



Alabama Technology Plan

Jasper City Board of Education

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Executive Summary

Introduction

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

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

Description of the School System

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

The Jasper City School System is located in north/central Alabama and consists of five schools. The district proudly serves approximately 2,750 students consisting of the following five schools: T.R. Simmons (Pre-K through grade one), Memorial Park (grades two and three), Maddox Intermediate (grades four through six), Jasper Junior High (grades seven and eight) and Jasper High School (grades nine through twelve). Jasper Junior High and Jasper High School are located in two separate wings, but under one roof.

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 Beville 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 11,670 Caucasian (81%), 1,929 African American (13%), 628 Hispanic (4.4%), 35 American Indian (0.2%), 46 Asian (0.4%), and 320 (2.2%) 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 2013 was \$40,520. This is an increase of over \$7,000 from the 2000 estimate. The estimated per capita income in 2013 was \$22,999. The March, 2013 cost of living index in Jasper was 88.3 (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 +7,019 (+49.6%). Workers who live and work in this city number 3,234 (63.2%).

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 High School opened their doors in January of 2017. The faculty and students (grades nine through twelve) moved from the Walker High School building to the brand new building of Jasper High School to complete the second semester of the 2016-2017 school year. The entire district went through a reconfiguration at the beginning of the 2017-2018 school year. The reconfiguration aligned the schools and grade levels in the following ways: T.R. Simmons (Pre-K through grade one), Memorial Park (grades two and three), Maddox Intermediate (grades four through six), and Jasper Junior High (grades seven and eight). Jasper High School remained (grades nine through twelve) with the addition of Jasper Junior High (grades seven and eight). Jasper Junior High and Jasper High School are located in two separate wings, but under one roof. Two of the schools, West Jasper Elementary (PreK through grade 5) and North Highland (Special Needs), closed their doors after the end of the 2016-2017 school year.

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 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 five 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.

Jasper City Schools'

MOTTO - FUTURE FOCUSED -- TRADITION RICH

VISION - The vision of the Jasper City School system is characterized by excellence in education and a focus on the future.

MISSION - Our mission is to inspire students to achieve academic excellence and make positive contributions to our interconnected community and world.

BELIEF STATEMENTS

- 1) All students can learn, succeed, and be prepared for life.
- 2) It is important for all students to attend school every day in a safe, secure, and supportive environment.
- 3) Technology is a progressive learning tool and is provided for student outcomes.
- 4) Every student deserves a rigorous, relevant, and engaging learning experience including extracurricular and fine arts experiences.
- 5) All students are valued individuals, and our system will respect and empower them to reach their greatest learning potential.
- 6) Every student is inherently unique and diversity enhances learning.
- 7) Honesty and open communication are vital for establishing and maintaining relationships.
- 8) Effective teachers have the greatest impact on learning.
- 9) All schools should be connected with students and families to support the shared responsibility for the home, student, and community partnership.
- 10) Leadership matters at every level.

COMMUNITY PRIORITIES

- Tradition and heritage of the community and school system
- Student safety and security
- Supportive and caring staff
- Progressive and high performing academics
- Highly competitive fine arts and athletic programs

- Fiscally solvent (make our resources count, be efficient)

Our goal is to equip all students with learning, leadership, and life skills for success in college and/or their chosen career.

Improve achievement across content area and sub groups

- Enriching learning experiences with current and appropriate technology, tools, and resources
- Expanding non-traditional learning opportunities through STEM and STEAM activities
- Promoting flexibility in scheduling to include a variety of instructional formats that support the needs and goals of diverse learners
- Preparing students for career success in a diverse and technologically rich society
- Monitoring individual student progress to measure learning

Increase student engagement in learning

- Providing broad and rich extra and co-curricular activities for all students
- Enhancing students' real world learning experiences and opportunities in all content areas
- Providing extra-curricular activities that involve students in one of the premier programs in the State of Alabama for every activity sponsored by the Jasper City Schools (ex. Band, Choir, JROTC, Drama, Student Service Clubs, Academic Competitions, and Athletics)
- Evaluating all offerings in career/technical education to ensure that programs help students to become highly employable in the local community and consistently improve cohesiveness of junior high school and high school career/technical programs
- Promoting problem solving skills and creativity to prepare citizens who will contribute to an integrated global society
- Engaging students with technology to enrich the learning experiences
- Strengthening student communication skills to foster professionalism and collaboration with the learning environment
- Implementing student data binders and goal setting to promote engagement

Increase student responsibility for learning

- Ensuring students are making connections with learning and real-life experiences
- Enhancing social activities through collaboration and cooperative groups
- Providing frequent monitoring of student performance and use the results to guide and improve instruction
- Providing frequent and appropriate feedback for student work and thinking
- Encouraging student goal setting and reflection
- Scheduling student-led parent conferences
- Engaging students with opportunities that demonstrate learning by creating and producing products/assignments using technology

