

ALSDE District Technology Plan 2019-2023

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Jasper City Board of Education

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Last Modified: 11/13/2019

Status: Open

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ALSDE District Technology Plan 2019-2020

A. Executive Summary

The Executive Summary provides Planners with an opportunity to describe in narrative form its purpose as well as strengths and challenges within the context of continuous improvement. Use the links below to navigate the Executive Summary and respond to the various questions. The responses should be brief, descriptive, and appropriate for the specific section. Ensure that all Key District Program staff work collaboratively to provide input into the District Executive Summary, and all School Staff provide input into the School Executive Summary.

It is recommended that the responses are written offline and then transferred into the following sections:

Description of the School District/School

1. Describe the size, community/communities, location, and changes experienced in the last three years. Include demographic information about the students, faculty/staff, and community at large. What unique opportunities and challenges are associated with the community/communities?

The Jasper City School System is located in north/central Alabama and consists of five schools. The district proudly serves approximately 2,750 students. Until the fall of 2017, the school district had three elementary schools, all within two miles of each other; T.R. Simmons Elementary, Memorial Park Elementary, and West Jasper Elementary, one Middle School for 6-8th students, and Walker High School served the 9-12 students. West Jasper was a high poverty/minority school (89%), With the completion of the new Jasper High School, we had room to reconfigure all grade levels to make the elementary schools more inclusive. The school system now has one primary school (T. R. Simmons Pk-1st), an elementary (Memorial Park 2nd and 3rd), an intermediate school (Maddox 4-5-6th), Jasper Jr. High, was newly established as a 7th and 8th grade school and are housed at west wing of Jasper High School, with the 9-12th grades at Jasper High School. Prior to the reconfiguration, we could not say that our schools were diverse and inclusive. Historically, our students did not come together as a whole until the sixth grade. The realignment has allowed students to start their educational experience together and hopefully, graduate together. The realignment has fostered integration and diversity among all schools and students at a young age. We are experiencing stronger communication and collaboration among students and teachers from different backgrounds. We have also seen an increase in achievement with our poverty and minority students. Geographically, the city is favorably situated with relatively short driving distances to Birmingham in the southeasterly direction, Huntsville, to the north, and the Gulf Coast to the south. Residents of Jasper enjoy many of the advantages of a semi-rural community while fortunately being located within a few miles of excellent medical facilities, shopping, and abundant cultural and recreational opportunities. The University of Alabama, UAB, Birmingham Southern, Samford University, University of North Alabama, and 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. According to the 2017 estimates from the US Census Bureau, the population of Jasper is 13,618. Residents of Jasper include 11,600 Caucasian (82.1%), 2,133 African American (15.1%), 327 (2.3%) who report 2 or More Races, and 77 Asian (0.5%). 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 2017 was \$39,075. This is an increase of \$1,860 from the 2009 estimate. The estimated per capita income in 2017 was \$23,899, which is lower than the 2009 estimated per capita income in 2009, which was \$24,265. The percentage of persons below poverty level in Jasper is 17.3% of families and 21.3% for individuals. 31% of those under 18 are in poverty. With the vision of a high quality education being the fundamental right of every child, the school system

