2019-2020 ALSDE District Technology Plan

ALSDE District Technology Plan 2019-2020

Jackson County Board of Education
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TABLE OF CONTENTS

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 Jackson County School District covers a large, geographically diverse area in northeast Alabama. In a region noted for its beautiful terrain, the seventeen district schools are found in the valleys and along the plateaus that define the foothills of Southern Appalachia. Each school is unique in size and configuration as each developed to serve the needs of a unique community, but all schools are united in their desire to provide a quality program for the 5188 students (PK-12) served by the district. Jackson County Schools are the heart of their rural communities where generations of local families have passed through their doors. Jackson County covers 1,079 square miles, and a round trip to visit all schools covers slightly more than 178 miles. The rural county is divided into natural regions by its geographical features. Sand Mountain is a sandstone plateau which stretches along the eastern border of the county in a northeast to southwest direction. Eight schools serve the students who live on Sand Mountain, the highest region in the school district. These schools carry the name of the communities in which they are located: Bryant (K-8), North Sand Mountain(PK-12), Flat Rock (K-8), Rosalie (K-8), Pisgah (PK-12), Dutton (PK-8), Section (PK-12), and Macedonia (K-8). West of Sand Mountain and running roughly parallel to the plateau, the Tennessee River traverses a broad valley which bears the river's name. Eight schools serve the students of the Tennessee River Valley, and those schools also reflect the community name. Bridgeport Elementary (PK-4), Bridgeport Middle (5-8), Stevenson Elementary (PK-4), Stevenson Middle (5-8), and Hollywood Elementary (PK-8) are feeder schools to North Jackson High (9-12). The Earnest Pruett Center of Technology, located in Hollywood, provides career/technical programs for students in all district high schools. Still further west, the land rises again to another escarpment of the Cumberland Plateau. Students living in this elevated area of Jackson County attend Skyline High School (PK-12). West of the Cumberland Plateau is the Paint Rock River Valley. Students from this area of the district attend Skyline or Woodville schools. Woodville High School (PK-12) is located near the mouth of the valley in the town of Woodville and serves the students in the southwest part of the school district. The school district employs over 800 people. 65% of district personnel are directly involved in the instructional program while district administrators compose less than 1% of the total personnel and school administrators compose 3% of the total personnel. Over 65% of the instructional staff have advanced degrees. Employment in the school district has traditionally been stable with retirement being the primary reason for personnel leaving their positions. The population in Jackson County totals 51,736. The population is comprised of 91.3% white, 3.6% Black, 3% Hispanic, 1.7% Native American, 2.8% two or more races. The median household income for the county is $39,281. 81.4% of the county population over age 25 has graduated from high school. The on-going challenges faced by the district are related to the geographic size of the county, the diverse terrain, the rural nature of the area, and

the limited financial resources available in a county where the median income is $39,281. Maintenance, bus service, and travel expenses impact the district financially because of the distance between schools. Economic conditions in the county have resulted in the steady decline in the student population and a rise in the number of students receiving free and reduced price meals. The enrollment for the Jackson County School District has declined by 300 students in the last four years. Enrollment has dropped incrementally since 1998 resulting in a loss of over 1200 students during that time period. As the student population has declined, the percentage of students receiving free and reduced meals rose from 49% to a high of 70% in the fall of 2017. The current free and reduced percentage is 65% currently, 10 of our schools qualify for the Community Eligibility Program determined by Supplemental Nutrition Assistance Program (SNAP). The cause of these negative trends can be traced to the loss of industry in the county and the reduction in the presence of the Tennessee Valley Authority (TVA). As employment opportunities ebbed in the county so did school enrollment. TVA has closed Widows Creek Steam Plant, and as a result, the In Lieu of Tax funds provided for the district will be phased out completely. This is a significant loss for the school district. The opening of the Google Data Center in Bridgeport and the proposed Bellefonte Nuclear Plant completion in Hollywood is encouraging to the districts population and economic growth.

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.

Graduation Rate The Jackson County School District has dramatically improved its graduation rate during the last decade and has sustained a high graduation rate for the past four years. The graduation rate for the school district has been 91% for 2014 and 2015, 92% for 2016, 91% for 2017, and 92% for 2018. Nine schools have Pre-K programs: Dutton, Section, Pisgah, North Sand Mountain, Bridgeport Elementary, Stevenson Elementary, Hollywood, Skyline and Woodville. Eight Schools have after-school programs: Macedonia, Section, Pisgah, NSM, Bridgeport Elementary, Bridgeport Middle, Stevenson Elementary, Stevenson Middle. Career Technical Programs The Earnest Pruett Center of Technology provides multiple, career technical programs which are available to all high school's students. Students are able to earn certification in technical programs and receive dual enrollment college credit for technical courses through an articulation agreement with Northeast Alabama Community College. A new schedule structure that includes a third session was added for the 2018-2019 school year. The first session is for first-year students and the second and third sessions of the day are reserved for experienced students. This new structure will best utilize time and class organization. Technology Infrastructure The Jackson County School District has a robust infrastructure to support technology usage. All 17 schools in the district, the bus garage, and the central office are connected in a wide-area fiber network. The district provides 9 managed, virtual networks (VLANs) at each location. These are: Data, Financial, Voice, Video Teleconferencing, IT Management, Security, Digital Signage, Employee Access, and Public Access. Access to each is controlled by access control lists (ACLs) on the routers and by RADIUS servers. The WAN supports voice over IP telephone system for over 700 telephones serving all offices and all classrooms and the security network supports over 500 IP security cameras and door access controllers. The Data Center contains a secure, climate-controlled room which contains network servers, routers, and other equipment essential to the functionality and security of the network. Data security and accessibility is protected through multiple data storage sites and a back-up system that includes generator capacity to sustain both network equipment and a cooling system to prevent damage to equipment and to facilitate disaster recovery. The Data Center serves as the distribution point for Internet connectivity and ensures that all schools have access to this vital tool for student learning. Schools connect to the network at a speed of 1GB, and connectivity at the IT Center is 10G. A network upgrade completed in 2016 increased the