Emphasize student mentoring and character development

- Providing access to school counselors
- Identifying and addressing At-Risk students and behaviors
- Implementing a transition plan for all schools/students
- Celebrating diversity

Key indicators for student learning:

- Problem Solving Teams (PST)
- Public Affairs Research Council of Alabama data (PARCA)
- Administrative walk-throughs
- Student data binders
- Connecting content to the real world
- Stride Academy

Alabama Technology Plan

Jasper City Board of Education

- Alabama Mathematics, Science, Technology Initiative (AMSTI)
- Science in Motion
- Alabama Reading Initiative reading strategies (ARI)
- Technology
- Project Based Learning
- Small group instruction
- Collaborative learning groups
- Job shadowing
- Athletic programs
- Fine Arts programs

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.

In the 2017-18 school year, Jasper City Schools provide all learners with access to technology in an anytime, anywhere, one-to-one computing environment. Students in grades 6 - 12 have laptops and grades K- 5 have iPads. Jasper City continues to provide resources which will allow all students to be college and career ready when they graduate. These resources include, but are not limited to, digital textbooks, Office 365 ProPlus, which allows students and education professionals to install up to 5 copies of the latest Microsoft Office suite for their PCs and Macs and up to five copies for their tablets iPads and phones, Google Docs, Moodle, Edmodo, Chalkable Classroom, Stride Academy, IXL Math. Teachers use formative assessment tools like Socrative, Nearpod, Kahoot and Google forms just to name a few. Jasper City School District uses ACT Aspire Periodic Assessments to produce snapshots of each learner's achievement and learning growth at intervals throughout the academic year. This program directly correlates to the ACT Aspire Summative assessments which are required by the state in the spring. Teacher classrooms are equipped with up-to-date devices such as Smart TV's, classroom computers, projectors, speakers, Smartboards, classroom sound systems and document cameras. Jasper City Schools will continue to expand the use of ACCESS distance learning as a virtual environment for students.

The Career Technical program is continuing to expand in the Jasper City Schools. STEM learning through Project Lead the Way is part of the Maddox Intermediate REACH program and the 7th and 8th grade enrichment program. The new Culinary Lab and HOSA lab at Jasper High School have prompted greater interest in these areas. A partnership with Beville State Community College has afforded students an opportunity to receive dual enrollment credit for core and enrichment classes. Students are also allowed to attend the college as an accelerated student. There is a scholarship program available for students in the Career Tech program.

Memorial Park School was recently named a National Blue Ribbon School for the 2016-2017 school year. The school's faculty, parents and staff are to be commended for their dedication to helping students reach high levels of achievement! Five Alabama schools are among the winners of the 2017 National Blue Ribbon for their exemplary performance on state assessments. The Blue Ribbon award is the highest national honor given by the U.S. Department of Education to a school. Memorial Park School and Alabama's other latest winners were in the "Exemplary High Performing" category, meaning, at a minimum, the school must be in the top 15 percent of all schools on performance on statewide assessments.

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. 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 the 2017-2018 school year, more teachers in grades 6-12 will receive professional development training in SREB - Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC). The plan is for all teachers in grades 6-12 to be trained in the SREB instructional practices by the beginning of the 2019 school year and for all of our teachers in grades 2-5 to be involved in this

program.

Assessment data of varying forms are used to complete site data reviews on a quarterly basis for all schools. The school-based leadership teams and RTI teams will review data and develop strategies and interventions based on the needs of students. Interventions, strategies, and student outcomes will be monitored continuously at each school. The district-wide leadership team will meet once each month to share out school data and work together to formulate system-wide plans for improvement.

Other Continuous Improvement Plans for Improvement Include:

- Updating the system professional development plans based on needs assessments annually
- Requiring all professional staff to complete a minimum of twenty-five hours of professional development activities on an annual basis and require each staff member to earn at least six semester hours of credit, or equivalent, during each five years of employment
- Providing vertical planning between grade levels and with departmental meetings
- Continuing to train teachers in SREB strategies
- Continuing to train teachers in Literacy by Design Strategies and Lesson Planning
- Continuing to train teachers in Mathematics by Design Strategies and Lesson Planning
- Supporting instructional leaders at all levels
- Implementing teacher instructional/classroom videos that identify a particular strategy

Long-term curriculum planning

- Creating a district level elementary and secondary curriculum team
- Identifying trends in curriculum, resources, and educational research
- Creating purposeful pacing guides and maps

Areas for Improvement which Involve the Community:

Improve communication between schools, the district, parents and community

- Keeping web-sites up to date
- Promoting school and district newsletters
- Creating promotional videos from and by students
- Increasing the utilization of Edmodo as a means of communication between schools and parents
- Utilizing social media for announcements and celebrations
- Increasing the usage of Remind 101 notification to parents' cell phones and e-mail addresses
- Continuing staff participation in Leadership Walker County