is governed by a five-member Board of Education appointed to a five-year term. The primary responsibility of the Board is to formulate policy that directly impacts educational programs. With a dedication to students and quality instruction, the business of the Board is to promote and improve student learning in a high quality, safe environment. The day-to-day operations of the school system are entrusted to the Superintendent of Education who is appointed by the Board. The Superintendent's primary responsibility is that of implementing board policy and successfully administering educational programs to fulfill state requirements, as well as community stakeholders' expectations. Jasper City Schools provide program offerings to students through five schools and an Alternative School, which is located at the former high school. There are 327 employees, of which 214 are certified personnel while the other 113 serve as support staff in such positions as secretarial/clerical, bookkeeping, maintenance, bus driver, teacher aide and lunchroom workers. The student population of the school system is reflective of the Jasper City area with an enrollment of 69% white students, 16 % black students 1.18% Asian students, 13.4% Hispanic students, 1.98% two or more races and 12% American Indian/Alaskan. The number of English Learners since 2013 has grown from 53 to 233 in 2019. We have Spanish, Tagalog, Quiche, Chinese, and Arabic speaking students in the district. There are 49% percent of the students in the system are eligible for free or reduced meals. This is an increase from 2013 when we had 46% of the student population receiving free or reduced lunches. There are 372 students currently receiving special education (non-gifted) services as defined by the Alabama State Code. The system currently has 150 students eligible for gifted services. The system's strengths can be found in the areas of leadership, teacher recruitment, quality of staff, collaboration among stakeholders, and community support. A challenging curriculum, founded on the Alabama Course of Study/College and Career Ready Standards, is also a major strength. Advanced Placement and Dual Enrollment courses produce high performance expectations for students pursuing college. Career technical courses and challenging academic classes set high expectations for students interested in business and industry fields. Recent investments in Project Lead the Way programs and a focus on STEM offerings have sparked an interest in STEM careers and are bridging the ethnic and gender gaps found in math and science fields. Individualized educational plans, Response to Instruction, and benchmark assessments support the implementation of the rigorous and relevant curriculum. Continuous Improvement Plans at local schools drive the instructional process and support the system's Strategic Plan. The system is enhanced with community support and collegial relationships through partnerships with local businesses, community services agencies, institutions of higher learning, and governmental agencies. An enormous challenge for the district continues to be lack of state funding. The system is faced with the challenge of increasing academic achievement on an extremely limited budget. As indicated in student performance data, however, Jasper City Schools continues to meet the challenging academic needs of our students, even in times of extreme financial difficulty.

Notable Achievements and Areas of Improvement

2. Describe your notable student achievements and areas of improvement in the last three years. Additionally, describe broad areas for improvement that you will be striving to achieve in the next three years.

Jasper City Schools prides itself in sustaining high student achievement results. Historically, the district has maintained a solid graduation rate and high proficiency levels on the Alabama state assessments. JCS technology infrastructure and accessibility is second to none. JCS has always ensured students have broad access to technology. During the 2012-2013 school year, became a 1:1 iPad initiative. Since then, we have assessed the needs of our students and determined that grades 7-12 would be better served using laptops, which our PK-6th students continue to utilize iPads. JCS has continued to maintain a low student to computer ratio, around 1:5. The JCS student computers has risen from 1400 five years ago to 3,200 in 2018. There are 326 administrative and teacher computers. All computers have MS Office installed and appropriate

educational software is available on every computer. We are starting to replace Smartboards with Smart TVs. Jasper High, Jasper Jr. High, T.R. Simmons and Memorial Park all have Smart TV's and the Intermediate School will be transitioning next.

RECONFIGURATION and FACILITIES UPDATE

The new Jasper High School first housed students in January, 2017. Due to the size of the school, we were able to move the 7th and 8th grade, becoming Jasper Jr. High, to the west-wing of the high school and create a school within a school. The Jasper Jr. High was established in August 2017. JCS chose to close West Jasper Elementary in June of 2017 due to racial and socioeconomic reasons. The school was donated to a non-profit organization, The Jasper Family Resource Center, to benefit the West Jasper Community and beyond. This provided an opportunity to reconfigure the entire system. As noted previously, we reconfigured from 3 Elementary Schools and one Middle School, to one Primary, Elementary, Intermediate, Jr. High and High School. This was done so that all development resources could be housed at each school and all students would be assured of high level instruction and academic achievement. The changes have created an integrated and more diverse school system.