wireless capacity in schools so that each classroom can simultaneously accommodate a minimum of 40 wireless devices on the wireless network with consistent, fast connectivity. The network interface is unique for each school with easy access to instructional resources including Moodle, a course management system used extensively for student learning, professional development for teachers and administrators, and teacher collaboration. Schools also have access to Google Apps for Education. Special Programs to Meet Student NeedsThe district has developed several programs to help students overcome challenges. The Program Leading to Ultimate Success (PLUS) provides small-group and individualized instruction for at-risk high school students to ensure they have the support needed to graduate. PLUS is located on the career tech center campus allowing students to participate in career/technical classes. The program has been in place for seven years, and during that period it has achieved an overall graduation rate above 75%. For 2018, 100% of seniors graduated, a notable achievement considering the obstacles faced by students who have participated. An Advocacy Program, "Connect", began in each school in the fall of 2016. The purpose is to connect students with faculty and staff in order to foster a climate and culture in which all students feel welcome, safe, and secure. In addition, students come to know multiple staff members are invested in their social, emotional, and academic well being. The objectives of the program are to increase attendance, improve academic performance, and reduce the number of dropouts by making these connections. For the 2018-19 school year the research-based Character Strong program will be used with grades 5-12. A grant from Character Strong has been offered to the district to pilot the program in Alabama. The program offers a planned, sequential lesson format with lesson plans provided at each grade level. Character Strong also has a leadership curriculum elective course that will be piloted at Bridgeport Middle School for their eighth grade. In addition to the Character Strong Program for grades 5-12, the district developed a K-4 program utilizing the same format and principles of Character Strong. The district has an increased emphasis on identifying students who would benefit from a virtual program. The program provides a nontraditional pathway for students with financial, personal, social/emotional or health issues to complete high school. Courses are offered to meet graduation requirements as well as providing advanced placement course options. OdysseyWare Academy will be used for the virtual program curriculum. The district was recently awarded a multi-year grant through Project AWARE which will enable the expansion of student services to include a senior social worker and three mental health professionals. Skyline High School is a P-3 Initiative school. The Dynamic Learning Project which began at Bridgeport Middle School is now expanding to Bridgeport Elementary School, North Sand Mountain High School, Section High School, and Stevenson Middle School. Additionally, the district has hired an Instructional Technology Specialist to conduct school level and classroom level professional development. Two additional school resource officers have been added for the 2018-2019 school year, increasing district numbers from two to four. Four schools, North Sand Mountain, Pisgah, Section, Woodville, were named to US News and World Report's "America's Best Schools List." Stakeholder Involvement In an effort to continually encourage stakeholder involvement, the district is continuing efforts to digitally engage parents and the community through increased use of social media and improved websites. The district website is a mobile friendly site with dynamic content. The platform is easy for staff at all levels to maintain and allows for easier district wide dissemination of information. The district has also created social media accounts to increase the outflow of information to stakeholders. The Jackson County website meets the 2018 federally regulated guidelines of compliance for websites. AREAS FOR IMPROVEMENT Improved Student Performance on Alabama Summative Assessments:The state of Alabama has used Global Scholar Performance Series (Scantron) as the summative assessment for students in grades three through eight for the past two years. Students are required to take the reading and mathematics components for all grades tested and science for grades five and seven. In reading 57% of our students met the annual growth target (2nd-8th grade). 47.4% met the target last year so a 9.6% increase. 15.69% were far above. 11.19% were far above last year, so a 4.5% improvement. In 7th grade our percent of students

meeting the growth target declined 1% from 48% to 47%. The average Scaled Score (SS) increased in 2nd, 3rd, 5th, and 6th-grades and no change in 8th. The largest decline was again seen in the 7th grade, which dropped 48 points. In math 58.7% of our 2nd-8th grade students met their Annual Growth Target. 53.4% met the target last year netting a 5.3% increase. 19.5% were far above their growth target. 13.2% were far above last year so a 6.3% increase. In 8th grade the percentage of students meeting the growth target declined 7% from 58% to 51% this year. The average scaled score (SS) increased in 2nd, 3rd,5th, 6th, and 8th-grades. The biggest decline is in the 7th grade, which dropped 17 points. The state of Alabama also requires all eleventh grade students to take the ACT PLUS Writing. Students taking the assessment performed below the state average in all subject areas with only 11% meeting 3 or 4 benchmarks and the composite average 0.9% below state average. PreACT results were at a similar level indicating a continuation of the trend. Stakeholder Involvement The district and all schools have identified stakeholder involvement as an area in need of improvement as verified by district and school surveys over the past five years. The district has made a concerted effort to improve in this area. We are seeing an increase in stakeholder involvement and satisfaction evidenced by stakeholder surveys. Art and MusicThe lack of an organized, comprehensive, and equitable art and music program in the Jackson County School District is an ongoing deficit. Two high schools have marching bands. However, through grants and local volunteers, art instruction has improved. Woodville High School received an AAEI grant through the Alabama Council on the Arts. Through volunteerism, district art lessons are being offered at the career tech center for the second year. AREAS FOR IMPROVEMENT IN THE NEXT THREE YEARS Improved Academic Performance: The Jackson County School District desires to help students attain higher academic achievement in reading and mathematics by: (1) implementing instructional strategies that have been the focus of professional development for administrators and teachers over the past five years to a greater degree (close reading, effective questioning, fostering higher order thinking skills, active engagement, teaching math conceptually, and applying math concepts); (2) providing additional professional development to support the implementation of the desired instructional strategies; (3) increasing rigor across the curriculum including more student reading and writing; (4) and increasing oversight and accountability for the implementation of instructional strategies. STEM and STREAM: The Jackson County School District desires to continue its commitment to provide multi-disciplinary, inquiry-based, and real life application strategies to teach science, technology, engineering and technology (STEM) in classrooms in the middle and high school grades. Further, the district desires to continue the development STREAM (Science, Technology, Reading Engineering, Art, and Math) units for grades K-3 which will incorporate all state standards and foster higher order thinking skills. The desired end-result is a vertically aligned curriculum in which all students participate. Addressing Policies, Practices, and Program Evaluation: The district accreditation process made it clear that the district would benefit by policy revisions and the addition of policies and practices for oversight, accountability, and evaluation in several areas compels the district to take the following steps:-Review and revise district policies and procedures to ensure that they are consistent and comprehensive, -Review and revise job descriptions to ensure that they are consistent and comprehensive, and -Develop processes for reviewing, evaluating, and revising policies, processes and programs.At this time, a new policy has been written and is in the process of board reviewArt and Music: The district desires to begin the process of implementing art and music in all schools. Stakeholder Involvement: While the district and all schools have taken steps to improve stakeholder involvement including a Professional Learning Unit for administrators on Community Relations and the development of communication plans, there is still work to be done to grow community involvement. The district desires to increase stakeholder involvement. New Teacher Orientation Currently new teachers are informally paired with a veteran teacher to assist with the transition to the classroom, or to the new school. New teachers are provided with a day of in-service at the central office for assistance with insurance, professional organizations and to ask

any questions concerning their hire. The district would like to put in place a formal procedure for new teacher mentoring

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.).

PURPOSE The purpose of the Jackson County School District is to provide a safe, orderly, caring environment in which all students can achieve academic goals, develop character and social skills, discover their unique talents, and develop those skills and talents to their fullest potential enabling them to succeed in life. DISTRICT BELIEFSAll students can learn and achieve success. - Students are valued individuals with unique intellectual, physical, social, emotional, and cultural needs. - Students have unique talents and learning abilities that require a variety of instructional strategies and activities to promote success. - Students should learn to work cooperatively and to think critically and creatively to solve problems. - The development of character and social skills is an important part of education and enables students to succeed in life. - Schools should provide a safe, orderly, attractive school climate conducive to learning. - Curricular and program decisions must promote academic achievement and should be research-based and student-centered. - Technology is essential in today's world and should be integrated throughout the curriculum as both a teaching and a learning tool. - An effective education requires active participation and cooperation from students, family, school staff, and community. - Employees have a responsibility to model moral behavior, a strong work ethic, and a commitment to academic achievement. - Quality, continuous professional development is essential to instructional improvement. DISTRICT VISIONJackson County Schools will provide a safe, orderly, caring environment in which all students can achieve academic goals, develop character and social skills, discover their unique talents, and develop those skills and talents to their fullest potential enabling them to succeed in life. DISTRICT MISSIONThe mission of the Jackson County School District is: Helping All Students Achieve and Succeed. The statement flows naturally from the common beliefs held by the district stakeholders and is reflective of the vision they hold for the district's students. Teachers, administrators, and staff members strive to help children attain high achievement in the classroom, enabling them to be successful in school. Moreover, they desire to help students achieve the skills and knowledge in school that will enable them to be successful in life. The mission statement distills the district's purpose into a concise statement that is easily communicated and easily remembered by all stakeholders. It has been retained through three review processes because it expresses who we are as a school district.