Provide transitional support across all grade levels

- Providing active communication regarding re-configuration
- Creating a transition plan for all schools
- Providing training regarding differences in school populations
- Providing cultural diversity celebrations
- Scheduling community tours

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 System is in its first year of reconfiguration for all of its schools. Schools are configured with entire grade levels: T.R. Simmons is a Pre-K-first grade school, Memorial Park is a grade two and three school, Maddox Intermediate is a grade four through six school, Jasper Junior High houses grades seven and eight, and Jasper High School is a nine through twelve school. The new Jasper High School is a 285,000 square foot facility, which houses a new athletic complex and a 1,500-seat performing arts center. The district locally funds two four-year-old premier preschools for at-risk students which operate a full-day program. 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.

The Alternative School program has expanded this year through a partnership with our neighboring Walker County School System. We are now able to offer a traditional alternative school program, as well as two other non-traditional programs to help meet the needs of all learners. The Twilight and Hope Programs offer non-traditional school hours and formats for students who might not succeed in the traditional 8-3 pm setting. Jasper High School provides distance learning for its students by offering approximately 120 classes through 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.

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.

Jasper City Schools' administration teams at each school put together a committee to serve on their local school leadership teams. The team is comprised of the principal, teachers serving in various capacities, parents and students. They are responsible for reviewing the school and district data, along with student, parent, and faculty surveys to come up with measurable goals for the next school year. The information gleaned from the disaggregated data is used for decision making, goal setting, and appropriate allocation of funding and other resources as we attempt to facilitate the implementation of system and school-wide reform measures. The local school leadership teams draft a plan and enter it into the ASSIST program (ACIP). The program directors hold regular meetings to help the schools with the implementation and review of the goals throughout the school year.

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 Continuous Improvement Plan and make suggestions or recommendations for improvements.

The school and system improvement plans are available for all stakeholders to review and they are also posted on the Jasper City Schools' website.

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

Beginning in the summer of 2017, key school leadership team members attended the leadership training provided at the district level. During this time, the leadership team reviewed and analyzed data and drafted the goals, strategies, and activities portion of ACIP. Parents and teachers were involved in the developmental phase and all stakeholders reviewed the plan and made suggestions for any revisions. Each school discussed the district's vision and challenges as we face a new school year. Leadership team members for the 2017-18 school year volunteered from among the school faculties. Administrators encouraged those to serve who were most knowledgeable of students' needs and areas for improvement. Monthly meetings with the leadership teams, administration, and central office support staff, and data-focused grade level meetings will be instrumental in monitoring and assessing the ACIP. The information gleaned from the disaggregated data is used for decision making, goal setting, and appropriate allocation of funding and other resources as we attempt to facilitate the implementation of school-wide reform measures. Team members meet regularly to analyze student data, plan for improvements in student achievement and provide input into the overall instructional programs. A district level meeting will be held quarterly which will afford each school to share achievements and areas where more focus is needed. As a district, we will set goals for the entire system.

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 leadership team, parents, principal, and central office staff members were all involved in the development of the ACIP. All participants review and analyze the available school and student data. Once the group reviewed the needs assessment (data), the goals were created collaboratively. The group was divided into subgroups per goal. The assignment for each subgroup was to engage in the process of creating strategies and activities to help support the implementation of the goals established. The final draft of the ACIP is published and can be accessed through the internet. The plan is posted on the school districts website for public review. The ACIP will be presented at a public local Board of Education meeting with local media coverage. This plan is also shared at parent meetings throughout the school year.

The Jasper City Schools recognize the importance of having a continuous improvement plan and with any plan it must be looked at continuously and revisions made as needed. Monthly leadership meetings at each school and quarterly district meetings will provide opportunities for effective evaluation and revisions of the improvement plans.

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
- Formative Assessments
- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- Principal Walk-Through Checklist
- Professional Learning Evaluations, Lesson Plans
- State Government Regulations
- Student Achievement Data
- Technology Program Audit, etc.
- Technology Plan 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 cabling at Maddox Intermediate School.
2. Continue upgrading battery backups to switches in IDF and MDF rooms.
3. Training on Cisco Prime Software.
4. Upgrade access points to AC standard at T. R. Simmons, Memorial Park and Maddox Intermediate.
5. Move backup storage to incorporate more cloud-based storage.

B. Areas of Strengths

1. Jasper City schools has 400 MB of Internet bandwidth supplied to the district.
2. This bandwidth teamed with over 400 access points is supporting our 1:1 initiative at this time.
3. All Jasper City schools are connected by fiber and 10 Gig Cisco Switches

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 needs more personnel to help with inventory, professional development, technology coaches and technical support
2. JCS would benefit from a barcode inventory system.

