonstrate a behavior of 70% proficiency of all students 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 05/01/2017 as measured by Principals report using Classroom/ Student Observation Tools.

Strategy 1:

On-line Blended Learning Environment - Provide an on-line learning management environment with best practice lessons, Web resources, and experiences that

provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and

processes using technology.

Research Cited: Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved from

http://www.alsde.edu/home/general/plan_2020_esea.aspx

Activity - Monitor and Evaluate E-Day Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will monitor teacher and student lessons during E-Day assignments. Schools: All Schools	Academic Support Program	10/01/2013	05/01/2017	$0	District Funding	Technology and principals

Measurable Objective 2:

demonstrate a proficiency of 70% of all students will effectively and responsibly use standards-based digital media (e.g. online textbooks, interactives, digital cameras, podcasts, informational materials, apps, social educational networking, and learning management systems, etc.) by 05/26/2017 as measured by Speak Up Survey and 2020Transform Surveys.

Strategy 1:

Engage student learning through quaility apps and textbooks. - Expand accessibility and quantity of free, high-quality, engaging, standards-based, digital media

resources and apps for students.

Research Cited: International Society for Technology in Education (ISTE).(2007. NETS for students. Retrieved from

http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS_for_Students.htm

Activity - Deploying Volume Apps and Textbooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Train teachers and media specialist on how to install apps and textbooks which will provide high-quality, engaging, standards-based, digital media resources for students. Schools: All Schools	Technology	11/13/2013	11/01/2017	$0	No Funding Required	Technology Staff Media Staff and TIM

Measurable Objective 3:

demonstrate a proficiency of 80% of all students understand human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom.   by 05/24/2013 as measured by The assessment given with the Digital Citizenship lesson..

Strategy 1:

Implement Digital Citizenship Plan - Develop, implement, and offer a learning module to be completed by every student each year that teaches and assesses

appropriate digital citizenship.

Research Cited: Zero to Eight: Children's Media Use in America 2013; A Common Sense Media Research Study October 28, 2013

http://www.commonsensemedia.org/research/zero-to-eight-childrens-media-use-in-america-2013

Activity - Implement Digital Citizenship Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement student training on Digital Citizenship: 1:) appropriate online behavior, 2:) safety and privacy, and 3) cyberbullying. Schools: All Schools	Behavioral Support Program	12/13/2013	04/25/2014	$0	No Funding Required	Principals and Technology Coordinator

Measurable Objective 4:

demonstrate a proficiency of 70% all students will use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information.   by 05/26/2017 as measured by We will pull edmodo usage reports and Speak Up Surveys to evaluate our progress..

Strategy 1:

Continue Implementation of Edmodo as Learning Managment System - We will continue to require teacher to use Edmodo for E-day dissemination of lessons.

Principals and administrators will be able to monitor teacher and students usage and collaboration.

Research Cited: Edmodo Blog. (November 2013). Retrieved from https://press.edmodo.com/.

Activity - Use Edmodo to Collaborate with Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Edmodo to Collaborate with Students Schools: All Schools	Academic Support Program	11/13/2013	05/26/2017	$0	No Funding Required	Technology Coordinator

Strategy 2:

Continue 1:1 Implementation of iPads/iPods Throughout the District - Jasper City Schools has implemented a 1:1 iPad/iPod implementation. We believe these devices

will help teachers in moving from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and

connect students to all forms of learning.

Research Cited: SETDA:One-to-One Resources. (November 13, 2013). Retrieved from http://www.setda.org/web/guest/onetoone.

Activity - Assist teachers in implementing the 1:1 Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assist teachers in moving from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning. Schools: All Schools	Technology	11/13/2013	05/26/2017	$2000000	District Funding	Technology Staff

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

Measurable Objective 1:

demonstrate a proficiency of 85% of all teachers will use technology and digital resources to provide standards-based instruction and authentic learning activities by 05/01/2017 as measured by Transform2020 Surveys: Teachers, Students, School Leaders, Parents..

Strategy 1:

Blended-Learning Professional Development - Teachers will be trained by TIM and local personnel on best teaching practices of a blended learning environment.

Provide Professional Learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content

powered by devices that engage, challenge, and empower students to learn in a variety of ways.

Research Cited: http://www.iste.org/docs/pdfs/NETS-a-standards.pdf?sfvrsn=2

Activity - TIM and Local Personel to Teach the Blending Learning Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Professional Learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways. We will continue to expand our use of intel tools through-out the district. Schools: All Schools	Professional Learning	01/03/2013	05/26/2017	$65000	District Funding	Technology Integration Support Specialist

Strategy 2:

Implement a Technology Integration Plan - A technology integration faculty member will collaborate directly with classroom teachers to discuss and plan lessons

effectively integration the use of technology.