Additional Information

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

In the 2015-2016 school year, Jackson County launched a STEM initiative. Robotics programs were developing in many schools, and these efforts were supported and used as a mentoring program for teachers in all schools with the middle grades. STREAM (Science, Technology, Reading, Engineering, Art, and Math) units were developed by teachers for Grades K-3 in the summer of 2016 which are being implemented during the 2016-2017 school year. Science teachers in all grades participated in STEM professional development during 2016 through the Alabama Math and Science Initiative. The district made a significant financial commitment by purchasing inquiry-based science kits in the fall of 2016 and additional purchases in the fall of 2017. A district technology specialist position was created during the 2018-2019 school year to assist schools with professional development and STEM/STREAM instruction. This position continues to be an asset to the District.

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.).

The first step in the planning process is to meet with the Executive Planning Committee. The goal of the committee is to support the continuous improvement process for Jackson County Schools. Team members are asked to serve on the committee based on their expertise and expressed desire to further the achievement of all students within the district. This committee has grown from the initial 12 members to approximately 55 members. The committee is comprised of central office supervisors and personnel, principals, CIP and technology chairpersons, special education teachers, reading coaches, parents, students, and community members. Meetings will be conducted at various times in order to best accommodate all stakeholders. The subcommittee comprised of CIP chairpersons met with their respective school teams in April/May to begin the revision and projection process. A short review of the prior CIP plan began the discussion. For new members, an explanation of the data gathering process was presented. The Stakeholder Feedback Data Document was discussed and how survey results will provide information for each school and the district to determine how our stakeholders view the overall program. The data gathered from the surveys along with academic performance, discipline and attendance will guide the writing of the goals/objectives portion of the overall improvement process. The leadership team determined, during the 2014-15 school year, the most reliable results would be best achieved through surveying the greatest number possible and not a representative sample. Validity issues with representative samples may skew results. This process continues for CIP's. To best meet the needs of all students, surveys are completed during the school day. This will accommodate students without internet access. EL students will have the opportunity to take the survey with an interpreter, if needed. Surveys are administered in the spring of each year for all stakeholders. Schools used a variety of opportunities to ensure parents were able to take the surveys. Schools opened computer labs and provided a faculty representative to assist parents. Interpreters were available if needed. This accommodated parents without internet access and/or those needing an interpreter. Schools offered incentives such as homework passes, ticket to a ballgame, or a meal before the game to help with getting parents to participate. Surveys were completed and a thorough analysis of results were used to determine areas of strength and areas needing improvement. This information is disseminated to each school for the school teams to incorporate into their plans. To continue to assist the sixteen schools in the district with the continuous improvement plans, professional development days are provided for principals and chairpersons. Chairpersons meet in August and September with leadership teams at their schools to complete the CIP process. Upon completion of the district CIP's, a meeting of all stakeholders will be held to discuss changes and or corrections to the current plan. The District core leadership team will review all plans and begin the approval process. After review, principals are contacted to submit their plans. The district plan will be presented to the board for approval.

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.).

Schools within the district each have a Leadership Team to assist with the continuous improvement process at each school. The school teams are a representative of each community and include principal, faculty, students, parents and community stakeholders. The team members are listed in each school plan. The district formed an executive committee in 2014-15, and has continued its format for each subsequent year. The committee assists with the school improvement process and has diversified into the Jackson County Leadership Committee. This committee is comprised of Central Office supervisors, principals, CIP Chairpersons parents and students. The Committee has grown from the initial formation to better diversify the input from all stakeholders. The committee meets in subgroups as needed and collectively. Jackson County Leadership Committee Kevin Dukes, Superintendent Anthony Buckner, Curriculum Coordinator Mark Guffey, Federal Programs Supervisor, Assistant Superintendent Chris Davis, Special Education Supervisor Rhonda Wheeler, Student Services Supervisor Dr. Jennifer Pritchett, CNP SupervisorRobert Pritchett, Data and Accountability CoordinatorDerek Wright, Technology Coordinator Deborah McRae, School Improvement Specialist Teresa Patrick, English Learner Specialist Beth Mannon, Parental Involvement Consulting Teacher Jonita Baugh, Federal Programs Bookkeeper/Secretary In addition, the committee includes the principal and CIP chairperson for each of the 16 schools served by the Jackson County School District. Bridgeport Elementary - Lauria Merritt, principal, Kathy Frizell, chairperson Bridgeport Middle - Jonathan Colvin, principal, Rena Hutcheson, chairperson Bryant Elementary - Beverly Ashmore, principal, Sha McCloud, chairperson Dutton Elementary - Craig Robbins, principal, Kristy Myers, chairperson Flat Rock Elementary - Scotty Overdear, principal, Jennifer Roberts, chairperson Hollywood Elementary - Michael Wilborn, principal, Missy Tolleson, chairperson Macedonia Elementary - Steven Paradise, principal, Sharon Jordan, chairperson North Jackson - Josh Harding, principal, Tyson Welden, chairperson North Sand Mountain - Dustin Roden, principal, Betty McIntire, chairperson Pisgah - Dr. John Prestridge, principal, Jerri Brown, chairperson Rosalie Elementary - Gene Roberts, principal, Amy Shankles, chairperson Section - Doug Haynes, principal, Stacy Wilson, chairperson Skyline - Jason Davidson principal, Ashley Morris, chairperson Stevenson Elementary - Cody Brown, principal, Trina Henegar, chairperson Stevenson Middle - Lloyd Ellison, principal, Heather Burnette, chairperson, Asst. Principal Woodville - Jamie Darwin, principal, Franklin Pritchett, chairperson Parents, Community and Student Representatives Stacy Long, Parent, Bridgeport Middle Erica Cooper, Parent, NSM Didi Barron, Parent, Pisgah Semone Swinford, Parent, SectionAngela Bolt, Parent, Section Haley Prince, Parent, Skyline Beth Cooper, Parent, Stevenson Elementary Audra White, Parent, Woodville Felix Jackson, Community Tim McCoy, Community John D. Sargent, Community Mike Elkins, Community Stacy Ledwell, Community Leamon Smith, Community Elene Cothron, Parent/City Government/Community Member Taylor Selby, Student, NJHS Jordan Moon, Student, NSM Dalton Wilson, Student, Pisgah Owen Fairbanks, Student, Section Megan Woodall, Student, Skyline Blake Frazier, Student, Woodville

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 District plan is submitted for review and approval. The district plan will then be posted on the district web site and linked on each school website. Copies will be maintained at the LEA and at each school within the district. Informal and subcommittee meetings are held as needed.