B:) Areas of Strengths:

1. All students have access to a wireless connected iPad/Laptops for student engaged learning.
2. All schools have computer labs or iPads carts for on-line assessments.
3. All teachers and administrators have computers which are refreshed at least every five years. The labs and libraries are also refreshed at least every five 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 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 34.81% 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 27.41% 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 33.33% 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.

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 three years.
2. Having the resources to offer on-line training to receive professional development.

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), Office365, and On-line textbooks..
2. More training on blending learning techniques which will make lessons more engaging for students.
3. Standardize on one LMS and a way to deliver textbooks.
4. Digital Citizenship

Areas of Strengths

1. The district professional development focus has been on creating engaging lessons through blended learning 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. Some teachers and students are using Edmodo, Microsoft 365 OneNote, Chalkable or Google as the learning management piece for communication and instruction. Parents have also been giving a log in to Edmodo and Chalkable 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. School Integration Coaches need to be hired to train the teachers on different technology which is available to increase productivity and student achievement.

2. Teachers need more training on how to effectively collaborate with students through the school email, cloud based storage products, and the LMS system.
3. Teachers need training on STEAM and project creation that may be utilized in all subject areas for collaboration, communication, critical thinking and creativity to enhance student learning and engagement.

Areas of Strengths

1. The district allows for various cloud services like Office365, Moodle, Onedrive, Google Suite, District Website, Chalkable etc.
2. The Jasper City Schools 1:1 initiative has created accessible learning opportunities for all students, including low-income students and students with disabilities. The Laptops and iPads are 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.

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 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 and Mini Mega conferences which has been a great success in our district for the past three years. This year we are incorporating on-line training for important topics like data security and Office365 tools.

Professional Development FY 2017-2018

Grades K-12

1. Office365 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 teachers and students d:) each school has to submit a plan for how this information will be taught and assessed in their school.
- 5.Data Security

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 Intermediate School where the entry point of Internet Access is provided. Twelve strands of fiber are connected to each location. We use a 7 Terabyte drive array to copy a nightly backup of each school's data. All schools are connected with 10 Gig Cisco switches.

LAN Infrastructure:

Jasper City Schools currently has 100% of classrooms, libraries, labs, and offices connected to Local Area Networks. Each Elementary School has a LAN with a copper backbone running at Gigabit speed. The Maddox Intermediate School, Jasper Junior High and Jasper High Schools have a LAN with a Fiber Optic backbone running at Gigabit speed. All computers connect at least 100Mb. The Central Office connects to the Middle Intermediate School LAN. All computers have Internet and typical LAN resources at their disposal. All schools connect back to the Maddox Intermediate School MDF at 10 Gig speed. During the FY 2015-16 school year, Jasper City LAN switches and infrastructure cabling at T.R. Simmons and Memorial Park Elementary have been replaced. New LAN switches have been installed at Jasper High, Jasper Junior High, and Maddox Intermediate School. All Jasper City Schools 400 wireless access points connect back to the wireless controller located at Maddox Intermediate School.

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 Intermediate School where the entry point of Internet Access is provided. Twelve strands of fiber are connected to each location. All of our schools are setup the same and come back to a centralized location. JCS uses VMware that host 18 virtual servers with Microsoft 2012 active directory. JCS uses a separate HP SAN 7 Terabyte drive array to copy a nightly backup of each districts servers and data. All schools use Cisco switches throughout and eventually come back to a Cisco C4500X. All network LAN switch connections are 1 Gig within and 10 Gig WAN connection between schools. Jasper High School has added 10 Gb connections between IDFs and MDF.

Bandwidth/Internet Access:

Jasper City Schools uses the Alabama Super Computer Authority to provide Internet access to the District. ASC provides access through a 400 Mbps line. Traffic studies will be conducted on the 400 MB line throughout the school year to determine if further upgrades are needed. Jasper City Schools is requesting the Base Level service of a 400 Mbps line to help with daily internet bandwidth usage. 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 SY 2017-2018

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 Firewall services using a CISCO 515 Firewall. Workstation Security: All student desktop computers and multi-user desktops are protected using Faronic's Deepfreeze. 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. LanSchool is installed on lab computers for monitoring of student access. 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 is being implemented with the Meraki MDM. With these pieces of software, students will be restricted from using certain features on their iPad. 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 Global Scholar Assessments have been implemented through-out the District and serves as a means for fast, convenient, and accurate measurement. These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year. As such, they are ideal for acknowledging that a learner's progress is at pace for success with the Summative assessment at the conclusion of the year. The District also using Stride™ Academy which is a cross-platform adaptive learning solution for PreK - High School that quickly accelerates learning with engaging curriculum engineered to match the depth and rigor of higher learning standards. 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. Jasper High School has a large Career Tech department which has 100 computers running various software. Some of these include Microsoft IT Academy, Photoshop Academy, Microsoft Office products, Adobe Creative Suite, and Google Docs.