Research Cited: 2020 Transform2020 Survey

Activity - Technology Integration Specialist Helps Teachers Integrate Technology One-on-One	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet with principals and teachers to increase teacher technology integration effectiveness and better prepare students to be college- and career-ready. Schools: All Schools	Professional Learning	11/05/2013	05/26/2017	$55000	District Funding	Instructional Technology Support Specialist

Measurable Objective 2:

complete a portfolio or performance 95% of all teachers exhibit knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society.   by 05/22/2015 as measured by Transform2020 Surveys: Teachers, Students, School Leaders, Parents..

Strategy 1:

Teachers to Implement State Provided On-line Resources - Integration specialist and local schools trainers will require teachers to use state provided resources when

creating lesson plans such as ALEX, Insight Tools and Alabama Virtural Library.

Research Cited: Transform2020 Surveys: Teachers, Students, School Leaders, Parents;ALEX & TIM Training Data

Activity - Provide PD for Teachers to Learn the Implementation of On-line Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide PD for Teachers to Learn the Implementation of On-line Resources such as ALEX and Alabama Virtural Library. Schools: All Schools	Professional Learning	11/13/2013	05/26/2017	$65000	District Funding	Technology Integration Support Specialst

Measurable Objective 3:

demonstrate a proficiency 100% of Technology Coaches inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the district.. by 05/26/2017 as measured by Transform2020 School and District Technology Survey results: Teachers, Students, School/District Leaders, Parents..

Strategy 1:

Transform Technology Integration Culture Through-out the District - Technology integration specialist to teach the teachers to integrate technology and therefore

transform change throughout the instructional environment.

Activity - Develop and Disseminate 1:1 Teacher Integration Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and disseminate a variety of methods and formats for providing high-quality professional development, such as online, face-to-face, professional learning communities, etc. Schools: All Schools	Academic Support Program	11/13/2013	05/26/2017	$65000	District Funding	Technology Integration Specialist

Measurable Objective 4:

demonstrate a proficiency 100% of our Instructional leaders inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. by 05/01/2014 as measured by 2020Transform Survey.

Strategy 1:

Principals to Model Technology in their Building - Provide free tools for principals to use to note observations of digital learning experiences in the classroom.

Research Cited: NASSP:We Can't Leave Our Students Behind in the Digital Revolution. (November 2013). Retrieved from

http://www.nassp.org/portals/0/content/55578.pdf.

Activity - Principals to Model Technology in their Building	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will model technology in their building such using digital tools while observing experiences in the classroom. Schools: All Schools	Other	01/01/2014	05/26/2017	$0	No Funding Required	Central Office Administrators

Activity - Principals Participate in Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will participate in classroom observations where they will learn how to look for true digital learning is taking place. Schools: All Schools	Academic Support Program	02/12/2014	05/27/2016	$0	No Funding Required	Assistant Superintendent/Curriculum Coordinator

Goal 3: 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 ensure that 100% of 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 (educators). by 07/01/2015 as measured by our content filtering services and network infrastructure tools. .

(shared) Strategy 1:

Monitoring Bandwidth Monthly - We feel as technology integration increases, more bandwidth will be needed throughtout the district. More of our classes will be using on-line textbooks and blended learning techniques which will be heavy in video content.

Activity - Local Monitoring of Traffic	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research, develop, and implement tools to measure infrastructure. Schools: All Schools	Technology	11/13/2013	05/24/2019	$0	No Funding Required	JCS Technology Department

Activity - Classroom Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to monitor classrooms during wireless bench mark assessment testing. Schools: All Schools	Technology	11/13/2013	05/26/2017	$0	No Funding Required	JCS Administrator s and Technology Department

Strategy 2:

Convience The State or Local Level to Fund Infrastructure Upgrades - Continue to lobby for state and local funds to upgrade school infrastructure.

Research Cited: http://www.setda.org/

Activity - Push for Local and State Support Funding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Push for local and state supported funding of network infrastructure. Schools: All Schools	Technology	11/13/2013	05/26/2017	$100000	District Funding	Technology Department

Measurable Objective 2:

complete a portfolio or performance Establish viable access points in every classroom so that all students, teachers, and administrators can access network and Internet-based resources. by 05/26/2017 as measured by Network Activity Logs .

(shared) Strategy 1:

Monitoring Bandwidth Monthly - We feel as technology integration increases, more bandwidth will be needed throughtout the district. More of our classes will be using

on-line textbooks and blended learning techniques which will be heavy in video content.

Activity - Local Monitoring of Traffic	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research, develop, and implement tools to measure infrastructure. Schools: All Schools	Technology	11/13/2013	05/24/2019	$0	No Funding Required	JCS Technology Department

Activity - Classroom Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to monitor classrooms during wireless bench mark assessment testing. Schools: All Schools	Technology	11/13/2013	05/26/2017	$0	No Funding Required	JCS Administrator s and Technology Department

Strategy 2:

Document Interviews about Wireless Connectivity - Documented interviews with teachers, students, and administrators.