C. Technology Diagnostics

Data Sources & Funding Sources

1. **Data Sources.** Select all sources of data <u>used</u> 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)

eProve diagnostics

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

Strengths:1. Fast and easy access to the network Data Source: Network traffic analysis reports, Infrastructure Inventory, 2019 Educator Technology Survey, Focus group responses, Mileage records Results: Schools connect to the network at a speed of 1Gb, and connectivity at the IT Center is 10Gb. The district provides 9 managed, virtual networks (VLANs) at each location. These are: Data, Financial, Voice, Video Teleconferencing, IT Management, Security, Digital Signage, Employee Access, and Public Access. All VLANs and wireless access is filtered and monitored. Access to each is controlled by access control lists (ACLs) on the routers and by RADIUS servers. The wiring is fiber to the classroom, and network equipment is sufficient to support current use. 90% of the teachers responding to the 2019 Educator Technology Survey indicate that they utilize the district network in their classroom, 53% report that they access the district network from home. The district has a Bring Your Own Device Policy and the Public Access Network has sufficient bandwidth to support it. The network infrastructure is sufficient for current usage and its architecture will allow easy expansion as usage grows. The network functions efficiently due to a monitoring system that alerts network administrators if a monitored item malfunctions or has an issue whether it is a device or service. Bandwidth monitoring allows network administrators to maintain network speed and resources as needed. An online, ticket-based help-desk system is maintained to track and resolve issues in a timely manner. The deployment of a remote assistance program to all computers and servers allows a faster response time, and remote management results in financial savings in this geographically large district. 2. A multi-functional Internet portal customized for each school Data Source: Focus Groups, Comprehensive Monitoring Report, 2019 Educator Technology Survey Results: The portal, which received a commendation on a state Comprehensive Monitoring Report, allows entry to the Internet and specialized links for district personnel and students. It also contains embedded programs that allow teachers and administrators to access an extensive helpdesk for obtaining technological information, submit repair tickets, track repairs, and check out equipment. There is a section for counselors where they can complete tasks like registering students for summer Credit Recovery and career technical programs. There are also specialized sections for administrators and teachers. 53% of the teachers indicate that they access the school network from home through this portal. 3. State-of-the Art Facility for the Information Technology Center with Disaster Maintenance and Recovery Capability Data Source: Inventory, Data Records, Network Monitoring Data Results: The school district constructed a new building in 2014 which doubled the size of the facilities available for the IT program. The old IT building is now a warehouse/storage facility, and the essential functions of the IT program are housed in a 50x60 building that has been specifically built for housing the Data Center of the Jackson County School District. The server room has raised flooring for ease of cable management and air flow from the Computer Room Air Conditioning Unit (CRAC) that has the capability to maintain set temperature and humidity. Sensors are placed above and below flooring to monitor multiple informational points. The server room is also continuously provided power during a power outage by a battery backup unit that can hold until the generator powers up. The generator is fueled by natural gas so it has the capacity to run until fuel is shut off. The 130KW generator has the ability to provide power to not only the servers but also the CRAC unit so systems can remain functional during power outages. Since the Data Center is the hub of all

network related services for the District; this ensures that the District can maintain functionality during power events. In addition, data is backed up on-site at the IT Center and off-site at three locations in other parts of the district. An additional back-up system for InformationNow data is provided by Chalkable. Needs:1. Additional technicians Data Sources: Inventory reports, The Alabama Technology Plan, 2019 Educator Technology Survey Results: An IT staff of three (with one non-technical helper) support almost 6000 computers and tablet devices in classrooms, 165 computers in offices, 39 computers in cafeterias, 50 servers, 667 switches, 350 wireless arrays, 22 routers, 425 networked security cameras, a Voice Over IP system with 686 digital phones, 102 networked printers, 16 Video conferencing systems with IP addresses provided, 296 interactive whiteboards, and 159 Apple TV connectors. They manage multiple networks including security and filtering. They also manage and maintain data for instructional, media center, financial, administrative, and cafeteria software programs. They provide technical support for over 800 employees and almost 5200 students. Their expertise in network management and remote functionality in addition to their strong work ethic has made it possible to build and maintain such a complex network. As the district adds a significant number of end user devices to the network, additional technicians will be necessary to maintain those devices. 2. Replacement of end-of life equipment Data Sources: Inventory reports, Network traffic analysis reports, ALSDE testing requirements Results: The district's network is functioning at a high level to support the current number of digital devices. Additional wireless arrays were added during the 2016-2017 school year as the final step in upgrading the network to handle an infusion of mobile devices for a one-to-one initiative. Now core switches installed 10 years ago are reaching end-of-life. In order to keep the network functioning at its newly achieved capacity, funding for equipment replacement must become the priority.

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

Strength:1. The increased availability of technology tools for teachers Data Source: Inventory, 2019 Educator Technology Survey, Focus Groups, Informal District Surveys Results: Over 1600 iPads and over 500 Chromebooks have been added to the district's inventory over the last 5 years. 100% of the K-4 classrooms have iPads for small group work and centers. 100% of principals and teachers have iPads in addition to their desktop computers which were replaced in 2014. Apple TV connectors, devices which allow teachers to wirelessly display the content on their iPads a television screen, are located in 159 classrooms. 79% of the district's classrooms contain interactive whiteboards. Needs:1. Replacements for aging computers and analog monitors Data Source: Inventory, Focus Groups Results: 200 inadequate desktop computers and over 50 analog monitors remain in classrooms, labs, or media centers. 2. The need to purchase mobile devices to reach a 1:1 initiative Data Source: Inventory, 2019 Educator Technology Survey, Focus Groups Results: The student to device ratio for the district indicates that the student to computer ratio for the district is 1 to .98. This appears to be very close to a 1:1 ratio. However, this ratio is misleading. The classroom computers are stationary computers and numbers range from one to six computers in most classrooms which means they cannot be moved and grouped as needed for whole class use. In addition, the inventory includes both desktop and laptop computers purchased through federal funding for 21st Century Community Learning Centers. Several schools with these programs appear to have a one-to-one ratio, but in reality, federal regulations do not allow the use of these computers during the regular school day. Therefore, only 44% of the teachers responding to the 2019 Educator Technology Survey report that they have sufficient digital devices to effectively integrate technology into their teaching.