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. The Jasper High School and Jasper Junior High house grades 7-12 and each classroom has 75" Smart TV's, digital document camera and integrated sound system.

Label	Assurance	Response	Comment	Attachment
2.	Did you complete the Inventory for each school in your school system?	Yes	The infrastructure survey will be completely in the LEA Technology Data on the SDE SharePoint site.	JasperCityInventory 2017_18

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 05/25/2018 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.

Category:

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 On-Line Resources and Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will monitor on-line teacher lessons and resources	Academic Support Program	10/01/2013	05/25/2018	\$0 - District Funding	Technology and principals

Measurable Objective 2:

demonstrate a proficiency of 100% 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 05/25/2018 as measured by The assessment given with the Digital Citizenship lesson..

Strategy1:

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.

Category:

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

<http://www.common sense media.org/research/zero-to-eight-childrens-media-use-in-america-2013>

Activity - Implement Digital Citizenship Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement student training on Digital Citizenship: 1:) appropriate online behavior, 2:) safety and privacy, and 3) cyberbullying.	Behavioral Support Program	12/13/2013	05/25/2018	\$0 - No Funding Required	Principals and Technology Coordinator

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 05/25/2018 as measured by edmodo usage reports to evaluate our progress..

Strategy1:

Continue 1:1 Implementation of Laptops\iPads Throughout the District - Jasper City Schools has implemented a 1:1 Laptops\iPads 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.

Category:

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	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	05/25/2018	\$2000000 - District Funding	Technology Staff

Strategy2:

Continue Implementation of On-Line Collaborative Tools - We will continue to require teacher to use on-line collaborative tools i.e. Edmodo, Chalkable, Microsoft 365, Google Classroom, Moodle, etc. . Principals and administrators will be able to monitor teacher and students usage and collaboration.

Category:

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

Activity - Use On-Line Collaborative Tools with Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use On-line Collaborate with Students i.e. Chalkable Classroom, Microsoft 365 Classroom, Edmodo, Google Classroom, and Moodle	Academic Support Program	11/13/2013	05/25/2018	\$0 - No Funding Required	Technology Coordinator

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

Goal 1:

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 05/25/2018 as measured by edmodo usage reports to evaluate our progress..

Strategy1:

Continue Implementation of On-Line Collaborative Tools - We will continue to require teacher to use on-line collaborative tools i.e. Edmodo, Chalkable, Microsoft 365, Google Classroom, Moodle, etc. . Principals and administrators will be able to monitor teacher and students usage and collaboration.

Category:

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

Activity - Use On-Line Collaborative Tools with Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use On-line Collaborate with Students i.e. Chalkable Classroom, Microsoft 365 Classroom, Edmodo, Google Classroom, and Moodle	Academic Support Program	11/13/2013	05/25/2018	\$0 - No Funding Required	Technology Coordinator

Strategy2:

Continue 1:1 Implementation of Laptops/iPads Throughout the District - Jasper City Schools has implemented a 1:1 Laptops/iPads 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.

Category:

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	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	05/25/2018	\$2000000 - District Funding	Technology Staff

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 05/25/2018 as measured by 2020Transform Surveys.

Strategy1:

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

Category:

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	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	05/25/2018	\$0 - No Funding Required	Technology Staff Media Staff and TIM

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 05/25/2018 as measured by edmodo usage reports to evaluate our progress..

Strategy1:

Continue 1:1 Implementation of Laptops/iPads Throughout the District - Jasper City Schools has implemented a 1:1 Laptops/iPads 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.

Category:

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	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	05/25/2018	\$2000000 - District Funding	Technology Staff

Strategy2:

Alabama Technology Plan

Jasper City Board of Education

Continue Implementation of On-Line Collaborative Tools - We will continue to require teacher to use on-line collaborative tools i.e. Edmodo, Chalkable, Microsoft 365, Google Classroom, Moodle, etc. . Principals and administrators will be able to monitor teacher and students usage and collaboration.

Category:

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

Activity - Use On-Line Collaborative Tools with Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use On-line Collaborate with Students i.e. Chalkable Classroom, Microsoft 365 Classroom, Edmodo, Google Classroom, and Moodle	Academic Support Program	11/13/2013	05/25/2018	\$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:

achieve college and career readiness by increasing our students passage rate of approved industry credentials, such as Microsoft Certification, by 1% in the 2017-18 school year. by 05/25/2018 as measured by students passing an approved industry credential..

Strategy1:

Improve Industry Credential Passage Rate - Teachers and counselors will work with students to make sure they are in career pathway that will allow them be college and career ready.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Indicators will be 1) a benchmark score on any section of the ACT, 2) a qualifying score on an AP or IB exam, 3) approved college or postsecondary credit while in high school, 4) a benchmark level on the ACT WorkKeys, 5) an approved industry credential OR 6) documented acceptance for enlistment into the military.