North Highland School closed in June of 2017. North Highlands had been a special needs center for many, many years. Most of the North Highlands students have been integrated at all schools, however, due to the medical fragile needs of the North Highlands students and a few incoming students, several are in a self-contained classroom at Jasper High School built especially for medically fragile students. Currently, Jasper High School Annex or old Walker High School is used to house the JCS Alternative School and a few administrative offices, as well as the Walker County Alternative School programs. This collaboration was created when the County School system ran out of room for their Alternative School that was at the Walker County Center of Technology. They provide several programs that a system our size cannot afford, in return for the underutilized space we had, they provide non-punitive alternative school programs for our students. This collaborative effort started in August 2017 and last year we had a student to graduate that otherwise would have been a dropout. The Career Technical Education program continues to expand. STEM learning through Project Lead the Way is part of Maddox Intermediate's REACH program and the 7th and 8th grade enrichment program. The new Culinary Lab and Viking Rock Café, operated by culinary students, and the HOSA lab, with emergency simulation rooms, have prompted greater interest in Career Tech Education. The JROTC is a robust program that continues to grow each year. A partnership with Beville State Community College has afforded students an accelerated student. Dual enrollment classes are offered on the high school campus. There are scholarships available for student in the Career Tech and dual enrollment program.

Memorial Park School was 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. The National Blue Ribbon award is the highest honor given by the U.S. Department of Education to a school. Memorial Park School was 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.

INCREASED SAFETY MEASURES- CRISIS GO

In October of 2018 the system rolled out Crisis Go as a crisis management program. Crisis Go brings all safety communication together, empowering teachers, administrators and first responders of any type of emergency situation. It provides a venue to communicate with each other during emergency. The program can be used by teachers or administrators on or off campuses. Features include an emergency checklist with role based actionable interactions to guide individuals through the proper response steps. Crisis Go allows for mass communication for large scale emergencies or isolated emergencies can be handled through direct contact and request for help. Alerts, panics, and reports can be sent to administrators and law enforcement agencies. Teachers can access student rosters, take attendance, access emergency contacts for students and assist in the parent reunification process. Students have access to the program and can anonymously and discretely report bullying.

-Colorado Threat Assessment Protocol

In May, 2019, the Jasper City School System developed a Threat Assessment Team that pulls together to assess and come up with

plans to address any known threats. **AREAS FOR IMPROVEMENT** Teacher turnover in the Jasper City Schools is an area for Improvement. However, in the last several years many teachers have retired. During the 2018-2019 school year alone, the district hired 34 new teachers, many being first year teachers. During the 2019-2020 school year, the system hired 30 certified teachers. Providing quality professional development, mentoring, and reinforcing the urgency expected in day-to-day teaching, are all areas that will be monitored closely. Although the JCS teachers have attended extensive training in the Alabama College and Career Ready Standards (CCRS), additional on-going, and job embedded training will be needed. Ongoing curriculum alignment is needed as well. Ensuring that all teachers are delivering standards-based instruction will be a focus.

District/School of Education Purpose

3. Provide the purpose statement and ancillary content through the mission, vision, and values/beliefs. Describe how the District/School of Education embodies its purpose through its program offerings, technology, and expectations for students.

- **Values and beliefs** are brief, numbered statements about what your highest aspirations are for your students, staff, faculty, community, state, nation, and world based upon what skills and dispositions you think students will need to be successful in life, school, and careers.
- The **vision statement** describes the “perfect” world stakeholders would see if the mission is achieved. It evokes excitement, paints a picture, and has the effect of encouraging others.
- The **mission statement** should be brief, describe how the vision will be realized, and contain essential resources you will need (people, time, funding, technology, facilities, etc.).

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 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-Robotics and Technology Competitions

Additional Information

4. Provide any additional information you would like to share that you were not prompted to complete in the previous sections.

B. Stakeholder Involvement

Stakeholders are all the people that the plan will impact directly and indirectly. The Stakeholders have vested, real interests in ensuring the highest quality educational experience for every student. They may be partners, employees, teachers/faculty/staff, board members, community members, parents, and, of course, students themselves (former, current, future).