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

Strengths:1. The extensive development and use of Moodle courses and Google Classroom to support content in academic courses and to provide Credit Recovery Data Source: Comprehensive Monitoring Report, Focus Groups, Moodle enrollment records and course counts Results: The high quality of the Moodle site and its high level of implementation earned the district a commendation on a Comprehensive Monitoring Report. The Open Source Course Management System is used to augment-face-to-face courses (blended learning) and for fully online courses. Each school has a site for building courses, and there is a course sharing site for teachers. Locally developed high school classes for credit recovery are also located in Moodle. Each course thoroughly addresses the state standards for the content area and contains appropriate assessments. A professional development section contains Moodle courses for teachers and administrators. A section for instructional support contains space for collaborative groups such as principals, instructional coaches, and counselors. Teachers use activity modules such as forums, databases and wikis to build collaborative communities around their subject matter. There are over 3167 users on the district Moodle site. 2. The increasing availability and use of digital assessments, programs, applications, and learning activities Data Source: 2019 Educator Technology Survey, Software and applications review Results: 98% of the teachers completing the survey indicate that they have sufficient access to online digital resources. All teachers have access to online formative assessments to inform instruction. These online formative assessments are used for all in grades K-10 for reading and mathematics. Online benchmark assessments are used in K-6 for reading benchmark assessments. Students in grades K-6 have access to SuccessNet by Pearson in both reading and mathematics. The district uses GradPoint, an online program, for credit recovery in addition to Moodle. The English Learner program uses Rosetta Stone to support students learning English as a second language. Teachers in grades K-5 use iPads with appropriate apps for small groups and centers. Needs: 1. Additional digital devices to support instruction by putting the tools in the hands of all students (1:1 initiative) Data Source: Inventory reports, 2019 Educator Technology Survey Results: The student to device ratio for the district indicates that the district is close to a 1:1 initiative. However, the stationary nature of the majority of these computers and the inaccessibility of federally funded computers purchased for after-school programs limits the availability of the devices. Teachers must take students to a computer lab when all students need access to a computer, and computer labs are shared among classes a fact which also limits availability. Therefore, only 44% of the teachers responding to the survey report that they have sufficient digital devices to effectively integrate technology into their teaching. 2. Additional software programs to meet the needs of all students Data Source: Focus Groups Results: The district has not been able to provide software/online licensing for programs that meet some students needs. These include technology programs and software which would help students prepare for the ACT with Writing.

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

Strength: 1. A strong cadre of teachers exists who model the use of technology and possess the ability to take a leadership role in developing the technology skills of othersData Source: 2019 Educator Technology Survey, STI PD, Focus Groups Results: 65% of the teachers responding to the 2019 Educator Technology Survey report that they routinely or frequently exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and

community building, and developing the leadership and technology skills of others. The leadership roles taken by Jackson County teachers in the development of the technology skills of others is affirmed by the large number of personnel who have participated in an instructor role for professional learning as documented by STI Professional Development records. These leaders include the school Technology Coaches who are full time teachers dedicated to the advancement of educational technology; Instructional Coaches; Media Specialists; and classroom teachers who demonstrate outstanding use of technology. Needs: 1. Ongoing professional learning for teachers and leaders on developing lesson plans that promote active engagement and project-based activities using digital devices to address the Alabama College and Career Ready Standards Data Source: Alabama State Technology Plan, 2019 Educator Technology Survey, the Technology portion of the Equitable Learning Environment Observation Tool (eleot™) Results: Although numerous professional development opportunities have been offered concerning active engagement and project-based learning, the findings of the Equitable Learning Environment and the results of the 2019 Educator Technology Survey indicate that implementation of such strategies is slow. The survey score of 2.68 reveals that teachers are not rating themselves well in this area. The mind set exists that every student must have a computer in order to accomplish the desired purpose. This becomes apparent when teachers indicate in the same survey they do not have enough computer access for students. The responses indicate that many teachers do not have the concept of active engagement and collaborations that is desired by the school district. The district must continue to support teachers with professional development to reinforce the concept and to build the skills necessary to accomplish the task. 2. Ongoing professional learning for teachers, leaders, and staff which results in the greater utilization of the digital resources and technology tools already available to schools. Data Source: 2019 Educator Technology Survey, Inventory, Focus Groups Results: While 90% of the district's classrooms contain interactive whiteboards, and teacher surveys and classroom observations reveal that they are not all in use. Only 55% report that they let students use it. Therefore, there is a need for professional development to help teachers make their interactive white board an instructional tool which may be used by students.

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

Strength:1. The increasingly effective use of technology by classroom teachers Data Source: 2019 Educator Technology Survey Results: The 2019 Educator Technology survey shows an upward trend for using digital games and interactive applications, digital projector, interactive whiteboards, and Apple TVs (connectors). Teachers show an increasing interest in classroom engagement and providing opportunities for solving real-world problems using digital tools and resources. 78% customize learning activities using digital tools and resources. Over 77% of the teachers indicate that they model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate and use information resources to support research and learning; advocate, model, and teach safe, legal, and ethical use of digital information and technology; model creative and innovative thinking and inventiveness using digital resources and tools; and believe they contribute to the overall effectiveness of the teaching profession, their school, and their community by modeling the use of digital resources and tools. Needs: 1. The replacement of technology tools for teachers Data Source: Inventory, 2019 Educator Technology Survey, Focus Groups, Informal School Surveys Results: While a small percentage of teachers still do not have all the technology tools that they desire, another need is making itself known. The equipment first placed into classrooms is aging and some have begun to fail. Digital projectors are most at risk. A majority of digital projectors and whiteboards were purchased with competitive grants and federal funds that

were once available for technology. Those resources are no longer available, and district funds are now being directed toward a 1:1 initiative. The limited nature of those funds require that a 1:1 initiative be phased in over several years. Therefore, it will become impossible to keep pace with the demise of the technology tools now located in classrooms 2. The need to purchase mobile devices to reach a 1:1 initiative Data Sources: Inventory, 2019 Educator Technology Survey, Focus Groups Results: Only 44% of the teachers responding to the survey report that they have sufficient digital devices to effectively integrate technology into their teaching. Teachers need the devices to use with students in order to increase the use of technology and implement the type of instruction desired. It is difficult for the district to support online summative assessment as desired by the Alabama State Department of Education because there are not enough digital devices in its inventory.

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

Strength: 1. The increased fluency shown by teachers in using digital productivity tools Data Source: 2019 Educator Technology Survey, STI INow records, Moodle records, Results: 83% of teachers self-report that they demonstrate fluency in technology use and transferring that knowledge to new technologies and situations. 100% of teachers of core courses use the digital grade book functions in Chalkable InformationNow efficiently. 100% of the teachers are able to complete digital lesson plans, 100% of the teachers use email, and 100% use a desktop computer. 100% of the district teachers demonstrate that they use the Internet. Need:1. Replacements for teacher iPads Data Source: Inventory Results: Over 400 teacher iPads will need to be replaced.