Activity - All students will have Office 365 Accounts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Jasper City School's students will be issued Office365 accounts. JCS believes that having access to Microsoft Word, Excel, Powerpoint and many other Office products will better prepare students to be college and career ready.	Technology	06/01/2016	05/25/2018	\$0 - No Funding Required	Technology Staff

Measurable Objective 2:

demonstrate a proficiency 100% of Technology Staff 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 05/25/2018 as measured by Transform2020 School and District Technology Survey results: Teachers, Students, School/District Leaders, Parents..

Strategy1:

SY 2017-2018

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Transform Technology Integration Culture Through-out the District - Train teachers on how to integrate technology and therefore transform change throughout the instructional environment.

Category:

Research Cited:

Activity - Develop and Disseminate 1:1 Teacher Integration Instruction	Activity Type	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	05/25/2018	\$65000 - District Funding	Technology Coordinator, Central Office Administrators and Local School Administrators.

Measurable Objective 3:

demonstrate a proficiency of 70% of all teachers will use technology and digital resources to provide standards-based instruction and authentic learning activities by 05/25/2018 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.

Category:

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

Activity - TIM and Local Personnel to Teach the Blending Learning Process	Activity Type	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.	Professional Learning	01/03/2013	05/25/2018	\$0 - No Funding Required	TIM Specialist and Local Personnel

Measurable Objective 4:

complete a portfolio or performance 70% of all teachers exhibit knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society. by 05/25/2018 as measured by Transform2020 Surveys: Teachers, Students, School Leaders, Parents..

Strategy1:

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

Category:

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

Alabama Technology Plan

Jasper City Board of Education

Activity - Provide PD for Teachers to Learn the Implementation of On-line Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide PD for Teachers to Learn the Implementation of On-line Resources such as ALEX, Alabama Insight Tool, and Alabama Virtual Library.	Professional Learning	11/13/2013	05/25/2018	\$0 - No Funding Required	Technology Coordinator and Library Media 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 2- Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a proficiency of 70% of all teachers will use technology and digital resources to provide standards-based instruction and authentic learning activities by 05/25/2018 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.

Category:

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

Activity - TIM and Local Personnel to Teach the Blending Learning Process	Activity Type	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.	Professional Learning	01/03/2013	05/25/2018	\$0 - No Funding Required	TIM Specialist and Local Personnel

Measurable Objective 2:

complete a portfolio or performance 70% of all teachers exhibit knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society. by 05/25/2018 as measured by Transform2020 Surveys: Teachers, Students, School Leaders, Parents..

Strategy1:

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

Category:

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	Funding Amount & Source	Staff Responsible
Provide PD for Teachers to Learn the Implementation of On-line Resources such as ALEX, Alabama Insight Tool, and Alabama Virtual Library.	Professional Learning	11/13/2013	05/25/2018	\$0 - No Funding Required	Technology Coordinator and Library Media Specialist

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 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 05/25/2018 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 throughout the district. More of our classes will be using on-line textbooks and blended learning techniques which will be heavy in video content.

Category:

Research Cited:

Activity - Classroom Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to monitor classrooms during wireless bench mark assessment testing.	Technology	11/13/2013	05/25/2018	\$0 - No Funding Required	JCS Administrators and Technology Department

Activity - Local Monitoring of Traffic	Activity Type	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

Strategy2:

Convince state or local level to fund infrastructure upgrades - Continue to lobby for state and local funds to upgrade school infrastructure.

Category:

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

Alabama Technology Plan

Jasper City Board of Education

Activity - Push for Local and State Support Funding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Push for local and state supported funding of network infrastructure.	Technology	11/13/2013	05/25/2018	\$55000 - District Funding	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 05/25/2018 as measured by edmodo usage reports to evaluate our progress..

Strategy1:

Continue 1:1 Implementation of Laptops\iPads Throughout the District - Jasper City Schools has implemented a 1:1 Laptops\iPads 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.

Category:

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	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	05/25/2018	\$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 70% of all teachers will use technology and digital resources to provide standards-based instruction and authentic learning activities by 05/25/2018 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.

Category:

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

Activity - TIM and Local Personnel to Teach the Blending Learning Process	Activity Type	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.	Professional Learning	01/03/2013	05/25/2018	\$0 - No Funding Required	TIM Specialist and Local Personnel

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:

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 05/25/2018 as measured by Network Activity Logs .

Strategy1:

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

Category:

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

Activity - Interview Stakeholders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interviews with teachers, students, and administrators.	Technology	11/13/2013	05/25/2018	\$0 - No Funding Required	Administrators and Technology Department.

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		JCS Assurance Signature Page

JCS Transform 2020 Plan 2017-18

Overview

Plan Name

JCS Transform 2020 Plan 2017-18

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	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: 5 Strategies: 6 Activities: 7	Organizational	\$185000
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.