The Overall Planning Team should be comprised of representative stakeholders who should be involved according to levels of expertise and closeness of impact. Involvement spans a range from an input/advisory capacity to writing/expert levels. For example, it is helpful to have a Core Writing Team comprised of key program experts responsible for creating the basic content for input by the Overall Planning Team. Subgroups may be formed according to levels of involvement. All should clearly understand their roles and expectations in the process and final plan produced.

1. Describe the process used to engage and solicit input from a variety of stakeholders in the development of the plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate various levels of input into the plan (For example, levels may range from the Core Writing Team to Advisory capacities.).

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.

2. List the Team Members and their respective Job Positions and Team Function being sure to include experts in each key program area. (Examples of program areas include Technology, Special Education, Curriculum and Instruction, Content Specialists, Leadership, Federal Programs, Career Technical, Project-Based Learning Specialists, etc.).

3. Explain how the final plan was/will be communicated to all stakeholders and the method and frequency in which stakeholders will receive information on the status of activities and progress during the year.

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.

C. Technology Diagnostics

Data Sources & Funding Sources

1. **Data Sources.** Select all sources of data used for planning. (Check all that apply)

If Other selected, enter in comments.

- Board of Education Actions**
- Compliance Monitoring Reports**
- Continuous Improvement Plan**
- Discipline and Attendance Reports
- Educate Alabama Data**
- End-of-Course Assessments
- Federal Government Regulations**
- Formative Assessments**
- Graduation Rates
- Inventory & Infrastructure Report - Fast and Easy Access to Network, and Availability of Technology**
- School of Education (SOE) Accreditation Reviews/Reports**
- Principal Walk - Through Checklist**
- Professional Learning Evaluations, Lesson Plans**
- SpeakUp Data
- State Government Regulations**
- Student Achievement Data**
- Technology Program Audit, Etc.**
- Alabama Educator Technology Survey**
- Other (enter in comments below)

2. **Funding Sources.** Select the most probable Funding Sources for each activity. (Check all that apply).

If Other selected, enter in comments.

- Annual Giving Fund
- Booster Fund
- Capital Improvement Fund**
- Career Technical Funds**
- District Funds (Local Funds)**
- Endowment/Memorial Fund
- Financial Aid
- General Fund**
- Perkins
- Scholarship Fund
- School Council Funds
- State Funds**
- Title I, Part A
- Title I, Part C

- Title I, School Improvement
- Title I, Schoolwide
- Title I, School Improvement Grant (SIG)
- Title II, Part A
- Title III
- Title IV, Part A
- Title IV, Part B
- USAC Technology**
- No Funding Required
- Other (enter in comments below)

D. Needs Assessment

Use the needs assessment to write your objective and activities in section **E.Goals, Objective and Activities**

Technology Program Areas

1a. **Technology Infrastructure** - fast and easy access to network, digital content

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

a) Top Three Areas of Need Associated with our Technology Infrastructure1. Monitor bandwidth for future growth. Bandwidth usage data is collected from AREN (Alabama Super Computer Authority) to determine needs, and based upon their reviews, we receive Bandwidth increases on a per school basis. Jasper City Internet bandwidth has been increased from 400 Mb to 750 Mg during the 2018-19 school year. We are looking at expanding our internet speed in the future. Alabama Supercomputer has announced they will provide base level Internet Access services for E-Rate Funding Year 2020 (July1, 2020- June 30,2021) of up to 1500 Mbps internet connectivity per district. 2. Continue upgrading battery backups to switches in IDF and MDF rooms for less power outage downtime. b) Top Three Areas of Strength Associated with our Technology Infrastructure1. Fast infrastructure; all Jasper City Schools are connected by fiber connected with 10 Gig Switches and have AC Access Points in or directly outside the classroom.2. Wired and wireless network is accessible in every school According to the Alabama Educator Technology Survey_JCS_2019 Results Question 7 The wireless signal in my room is good quality for 73 % of our rooms. 19% said it was inconsistent. Section D Question 1.10. I have sufficient access to online digital resources (videos/podcasts, lesson plans, games, learning activities, etc.) aligned to the online Alabama course of study standards. 84% responded they have sufficient access and 16% said they have somewhat sufficient access to online digital resources, lesson plans, etc.