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

Strengths:1. The use of technology by school leaders as a management tool and productivity tool Data Source: 2019 Educator Technology Survey, Inventory, STI Information Now, STI Professional Development, Educate Alabama, Lead Alabama Results: The school district provides administrators with Smart Phones. 100% of the principals use smart phones to maintain communications with their schools and the central office via email, text messages and phone calls while away from the school and to communicate with fellow administrators. 100% of the principals utilize a bank of monitors displaying the real-time video from security cameras which are strategically placed in their schools as a safety measure. 100% of the principals monitor digital lesson plans. 100% of the principals have mobile devices which are used to access a collaborative Principal Moodle site on which the agenda and documents for Principals' Meetings are posted making those meeting as paperless as possible. 100% of the principals are comfortable using management software programs to complete tasks such as recording discipline (Chalkable INow), completing eligibility reports (C2C), evaluating teachers (Educate Alabama), approving professional development (Chalkable PD), and completing their own professional development plans (LEAD Alabama). 89% of the administrators completing the 2019 Educator Technology survey indicate that they routinely or frequently use technology tools and resources and collaborate with others to collect and analyze data, interpret results, and share findings to improve staff performance and student learning. 100% of the principals and assistant principals are trained in the use of the Effective Learning Environment Observation Tool (eleot™), an online classroom observation tool which is administered using an iPad and which aggregates observations into a schoolwide assessment. 2. Principal support of instructional technologyData Source: 2019 Educator Technology Survey, Inventory Results: 84% of principals report that they routinely or

eProve diagnostics

frequently show their support for effective instructional practice by modeling the use of technologies for their staff and other leaders. 100% of the school leaders report that they ensure equitable access to appropriate digital tools and resources to meet the needs of learners. Teachers completing the 2019 Educator Technology survey affirms that the principals in the school district support and promote integrating digital resources and tools in the classroom in their role as instructional leader. The technology inventory reflects the financial commitment by principals by documenting resources purchased at local schools. Need:1. Ongoing professional development in evaluating the use of technology to provide project-based, authentic learning that supports the Alabama College and Career Ready Standards Data Source: Focus Group, 2019 Educator Technology Survey Results: 100% of Administrators indicate an interest in learning more about implementing a school-wide project-based/authentic learning in their schools.

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

Strength: 1. The increased availability of communication tools to reach students, parents, and the community Data Source: Inventory, Network traffic analysis, Focus Groups, Moodle statistics Results: Moodle is available to all students and staff, guest access is also available. Restricted student email is available for all students. Websites, social media platforms, and mass notification software are in use at all schools and the district. These systems are used to inform parents and community. A VOIP system supports a phone in every classroom, office, lab, gym, and other spaces occupied by students and personnel. The system allows instant communication between schools and between classrooms and school offices. 2. The use of technology for safety and security Data Source: Inventory, Network traffic analysis, Focus Groups Results: The VOIP system described above facilitates the rapid dissemination of information during an emergency. A security camera system that runs on the network utilizes cameras which can be accessed from any computer. The camera system, put in by the school district preceded Virtual Alabama, but it became an early part of that project. Its purpose is to allow law enforcement personnel to "see" what is going on inside of a school in an extreme emergency. Need:1. Continued enhancement for the district and school websites Data Source: Observations, the Results of Parent Surveys Results: Parent and community involvement is an area that can be improved. While the district has multiple methods of communication, they can be improved to engage parents. Continued improvement of schools and district websites to provide current, relevant information is in progress. Training for administrators on utilizing the mass notification system is needed.

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.

Topic: Successmaker Management Training for New Teachers Delivery Method: Face to Face Time: 1 Hour Attendees: New Teachers Presenters: Reading Specialists Topic: Using SuccessMaker to Help Struggling Readers Training for New Teachers Delivery Method: Face to Face Time: 1 hour Attendees: New Teachers Presenters: Reading Specialists Topic: Performance Series, Achievement Series, and Gains Analysis Refresher Training Delivery Method: Face to Face Time: 3 hours Attendees: School Administrators, Reading Specialists Presenters: Scantron Representative Topic: Performance Series and Achievement Series Refresher Turn-Around Training Delivery Method: Face to Face Time: 1 hour Attendees: School Administrators, Teachers Presenters: Reading Specialists Topic: Performance Series Gains Analysis Turn-around Training Delivery Method: Face to Face Time: 1 hour Attendees: School Administrators, Teachers Presenters: Reading Specialists Topic: District Technology EdCamp Delivery Method: Face to Face Time: 6 hours Attendees: K-12 Teachers and AdministratorsPresenters: Instructional Technology Specialist Topic: Kami PDF AnnotatorDelivery Method: Face to Face Time: 2 hours Attendees: School Technology Coaches Presenters: Instructional Technology Specialist Topic: Kami PDF Annotator Turn-around Training Delivery Method: Face to Face Time: 1 hour Attendees: School Administrators, Teachers Presenters: School Technology Coaches Topic: myOn Training Delivery Method: Face to Face Time: 2 hours Attendees: School Technology CoachesPresenters: Instructional Technology Specialist Topic: myOn Turn-around Training Delivery Method: Face to Face Time: 1 hour Attendees: School Administrators, Teachers Presenters: School Technology Coaches Topic: Imagine Math Pilot TrainingDelivery Method: VirtualTime: 2 hours Attendees: K-12 Math TeachersPresenters: MyOn Certified TrainersTopic: Digital Citizenship Training and the DLCSDelivery Method: Face to Face Time: 6 hours Attendees: School Technology CoachesPresenters: Instructional Technology Specialist Topic: Digital Citizenship Training and the DLCS Turn-around Training Delivery Method: Face to Face Time: 1 hour Attendees: School Administrators, Teachers Presenters: School Technology Coaches Topic: Clever TrainingDelivery Method: Face to Face Time: 1 hours Attendees: School Technology CoachesPresenters: Instructional Technology Specialist Topic: Clever Turn-around Training Delivery Method: Face to Face Time: 1 hour Attendees: School Administrators, Teachers Presenters: School Technology Coaches Topic: 5-8 Ongoing AMSTII Training as NeededDelivery Method: Face to Face Time: 18 hours Attendees: 5-8 Science Teachers Presenters: AMSTI Representatives Topic: ELEOT 2.0 Training for Administrators Delivery Method: Face to Face Time: 1 hour Attendees: Administrators Presenters: Curriculum Supervisor Topic: Digital Productivity and Instructional Technology PD for Administrators Delivery Method: Face to Face Time: 4 hours Attendees: Administrators Presenters: Instructional Technology SpecialistTopic: Power School Professional Learning TrainingDelivery Method: Face to Face Time: 1 hours Attendees: School Technology CoachesPresenters: Instructional Technology Specialist Topic: PowerSchool Professional Learning Turn-around Training Delivery Method: Face to Face Time: 1 hour Attendees: School Administrators, Teachers Presenters: School Technology Coaches

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.