Category:

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 On-Line Resources and Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will monitor on-line teacher lessons and resources Schools: All Schools	Academic Support Program	10/01/2013	05/25/2018	\$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 2020Transform Surveys.

Strategy 1:

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

Category:

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

Alabama Technology Plan

Jasper City Board of Education

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	05/25/2018	\$0	No Funding Required	Technology Staff Media Staff and TIM
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Measurable Objective 3:

demonstrate a proficiency of 100% 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 05/26/2017 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.

Category:

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

<http://www.common Sense Media.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	05/25/2018	\$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 05/25/2018 as measured by edmodo usage reports to evaluate our progress..

Strategy 1:

Continue Implementation of On-Line Collaborative Tools - We will continue to require teacher to use on-line collaborative tools i.e. Edmodo, Chalkable, Microsoft 365, Google Classroom, Moodle, etc. . Principals and administrators will be able to monitor teacher and students usage and collaboration.

Category:

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

Activity - Use On-Line Collaborative Tools with Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use On-line Collaborate with Students i.e. Chalkable Classroom, Microsoft 365 Classroom, Edmodo, Google Classroom, and Moodle Schools: All Schools	Academic Support Program	11/13/2013	05/25/2018	\$0	No Funding Required	Technology Coordinator

Strategy 2:

Continue 1:1 Implementation of Laptops/iPads Throughout the District - Jasper City Schools has implemented a 1:1 Laptops/iPads 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.

Category:

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

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	05/25/2018	\$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 70% 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.

Category:

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

Activity - TIM and Local Personnel 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. Schools: All Schools	Professional Learning	01/03/2013	05/25/2018	\$65000	District Funding	TIM Specialist and Local Personnel

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.

Category:

Research Cited: 2020 Transform2020 Survey

Activity - Technology Coordinator and Central Office Staff	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	05/25/2018	\$55000	District Funding	Technology Coordinator and Central Office Staff

Measurable Objective 2:

complete a portfolio or performance 70% of all teachers exhibit knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society. by 05/25/2018 as measured by Transform2020 Surveys: Teachers, Students, School Leaders, Parents..

Strategy 1:

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

Category:

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, Alabama Insight Tool, and Alabama Virtual Library. Schools: All Schools	Professional Learning	11/13/2013	05/25/2018	\$0	No Funding Required	Technology Coordinator and Library Media Specialist

Measurable Objective 3:

demonstrate a proficiency 100% of Technology Staff 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 05/25/2018 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 - Train teachers on how to integrate technology and therefore transform change throughout the instructional environment.

Category:

Alabama Technology Plan

Jasper City Board of Education

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	05/25/2018	\$65000	District Funding	Technology Coordinator, Central Office Administrators and Local School Administrators.

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 05/25/2018 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.

Category:

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	05/25/2018	\$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	05/25/2018	\$0	No Funding Required	Assistant Superintendent/Curriculum Coordinator

Measurable Objective 5:

achieve college and career readiness by increasing our students passage rate of approved industry credentials, such as Microsoft Certification, by 1% in the 2016-17 school year. by 08/25/2017 as measured by students passing an approved industry credential..

Strategy 1:

Improve Industry Credential Passage Rate - Teachers and counselors will work with students to make sure they are in career pathway that will allow them be college and career ready.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Indicators will be 1) a benchmark score on any section of the ACT, 2) a qualifying score on an AP or IB exam, 3) approved college or postsecondary credit while in high school, 4) a benchmark level on the ACT WorkKeys, 5) an approved industry credential OR 6) documented acceptance for enlistment into the

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military.

Activity - All students will have Office 365 Accounts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Jasper City School's students will be issued Office365 accounts. JCS believes that having access to Microsoft Word, Excel, Powerpoint and many other Office products will better prepare students to be college and career ready. Schools: All Schools	Technology	06/01/2016	05/25/2018	\$0	No Funding Required	Technology Staff

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 05/25/2018 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.

Category:

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	05/25/2018	\$0	No Funding Required	JCS Administrator s and Technology Department

Strategy 2:

Convince state or local level to fund infrastructure upgrades - Continue to lobby for state and local funds to upgrade school infrastructure.

Alabama Technology Plan

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Category:

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	05/25/2018	\$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 05/25/2018 as measured by Network Activity Logs .

(shared) Strategy 1:

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

Category:

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	05/25/2018	\$0	No Funding Required	JCS Administrator s and Technology Department

Strategy 2:

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

Category:

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
Interviews with teachers, students, and administrators. Schools: All Schools	Technology	11/13/2013	05/25/2018	\$0	No Funding Required	Administrator s 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 05/25/2018 as measured by Bandwidth Traffic Reports..

Strategy 1:

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

Category:

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	05/25/2018	\$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 Chalkable servers from the outside world.