1b. **Technology Inventory** - fast and easy access to technology

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

a:) Areas of Needs1. A few grade levels need equipment upgrades to be effective as learning devices in the classroom.*Pre-K students need technology learning devices for individual use in the classroom. Jasper Junior High are scheduled to get new laptops during the 2019-2020 year. b:) Areas of Strengths:1. K-12 students have access to a wireless connected iPad/Laptops for student engaged learning.2. 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. According to the Alabama Educator Technology Survey_JCS_2019 results, JCS Teachers responded 73% have sufficient digital devices and tools to effectively integrate. 26% responded they have somewhat sufficient digital devices and tools to effectively integrate technology into my teaching .c:) Data Sources1. Local Inventory2. Data from Instructional Walk-through3. District Technology Survey

1c. **Student Learning** - subject area processes and content; 21st C. skills and dispositions to ensure school, career, and life success

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

Areas of Need Associated with Technology and Student Learning1. 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. Alabama Educator Technology Survey_JCS_2019 Results-An average district score of 19% of teachers routinely model with their students creative and innovative thinking and inventiveness using digital resources and tools.
2. Alabama Educator Technology Survey_JCS_2019 Results- A district average score of 23% 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. Alabama Educator Technology Survey_JCS_2019 Results- 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.

1d. **Professional Learning Program** - Teachers, Staff, Leaders, Community

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

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. Alabama Educator Technology Survey_JCS_2019 Faculty Surveys

71% stated they are able to attend a sufficient number of professional learning. The survey also 25% stated they were able to attend a sufficient number of professional learning sessions to help me successfully integrate technology and digital resources into my classroom.

1e. **Teacher Use - Teaching** - how teachers use technology to teach as well as require students to use technology to learn

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

Areas of Need

1. In the next couple of years we will be doing extensive training on the new modules of PowerSchool.
2. More training on blending learning techniques which will make lessons more engaging for students.
3. Move to PowerSchool's Unified Classroom LMS and a way to deliver textbooks.
4. PD Teacher Training for DLCS and how to implement the standards in the classroom.

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 TEAMS, Microsoft OneNote, Chalkable or Google Classroom as the learning management piece for communication and instruction. Parents have also been giving a log in to ClassDojo, Edmodo, and Chalkable so they can track their students assignments and progress.

Data Sources:

1. Alabama Educator Technology Survey_JCS_2019 Surveys

1f. Teacher Use - Productivity - how teachers use technology for increased productivity

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

Areas of Need 1. As state technology support becomes available, 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 will be trained 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

1g. School Leaders Use - Productivity - how administrators use technology for increased productivity

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

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

1h. Other (Optional)

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

Professional Learning

2. Based upon the strengths and areas of need in **Technology Program Area** above, what are your Professional Learning topics for the upcoming year?

(Note: You do not have to address all needs or build upon strengths in one year! You will need to prioritize them **over three years.**)

For each topic, include the delivery method, time, who will attend and who will present.

A. **Delivery method(s):** Face-to-Face (onsite or offsite), hybrid/blended (combination), webinar, videoconferencing, online (real-time or asynchronous), etc.

B. **Time:** Number of hours

C. **Who will attend:** Teacher, school administrator, district administrator, specialists, other

D. **Who will present:** Indicate type or name, e.g., Technology in Motion Instructional Specialist, ALEX A.C.E. Trainer, ACCESS trainer, LEA staff, AETC attendance, external trainer, corporate, consultant, etc.).

If uploading attachment with the information, please type *See Attachment* in text field.

Example: Google Training A. Face to Face B. 3 Hours C. Teachers, D. Presented by Tech Coordinator.