Attachment Uploaded

ATTACHMENTS

Attachment Name

⊞ 2019-2020 Jackson County Inventory

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 All 17 of the schools in the district, the bus garage, and the central office are connected in a wide-area fiber network. The district provides 9 managed, virtual networks (VLANs) at each location. These are: Data, Financial, Voice, Video Teleconferencing, IT Management, Security, Digital Signage, Employee Access, and Public Access. All VLANs and wireless access is filtered and monitored. Access to each is controlled by access control lists (ACLs) on the routers and by RADIUS servers. The WAN also supports voice over IP telephone system for all offices and all classrooms and over 500 IP security cameras. The Data Center contains a secure, climate-controlled room which contains network servers, routers, and other equipment essential to the functionality of the network. The Data Center serves as the distribution point for Internet connectivity and ensures that all schools have access to this vital tool for student learning. The district uses multiple instructional programs that are accessed through the Internet such as the formative assessments from Scantron Global Scholar, the benchmark assessments from Pearson, and the GradPoint courseware for Credit Recovery. The district provides 9 managed, virtual networks, and three of those are directly related to instruction. The Data network supports instruction by hosting data for instructional programs on servers dedicated to that function. Examples of the programs include the cataloging and circulation data for all media centers, the textbook inventory system, Rosetta Stone (English Learner program to support students learning English as a second language), and special education programs. The Video Teleconferencing network supports instruction delivered by ACCESS. The Public Access network supports the BYOD initiative. LAN Infrastructure All school and support building LANs are wired with six-strand fiber optic cable connecting all classrooms, the media center, the cafeteria, and school offices. The school LANs are configured in a hierarchical star topology with the fiber terminating in the classroom at a switch with at with at least 8 ports (1000Base-TX) and one fiber uplink port (1000Base-FX). School LANs have a dedicated virtual server located in a climate controlled room at the Jackson County IT Center. All schools have 802.11ac wireless arrays with a central controller located at the IT Center to support wireless devices. The LANs provide easy access to the Internet necessary to access Internet resources including the instructional programs integral to student achievement which are hosted by the provider. They also make it possible for students to access the instructional programs hosted by the district. Connectivity Schools connect to the network at a speed of 1GB, and connectivity at the IT Center is 10G. This level of connectivity

provides fast and easy access to the network for all current digital devices and allows room for growth. Bandwidth The bandwidth is 1000Mbs to the internet which is sufficient to provide fast and easy access to the Internet at the current time. Internet Access Access to the internet and all of its instructional resources is provided in every instructional space. Every computer on the district inventory can access the internet. Information Security and Safety The Jackson County School District is fully compliant with the Children's Internet Protection Act. The district utilizes web content filtering, firewalls, access control lists, and virtual networks for security and safety. The district implements levels of access with usernames/passwords. Those layers of access include Administrators, Teachers, Students, and community usage. School data is stored at the Data Center in a secure, temperature-controlled environment. Digital Content Students are able to access multiple sources of digital content on the internet which are made available for school systems such as the Alabama Virtual Library and Kuder (A career awareness and planning site) which are a click away on the internet portal which is customized for each school. Internet access itself opens the door to quality websites which provide digital content across the curriculum. In addition, the district has purchased instructional programs such as Success Maker (a reading and mathematics program for grades K through 6), special education programs, and EL programs. District schools also subscribe to a combination of the following online programs including the STAR Reading and STAR Mathematics formative assessments, Accelerated Reader, Accelerated Math, Pearson Success Net, and Pearson SuccessMaker. The extensive use of iPads for small group work and centers in the primary grades is supported by literally hundreds of apps which were selected for their correlation with the curriculum. Digital Tools Students have access to 5898 devices in classroom mini-labs, media centers, classroom-capacity labs, and mobile cart labs. All teachers have a desktop computer and an iPad. Interactive whiteboards are available in 79% of the classrooms and 159 classrooms contain Apple TV connectors. Teachers and students have access to 102 networked printers and 388 stand-alone printers. 100% of classrooms contain a digital projection device or other type of non-interactive display device. These devices are used as research, learning tools, and productivity tools on the part of the students and the teachers. Teachers plan lessons that utilize technology as an instructional tool and a hands-on learning device for students.

Data Compliance

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

Must attach a copy of the policy.

Attached

ATTACHMENTS

Attachment Name

📄 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.

Attached, contained within Data Governance Policy

ATTACHMENTS

Attachment Name

📄 Data Governance Policy

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.

Virtual Education section of Board Policy Attached

ATTACHMENTS

Attachment Name

📄 Virtual Education

E. Goals, Objective and Activities

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.)

Step 1: Download and complete the Goals, Objective and Activities spreadsheet.
Step 2: Upload the Goals, Objective and Activities spreadsheet.

- **I have completed and uploaded the Goals, Objective and Activities spreadsheet.**
- ○ I have not completed or uploaded the Goals, Objective and Activities spreadsheet.

ATTACHMENTS

Attachment Name

⊞ 2019-2020 Alabama Technology Goals, Objective, and activities

F. Surveys

This survey should be completed each year from March to May. Use the results from the survey to write or update your Technology Plan each year.

I certify to the best of my knowledge and belief that the Alabama Educator Technology Survey has been completed for this district.

- **I certify**
- ○ I do not certify

G. District Assurances

The last step before submitting your plan to the ALSDE is to review the Assurances Statements document. If the statements are true, then both the Technology Coordinator and Superintendent should sign it. It is then uploaded as an attachment into eProve™ diagnostics.

Assurances Document

Step 1: Download and complete the Alabama Technology Plan District Assurance document.
Step 2: Upload the completed Alabama Technology Plan District Assurance.

- **I have completed and uploaded the Alabama Technology Plan District Assurance.**
- ○ I have not completed or uploaded the Alabama Technology Plan District Assurance.

ATTACHMENTS

Attachment Name

2019-2020 Assurance page

G. District Assurances

Attachment Summary

Attachment Name	Description	Associated Item(s)
2019-2020 Alabama Technology Goals, Objective, and activities		• E
2019-2020 Assurance page		• G
2019-2020 Jackson County Inventory		• D.3
Data Governance Policy		• D.5 • D.6
Virtual Education	Virtual Education Section of Board Policy	• D.7

LEA Name:	School Year:	
Jackson County	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:
- 2 measurable objectives
- 2-3 activities
You can add more objectives and activities

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 '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?

85% of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in using digital tools responsibly, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in Social Studies, Science, and in English Language Arts by 05/01/2020 as measured by classroom observations using the Effective Learning Environment Observation Tool.

	Activity Type	Begin date	End date	Resource Assigned (funding amount)	Source of Funding (Genearl Fund, USAC, Grant, etc.)	Staff Responsible
1. Activity Name: Provide Professional Development for Teachers on Using Digital Tools - Teachers will participate in workshops which focus on using digital tools to foster active, student-engagement, critical thinking, problem solving, and collaboration skills using technology.	Professional Learning	11/15/19	5/29/20	0	No Funding Required	Curriculum Supervisor, Principals, Instructional Tecnology Specialist, Technology Coaches, and Teachers
Activity Description: Using the trainer of the trainer model (District Instructional Technology Specialist trains School Tech Coach who train Teachers/Admins) teachers will be offered training on topics that will enhance their ability to use digital tools to foster active, student-engagement, critical thinking, problem solving, and collaboration skills using technology. Topics will include: Kami, Clever, myON, Digital Citizenship, and the DLCS.						
2. Activity Name: District Technology EdCamp	Professional Learning	08/01/19	08/01/19	0	No Funding Required	Curriculum Supervisor, Principals, Instructional Tecnology Specialist, Technology Coaches, and Teachers
Activity Description: The school district will host an educational technology EdCamp for teachers offering a wide variety of PD topics for teachers to choose from that will enhance usage of existing technologies within the district.						

2. 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?

80% of All Students will collaborate to complete authentic, multi-disclipline projects annually to increase content knowledge and ensure the development of critical thinking, problem solving, and collaboration skills in Science, Technology, Engineering, and in Mathematics by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations.