Research Cited: Transform2020 Plan; Interviews with teachers, students, and administrators.

Activity - Interview Stakeholders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
nterviews with teachers, students, and administrators. Schools: All Schools	Technology	11/13/2013	05/26/2017	$0	No Funding Required	Administrators and Technology Department.

Measurable Objective 3:

complete a portfolio or performance Provide Internet security tools to enable teachers, administrators, and students to access digital content safely, including managed firewall, SPAM and Virus Protection, and email/web-hosting services. by 05/26/2017 as measured by Bandwidth Traffic Reports..

Strategy 1:

Provide Online Security to Students and Faculty - Internet security tools provide reasonable online security.

Research Cited: http://www.setda.org/

Activity - Monitor Content Filtering Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor content filtering services for administrators, students, and faculty. Schools: All Schools	Technology	11/13/2013	05/26/2017	$0	No Funding Required	JCS Technology Staff

Strategy 2:

E-rate Compliance - Continue to support access through Alabama Supercomputer, and offer free non-E-Rate eligible services upon District request to ASC for the following:

Base Level Managed Firewall service

Base Level SPAM & Virus Protection

Statewide Level Content Filtering

Note: ASA can provide Web Application Firewall service to Districts to provide secured access to LEA STI servers from the outside world.

Research Cited: http://www.usac.org/sl/

Activity - Continue to Apply for E-Rate Through Alabama Supercomputer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to support access through Alabama Supercomputer, and offer free non-E-Rate eligible services upon District request to ASC for the following: Base Level Managed Firewall service Base Level SPAM & Virus Protection Statewide Level Content Filtering Note: ASA can provide Web Application Firewall service to Districts to provide secured access to LEA STI servers from the outside world. Schools: All Schools	Technology	11/13/2013	05/26/2017	$20000	USAC Technology	Alabama Super Computer

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

USAC Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Continue to Apply for E-Rate Through Alabama Supercomputer	Continue to support access through Alabama Supercomputer, and offer free non-E-Rate eligible services upon District request to ASC for the following: Base Level Managed Firewall service Base Level SPAM & Virus Protection Statewide Level Content Filtering Note: ASA can provide Web Application Firewall service to Districts to provide secured access to LEA STI servers from the outside world.	Technology	11/13/2013	05/26/2017	$20000	Alabama Super Computer
				Total	$20000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assist teachers in implementing the 1:1 Initiative	Assist teachers in moving from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.	Technology	11/13/2013	05/26/2017	$2000000	Technology Staff
TIM and Local Personel to Teach the Blending Learning Process	Provide Professional Learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways. We will continue to expand our use of intel tools through-out the district.	Professional Learning	01/03/2013	05/26/2017	$65000	Technology Integration Support Specialist
Technology Integration Specialist Helps Teachers Integrate Technology One-on-One	Meet with principals and teachers to increase teacher technology integration effectiveness and better prepare students to be college- and career-ready.	Professional Learning	11/05/2013	05/26/2017	$55000	Instructional Technology Support Specialist
Provide PD for Teachers to Learn the Implementation of On-line Resources	Provide PD for Teachers to Learn the Implementation of On-line Resources such as ALEX and Alabama Virtural Library.	Professional Learning	11/13/2013	05/26/2017	$65000	Technology Integration Support Specialst
Push for Local and State Support Funding	Push for local and state supported funding of network infrastructure.	Technology	11/13/2013	05/26/2017	$100000	Technology Department

Monitor and Evaluate E-Day Lessons	Principals will monitor teacher and student lessons during E-Day assignments.	Academic Support Program	10/01/2013	05/01/2017	$0	Technology and principals
Develop and Disseminate 1:1 Teacher Integration Instruction	Develop and disseminate a variety of methods and formats for providing high-quality professional development, such as online, face-to-face, professional learning communities, etc.	Academic Support Program	11/13/2013	05/26/2017	$65000	Technology Integration Specialist
				Total	$2350000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement Digital Citizenship Plan	Implement student training on Digital Citizenship: 1:) appropriate online behavior, 2:) safety and privacy, and 3) cyberbullying.	Behavioral Support Program	12/13/2013	04/25/2014	$0	Principals and Technology Coordinator
Monitor Content Filtering Services	Monitor content filtering services for administrators, students, and faculty.	Technology	11/13/2013	05/26/2017	$0	JCS Technology Staff
Principals to Model Technology in their Building	Principals will model technology in their building such using digital tools while observing experiences in the classroom.	Other	01/01/2014	05/26/2017	$0	Central Office Administrators
Deploying Volume Apps and Textbooks	Train teachers and media specialist on how to install apps and textbooks which will provide high-quality, engaging, standards-based, digital media resources for students.	Technology	11/13/2013	11/01/2017	$0	Technology Staff Media Staff and TIM
Use Edmodo to Collaborate with Students	Use Edmodo to Collaborate with Students	Academic Support Program	11/13/2013	05/26/2017	$0	Technology Coordinator
Interview Stakeholders	nterviews with teachers, students, and administrators.	Technology	11/13/2013	05/26/2017	$0	Administrators and Technology Department.
Principals Participate in Classroom Observations	Principals will participate in classroom observations where they will learn how to look for true digital learning is taking place.	Academic Support Program	02/12/2014	05/27/2016	$0	Assistant Superintendent/Curriculum Coordinator
Classroom Visits	Continue to monitor classrooms during wireless bench mark assessment testing.	Technology	11/13/2013	05/26/2017	$0	JCS Administrators and Technology Department
Local Monitoring of Traffic	Research, develop, and implement tools to measure infrastructure.	Technology	11/13/2013	05/24/2019	$0	JCS Technology Department
				Total	$0	