Category:

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 Chalkable servers from the outside world. Schools: All Schools	Technology	11/13/2013	05/25/2018	\$20000	USAC Technology	Alabama Super Computer

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interview Stakeholders	Interviews with teachers, students, and administrators.	Technology	11/13/2013	05/25/2018	\$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	05/25/2018	\$0	Assistant Superintendent/Curriculum Coordinator
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	05/25/2018	\$0	Central Office Administrators
Monitor Content Filtering Services	Monitor content filtering services for administrators, students, and faculty.	Technology	11/13/2013	05/25/2018	\$0	JCS Technology Staff
Use On-Line Collaborative Tools with Students	Use On-line Collaborate with Students i.e. Chalkable Classroom, Microsoft 365 Classroom, Edmodo, Google Classroom, and Moodle	Academic Support Program	11/13/2013	05/25/2018	\$0	Technology Coordinator
Classroom Visits	Continue to monitor classrooms during wireless bench mark assessment testing.	Technology	11/13/2013	05/25/2018	\$0	JCS Administrators and Technology Department
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	05/25/2018	\$0	Principals and Technology Coordinator
Local Monitoring of Traffic	Research, develop, and implement tools to measure infrastructure.	Technology	11/13/2013	05/24/2019	\$0	JCS Technology Department
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, Alabama Insight Tool, and Alabama Virtual Library.	Professional Learning	11/13/2013	05/25/2018	\$0	Technology Coordinator and Library Media Specialist

Alabama Technology Plan

Jasper City Board of Education

All students will have Office 365 Accounts	All Jasper City School's students will be issued Office365 accounts. JCS believes that having access to Microsoft Word, Excel, Powerpoint and many other Office products will better prepare students to be college and career ready.	Technology	06/01/2016	05/25/2018	\$0	Technology Staff
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	05/25/2018	\$0	Technology Staff Media Staff and TIM
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Push for Local and State Support Funding	Push for local and state supported funding of network infrastructure.	Technology	11/13/2013	05/25/2018	\$100000	Technology Department
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	05/25/2018	\$65000	Technology Coordinator, Central Office Administrators and Local School Administrators.
TIM and Local Personnel 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.	Professional Learning	01/03/2013	05/25/2018	\$65000	TIM Specialist and Local Personnel
Monitor and Evaluate On-Line Resources and Lessons	Principals will monitor on-line teacher lessons and resources	Academic Support Program	10/01/2013	05/25/2018	\$0	Technology and principals
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	05/25/2018	\$2000000	Technology Staff
Technology Coordinator and Central Office Staff	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	05/25/2018	\$55000	Technology Coordinator and Central Office Staff
Total					\$2285000	

USAC Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Alabama Technology Plan

Jasper City Board of Education

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 Chalkable servers from the outside world.	Technology	11/13/2013	05/25/2018	\$20000	Alabama Super Computer
Total					\$20000	

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 On-Line Resources and Lessons	Principals will monitor on-line teacher lessons and resources	Academic Support Program	10/01/2013	05/25/2018	\$0	Technology and principals
Technology Coordinator and Central Office Staff	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	05/25/2018	\$55000	Technology Coordinator and Central Office Staff
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	05/25/2018	\$0	JCS Administrator s and Technology Department
Interview Stakeholders	Interviews with teachers, students, and administrators.	Technology	11/13/2013	05/25/2018	\$0	Administrator s and Technology Department.
Monitor Content Filtering Services	Monitor content filtering services for administrators, students, and faculty.	Technology	11/13/2013	05/25/2018	\$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 Chalkable servers from the outside world.	Technology	11/13/2013	05/25/2018	\$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	05/25/2018	\$100000	Technology Department

Alabama Technology Plan

Jasper City Board of Education

TIM and Local Personnel 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.	Professional Learning	01/03/2013	05/25/2018	\$65000	TIM Specialist and Local Personnel
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, Alabama Insight Tool, and Alabama Virtual Library.	Professional Learning	11/13/2013	05/25/2018	\$0	Technology Coordinator and Library Media Specialist
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	05/25/2018	\$65000	Technology Coordinator, Central Office Administrators and Local School 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	05/25/2018	\$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	05/25/2018	\$0	Principals and Technology Coordinator
Use On-Line Collaborative Tools with Students	Use On-line Collaborate with Students i.e. Chalkable Classroom, Microsoft 365 Classroom, Edmodo, Google Classroom, and Moodle	Academic Support Program	11/13/2013	05/25/2018	\$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	05/25/2018	\$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	05/25/2018	\$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	05/25/2018	\$0	Assistant Superintendent/Curriculum Coordinator
All students will have Office 365 Accounts	All Jasper City School's students will be issued Office365 accounts. JCS believes that having access to Microsoft Word, Excel, Powerpoint and many other Office products will better prepare students to be college and career ready.	Technology	06/01/2016	05/25/2018	\$0	Technology Staff
Total					\$2305000	