	Activity Type	Begin date	End date	Resource Assigned (funding amount)	Source of Funding (Genearl Fund, USAC, Grant, etc.)	Staff Responsible
1. Activity Name: AMSTII Professional Development for 5-8 Teachers	Professional Learning	07/01/2016	06/01/2020	0	No Funding Required	Curriculum Supervisor, Instructional Technology Specialist
Activity Description: Continue to use AMSTII ongoing professional development in schools to support existing use of AMSTII materials.						
2. Activity Name: Imagine Math Pilot	Professional Learning	08/01/19	5/29/20	0	No Funding Required	Curriculum Supervisor
Activity Description: The district will participate in the state pilot for Imagine Math and schedule virtual PD training for math teachers in the district on how to use the site.						

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?	Collaborate to ensure that Educational Administrators encourage an environment that promotes active engagement and the use of digital resources by students by 05/29/2020 as measured by the Transform 2020 Teacher Survey.

	Activity Type	Begin date	End date	Resource Assigned (funding amount)	Source of Funding (Genearl Fund, USAC, Grant, etc.)	Staff Responsible
1. Activity Name: Ongoing Digital Productivity and Instructional Technology PD for Administrators	Professional Learning	12/01/19	05/29/20	0	No Funding Required	Curriculum Supervisor, Instructional Technology Specialist, and Administrators
Activity Description: The district instructional technology specialist will periodically train administrators at administrator meetings on digital tools that will enhance their productivity and help them recognize effective use of technology in the classroom.						
2. Activity Name: Prepare All Principals and Assistant Principals to Evaluate Technology Use	Professional Learning	08/03/2015	07/24/2020	0	No Funding Required	Superintendent, District Supervisors, and Administrators
Activity Description: Training in the use of the Effective Learning Environment Observation Tool 2.0 will be provided for all new principals and new assistant principals in order to maintain a fully trained group of administrators.						

2. 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?	Collaborate to ensure that all teachers use technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas to facilitate real-life experience that advance student learning by 01/01/2020 as measured by Transform 2020 Teacher Surveys and Principal Observation Checklists.

	Activity Type	Begin date	End date	Resource Assigned (funding amount)	Source of Funding (Genearl Fund, USAC, Grant, etc.)	Staff Responsible
1. Activity Name: Provide Professional Development for Teachers on Using Digital Tools - Teachers will participate in workshops which focus on using digital tools to foster active, student-engagement, critical thinking, problem solving, and collaboration skills using technology.	Professional Learning	11/15/19	5/29/20	0	No Funding Required	Curriculum Supervisor, Principals, Instructional Tecnology Specialist, Technology Coaches, and Teachers
Activity Description: Using the trainer of the trainer model (District Instructional Technology Specialist trains School Tech Coach who train Teachers/Admins) teachers will be offered training on topics that will enhance their ability to use digital tools to foster active, student-engagement, critical thinking, problem solving, and collaboration skills using technology. Topics will include: Kami, Clever, myON, Digital Citizenship, and the DLCS.						
2. Activity Name: District Technology EdCamp	Professional Learning	08/01/19	08/01/19	0	No Funding Required	Curriculum Supervisor, Principals, Instructional Tecnology Specialist, Technology Coaches, and Teachers
Activity Description: The school district will host an educational technology EdCamp for teachers offering a wide variety of PD topics for teachers to choose from that will enhance usage of existing technologies within the district.						

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 "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?*	Collaborate to ensure that all students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity to access the Internet, digital learning resources, productivity tools, online assessments, and data throughout the school year beginning by 06/30/2019 as measured by the Educator Technology Survey and network monitoring.

	Activity Type	Begin date	End date	Resource Assigned (funding amount)	Source of Funding (Genearl Fund, USAC, Grant, etc.)	Staff Responsible
1. Activity Name: E-rate/USAC Application for Internet Access	Technology	1/4/19	6/30/20	$0	District Funding	Technology/E-rate Coordinator, Network Administrator
Activity Description: The district will continue to participate in the Alabama Supercomputer Authority consortium which will apply for funding from E-rate/USAC for Internet access.						
2. Activity Name: E-rate/USAC Application for WAN Connectivity	Technology	1/4/19	6/30/20	$35,568	District Funding	Technology/E-rate Coordinator, Network Administrator
Activity Description: The school district will continue to execute a contract to provide fiber network connecting all schools, the Central Office, and the bus garage at 1 Gbps. The Data Center will continue to be connected at 10 Gbps. An application will be filled with E-rate/USAC for funding.						

2. 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?*	Collaborate to provide adequate communication tools to ensure the operational integrity and safety of all district facilities by 09/30/2020 as measured by Transform 2020 and CIP surveys.

	Activity Type	Begin date	End date	Resource Assigned (funding amount)	Source of Funding (Genearl Fund, USAC, Grant, etc.)	Staff Responsible

1. Activity Name: Execute a Lease for VOIP Handsets	Technology	10/1/16	6/30/20	$44,000	District Funding	Technology Coordinator, Network Administrator
Activity Description: The district will lease VOIP handsets which will be installed to all classrooms, other instructional spaces such as gyms, and all offices in the school district.						
2. Activity Name: Implement a new VOIP Management System	Technology	10/1/16	9/30/20	$0	District Funding	Technology Coordinator, Network Administrator, IT Staff
Activity Description: The school district will continue to maintain and manage the VOIP System for the district.						

Alabama Department of Education

Additional Goals

Goal 3 (Cont.): 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.

3. 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?*	**Collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device by 09/30/2020 as measured by the technology inventory.**				
	Activity Type	**Begin date**	**End date**	**Resource Assigned (funding amount)**	**Source of Funding (Genearl Fund, USAC, Grant, etc.)**
1. Activity Name: Replace inadequate teacher computers and Purchasing new student devices	Technology	11/1/16	11/1/23	$472,000	District Funding
Activity Description: The district will replace inadequate teacher desktop computers and the last remaining analog monitors by executing a four year lease. The district will also execute and five year lease for student 1-to-1 initiative devices.					
2. Activity Name: Advocate for Funding for Educational Technology	Technology	1/2/15	9/1/20	$0	No Funding Required

Activity Description: Educators in the Jackson County School District will participate in advocacy for state funding for educational technology.

4. Measurable Objective:

Collaborate to ensure the integrity of school LANS through equipment replacement by 06/30/2020 as measured by inventory analysis and network monitoring.

	Activity Type	Begin date	End date	Resource Assigned (funding amount)	Source of Funding (Genearl Fund, USAC, Grant, etc.)
1. Activity Name: Replace Core Network Equipment and install WiFi in non Instructional Areas	Technology	1/4/18	6/30/20	$100,000	District Funding, USAC Funding
Activity Description: The district will replace core network equipment for all schools. The district will purchase the equipment necessary to add WiFi to non instructional spaces (ball fields, press boxes, and concession stands). Funding from the Schools and Libraries Corporation will be sought for eligible equipment.					
2. Activity Name: Rewire School Computer Labs and Replace Core Battery Backup Units	Technology	10/1/18	7/31/20	$40,000	District Funding
Activity Description: The district will rewire 20 computer labs located at schools. The IT staff will complete the task, and wall rack. cable, and cable management will be purchased. The district will also replace end-of-life battery backup units (UPS) in core locations at all schools.					