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
Monitor and Evaluate E-Day Lessons	Principals will monitor teacher and student lessons during E-Day assignments.	Academic Support Program	10/01/2013	05/01/2017	$0	Technology and principals
Technology Integration Specialist Helps Teachers Integrate Technology One-on-One	Meet with principals and teachers to increase teacher technology integration effectiveness and better prepare students to be college- and career-ready.	Professional Learning	11/05/2013	05/26/2017	$55000	Instructional Technology Support Specialist
Local Monitoring of Traffic	Research, develop, and implement tools to measure infrastructure.	Technology	11/13/2013	05/24/2019	$0	JCS Technology Department
Classroom Visits	Continue to monitor classrooms during wireless bench mark assessment testing.	Technology	11/13/2013	05/26/2017	$0	JCS Administrators and Technology Department
Interview Stakeholders	nterviews with teachers, students, and administrators.	Technology	11/13/2013	05/26/2017	$0	Administrators and Technology Department.
Monitor Content Filtering Services	Monitor content filtering services for administrators, students, and faculty.	Technology	11/13/2013	05/26/2017	$0	JCS Technology Staff
Continue to Apply for E-Rate Through Alabama Supercomputer	Continue to support access through Alabama Supercomputer, and offer free non-E-Rate eligible services upon District request to ASC for the following: Base Level Managed Firewall service Base Level SPAM & Virus Protection Statewide Level Content Filtering Note: ASA can provide Web Application Firewall service to Districts to provide secured access to LEA STI servers from the outside world.	Technology	11/13/2013	05/26/2017	$20000	Alabama Super Computer
Push for Local and State Support Funding	Push for local and state supported funding of network infrastructure.	Technology	11/13/2013	05/26/2017	$100000	Technology Department

TIM and Local Personel to Teach the Blending Learning Process	Provide Professional Learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways. We will continue to expand our use of intel tools through-out the district.	Professional Learning	01/03/2013	05/26/2017	$65000	Technology Integration Support Specialist
Provide PD for Teachers to Learn the Implementation of On-line Resources	Provide PD for Teachers to Learn the Implementation of On-line Resources such as ALEX and Alabama Virtural Library.	Professional Learning	11/13/2013	05/26/2017	$65000	Technology Integration Support Specialst
Develop and Disseminate 1:1 Teacher Integration Instruction	Develop and disseminate a variety of methods and formats for providing high-quality professional development, such as online, face-to-face, professional learning communities, etc.	Academic Support Program	11/13/2013	05/26/2017	$65000	Technology Integration Specialist
Deploying Volume Apps and Textbooks	Train teachers and media specialist on how to install apps and textbooks which will provide high-quality, engaging, standards-based, digital media resources for students.	Technology	11/13/2013	11/01/2017	$0	Technology Staff Media Staff and TIM
Implement Digital Citizenship Plan	Implement student training on Digital Citizenship: 1:) appropriate online behavior, 2:) safety and privacy, and 3) cyberbullying.	Behavioral Support Program	12/13/2013	04/25/2014	$0	Principals and Technology Coordinator
Use Edmodo to Collaborate with Students	Use Edmodo to Collaborate with Students	Academic Support Program	11/13/2013	05/26/2017	$0	Technology Coordinator
Assist teachers in implementing the 1:1 Initiative	Assist teachers in moving from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.	Technology	11/13/2013	05/26/2017	$2000000	Technology Staff
Principals to Model Technology in their Building	Principals will model technology in their building such using digital tools while observing experiences in the classroom.	Other	01/01/2014	05/26/2017	$0	Central Office Administrators
Principals Participate in Classroom Observations	Principals will participate in classroom observations where they will learn how to look for true digital learning is taking place.	Academic Support Program	02/12/2014	05/27/2016	$0	Assistant Superintendent/Curriculum Coordinator
				Total	$2370000	