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 local school train the trainer staff which has been successful in our district for the past three years. We will continue to incorporated on-line training for important topics like data security and Office365 tools. Professional Development FY 2018-2019 Grades K-121. Office365 a:) Face - to -Face b:) Yearly c:) all teacher d:) LEA Staff2. Blended Teaching Tools and Techniques a:) Face - to -Face b:) Monthly Meetings c:) all teacher d:) TIM trainer3. College and Career Ready Standards (Insight Tool) a:) offsite b:) Yearly c:) lead teachers and administrators d:) SDE4. 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 Security6. DLCS training in each schools7. PowerSchool and Professional Learning modules

Inventory

3. **Inventory** - Upload a copy of your 2019-2020 District Technology Inventory.

The Technology LEA Inventory will be completed in a spreadsheet provided by your regional contact.

ATTACHMENTS

Attachment Name

 [JCS Inventory Nov 2019](#)

Infrastructure

4. **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**

If uploading attachment with the information, please type *See Attachment* in text field.

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 are 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 750Mbps line. Traffic studies will be conducted on the 750 MB line throughout the school year to determine if further upgrades are needed. Jasper City Schools is requesting the Base Level service of a 750 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 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. Scantron Achievement 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 a variety of 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. T.R. Simmons and Memorial Park have installed interactive 65" interactive flat panel for each of the classrooms. Maddox Intermediate is in the process of installing interactive flat panels also.

Data Compliance

5. Has the local school board adopted a data governance and use policy?

Must attach a copy of the policy.

Yes, the data governance policy was voted on by the Jasper City Board of Education and adopted on September 22, 2014. See the attached policy.

ATTACHMENTS

Attachment Name

 [Jasper City Schools Data Governance Policy](#)

6. Has the local school district developed a Data Governance Procedure document to address physical security, access controls, possible sanctions, data quality, data exchange and reporting as defined by the data governance and use policy?

Must attach a copy of the procedures.

Yes See Attachment.

ATTACHMENTS

Attachment Name

 [JCS Data Governance Procedures.](#)

Virtual School Plan

7. Has the local school board adopted a policy providing at a minimum a virtual education option for eligible students in grades 9-12 pursuant to ACT # 2015-89, Section 1(a)?

Must attach a copy of the policy.





Yes. See attachment.

ATTACHMENTS

Attachment Name

 [JCS Virtual School Policy](#)

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Jasper City Schools Data Governance Policy		• D.5
 JCS Data Governance Procedures.	Refer to the Table of Contents for Procedures.	• D.6
 JCS Inventory Nov 2019		• D.3
 JCS Virtual School Policy		• D.7
Virtual School Requirements Agreement		• D.7

LEA Name:	School Year:
Jasper City Schools	2019-2020

Instructions: Using the exact wording from the Technology Plan Goals and Objectives, choose at least 2 needs from your "Needs Assessment" to work on for the next 3 years. (The Technology Survey results should be most helpful here!)

Each goal must have: <ul style="list-style-type: none"> • 2 measurable objectives • 2-3 activities You can add more objectives and activities	
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Goal 1: Engage and Empower the Learner Through Technology.

All learners will have effective, engaging, challenging, and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.

1. Measurable Objective:

Use "measurable" wording to include: (a) Who is the target population? (b) What proportion of the target population should achieve the objective? (c) What will be achieved? (wording from state technology plan) (d) How will success be measured? (e) When will it be achieved?	With 100% implementation Jasper City School students will master grade-appropriate digital literacy standards from the Alabama Digital Literacy and Computer Science Course of Study. Success will be measured through ELEOT observations and teacher lesson plans.
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	Activity Type	Begin date	End date	Resource Assigned (funding amount)	Source of Funding (General Fund, USAC, Grant, etc.)	Staff Responsible
1. Activity Name: 2018 Digital Literacy and Computer Science Course of Study-Safety, Privacy, and Security	Technology	8/8/2019	8/8/2023		No Funding Required	JCS Faculty
Activity Description: JCS Faculty will integrate the 2018 Digital Literacy and Computer Science Course of Study by preparing a digital citizenship lesson.						
2. Activity Name: Continue Implementation of Computer Science Act #2019-389	Technology	8/8/2019	8/8/2023		Local and state funding to pay for PLTW training and a teaching unit.	JCS Faculty
Activity Description: During the 2019-2020 school year, Jasper High School will offer computer science essentials. Also Jasper City Schools will continue to implement the Computer Science Act #2019-389 through-out the other grade levels.						

2. Measurable Objective:

Use "measurable" wording to include: (a) Who is the target population? (b) What proportion of the target population should achieve the objective? (c) What will be achieved? (wording from state technology plan) (d) How will success be measured? (e) When will it be achieved?	95% of 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 05/25/2023 as measured by merak dashboard, edmodo usage reports and faculty surveys to evaluate our progress.
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	Activity Type	Begin date	End date	Resource Assigned (funding amount)	Source of Funding (General Fund, USAC, Grant, etc.)	Staff Responsible
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1. Activity Name: District-wide usage of on-line collaboration tools.	Academic Support Program	8/8/2019	8/8/2022		No Funding Required	JCS Faculty
Activity Description: 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 through the ELEOT observations and teacher lesson plans. School Year 2020-2021 JCS will start the process of implementing the Unified Classroom district-wide. District will move to Unified						
2. Activity Name: Increase the STEM activities through-out the district.	Academic Support Program	8/8/2020	5/25/2022		No Funding Required	JCS Faculty
Activity Description: Students will demonstrate a proficiency in student creative and critical thinking expertise and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments as measured by the ELEOT and/or District walkthrough matrix.						

Goal 2: Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students.
 Teachers/Faculty Members and Leaders (PK-12) will be prepared to use and help students use digital resources and technology tools in order to provide quality, engaging learning experiences that best prepare PK-12 students with the skills, knowledge, and dispositions necessary to be successful in school (PK-12), careers, and adulthood.

1. Measurable Objective:

Use "measureable" wording to include:
 (a) Who is the target population?
 (b) What proportion of the target population should achieve the objective?
 (c) What will be achieved? (wording from state technology plan)
 (d) How will success be measured?
 (e) When will it be achieved?

With 100% participation, Jasper City School's faculty will attend professional development on PowerSchool by May of 2023. Success will be measured through attendance and completion of professional development.

	Activity Type	Begin date	End date	Resource Assigned (funding amount)	Source of Funding (General Fund, USAC, Grant, etc.)	Staff Responsible
1. Activity Name: Implement PowerSchool Training	Professional Learning	8/8/2019	5/25/2023		Local and State Funding	PowerSchool, Department of Education and JCS Staff
Activity Description: JCS teachers will receive training on the new SIS system, PowerSchool, throughout the 2019-2020 and 2020-2021 school years in an effort to engage, empower, and connect with students.						
2. Activity Name: Implement Unified Classroom	Professional Learning	7/1/2020	5/25/2023		Local Funding	JCS Staff
Activity Description: School Year 2020-2021 JCS will start the process of implementing the PowerSchool's Unified Classroom program district-wide to gather, collaborate and share with student and parents.						

2. Measurable Objective:

Use "measurable" wording to include: (a) Who is the target population? (b) What proportion of the target population should achieve the objective? (c) What will be achieved? (wording from state technology plan) (d) How will success be measured? (e) When will it be achieved?	JCS Staff will demonstrate 100% proficiency to inspire and lead development and implementation of a shared vision for comprehensive integration of Alabama Digital Literacy and Computer Science Course of Study					
	Activity Type	Begin date	End date	Resource Assigned (funding amount)	Source of Funding (General Fund, USAC, Grant, etc.)	Staff Responsible
1. Activity Name: PD Administrative Training for DLCS	Professional Learning	8/8/2019	5/25/2023		No Funding Required	TIM Training & Technology Staff
Activity Description: Principals to lead in the implementation of the DLCS in their school.						
2. Activity Name: PD Teacher Training for DLCS	Professional Learning	8/8/2019	5/25/2023		Local Funding	JCS Staff
Activity Description: PD Teacher Training for DLCS and how to implement the standards in the classroom.						
Goal 3: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it. All students and educators will have access to a comprehensive infrastructure for learning and productivity using digital tools, when and where they need it in order to fully support a society of learners in which learning is lifelong.						
1. Measurable Objective:						
Use "measurable" wording to include: (a) Who is the target population? (b) What proportion of the target population should achieve the objective? (c) What will be achieved? (wording from state technology plan) (d) How will success be measured? (e) When will it be achieved?	JCS will monitor and 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 05/25/2023 as measured by our content filtering services, network infrastructure tools and faculty surveys.					
	Activity Type	Begin date	End date	Resource Assigned (funding amount)	Source of Funding (General Fund, USAC, Grant, etc.)	Staff Responsible
1. Activity Name: Monitor, research, and implement tools to measure infrastructure.	Technology	7/1/2019	5/25/2023		No Funding Required	JCS Technology Department
Activity Description: Bandwidth usage data is collected from AREN (Alabama Super Computer Authority) to determine needs, and based upon their reviews, we receive Bandwidth increases on a per school basis.						
2. Activity Name: Monitor Wireless Access Connectivity	Technology	7/1/2019	5/25/2023		No Funding Required	JCS Technology Depart, Administrators and Faculty.
Activity Description: Continue to monitor classrooms during wireless bench mark assessment testing.						

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2. Measurable Objective:

Use "measurable" wording to include:
 (a) Who is the target population?
 (b) What proportion of the target population should achieve the objective?
 (c) What will be achieved? (wording from state technology plan)
 (d) How will success be measured?
 (e) When will it be achieved?

Continue to support access through AlabamaSupercomputer, which offer 100 % free E-Rate eligible services for the following: Base Level Managed Firewall service Base Level SPAM & Virus Protection Statewide Level Content Filtering. And also support for cyber security tools to be supplied and paid for by the state department. Measured by Invoice billing of internet and Cyber services.

	Activity Type	Begin date	End date	Resource Assigned (funding amount)	Source of Funding (General Fund, USAC, Grant, etc.)	Staff Responsible
1. Activity Name: Monitoring Bandwidth Monthly	Technology	7/1/2019	5/25/2023		No Funding Required	JCS Technology Department
Activity Description: Continue monitoring classrooms during wireless bench mark assessment testing and through out the school year.						
2. Activity Name: Upgrade Cyber Security Tools	Technology	7/1/2019	5/25/2023		No Funding Required	JCS Technology Department
Activity Description: Push for local and state supported funding of cyber security hardware and software.						

On-line Technology Meeting Sign-in Sheet

Name	Signature	Position
Kerri Trawick		Assistant Principal- Jasper Alternative School
Rita Pilling	<i>Rita Pilling</i>	Director of Accountability and Support Programs
Nicholas Sourvelis		JHS Teacher
Jana Jackson		MPS Teacher
Cathy Edgil		Speech Language Pathologist
Melanie Odom		JHS Teacher
Ashley Beasley		Teacher
Lori Blankenship		Central Office Secretary
Michael Cordle		JHS Teacher/Department Head
Beth Able		MIS Teacher
Butch Sargent		Director of Operations
Vicki Lyle		JHS CT Teacher
Patrick Darwin		JHS CT Teacher
Jonathan Jordan		WBLC/System Athletic Director
Brooke Hammack		ELA Teacher-JJHS
James Patrick Hannah		STEM/MIS Technology Teacher
Judy Dozier		Registrar
Keisha Barnett		Classroom teacher
Jessalyn Kyser (Scott)		MIS 5 th Grade Math Teacher
John McGraw		JHS Teacher
Melanie Turner		TRS 1 st Grade Teacher

