# DISTRICT
# DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to allow the district to provide a perspective on what it considers to be vital and critically important in relation to digital learning implementation, student performance outcome improvement and how progress in digital learning will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by ss.1011.62(12)(b), F.S. For additional assistance completing the District DCP, please use the checklist and accompanying instructions to ensure you have included all requested components. The components provided by the district will be used to monitor long-range progression of the District DCP and may impact funding relevant to digital learning improvements.

## Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

The district's overview component of the plan should document the district's overall focus and direction with respect to how the incorporation and integration of technology into the educational program will improve student performance outcomes.

The **general introduction/background/district technology policies** component of the plan should include, but not be limited to:

I.1 District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:

- The digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in ss.1011.62(12)(b), F.S.;
- Development of partnerships with community, business and industry; and
- Integration of technology in all areas of the curriculum, English for Speakers of Other Languages (ESOL) and special needs including students with disabilities.

| Title/Role | Name: | Email: | Phone: |
|---|---|---|---|
| Information Technology District Contact | Joe Martinez | joseph.martinez@bakerk12.org | 904-397-9019 |
| Curriculum District Contact | Tom Hill | thomas.hill@bakerk12.org | 904-259-0429 |
| Instructional District Contact | Tom Elledge | thomasm.elledge@bakerk12.org | 904-397-9019 |

| | | | |
|---|---|---|---|
| Assessment District Contact | Susan Voorhees | susan.voorhees@bakerk12.org | 904-259-6776 |
| Finance District Contact | Marcelle Richardson | julia.richardson@bakerk12.org | 904-259-0418 |
| District Leadership Contact | Susan Voorhees | susan.voorhees@bakerk12.org | 904-259-6776 |
| District Student Services Contact | Nancy Crews | nancy.crews@bakerk12.org | 904-259-7825 |
| Community Partner Contact | Tracey Wilkerson | wilkersont@nefec.org | 386-329-3800 |
| Community Partner Contact | Joy Davis | davisj@nefec.org | 386-329-3800 |
| Community Partner Contact | Ethan Caren | carene@nefec.org | 386-329-3800 |

I.2 Planning Process - Summarize the process used to write this plan including but not limited to:

- How parents, school staff and others were involved;
- Relevant training and instruction for district leadership and support personnel;
- Development of partnerships with community, business and industry; and
- Integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

Over a period of several weeks, the District Digital Classrooms Team (DDCT) conducted an overview of the District Digital Classrooms Plan Guidance along with presenting the Needs Analysis, Technology Readiness Inventory results, Technology Integration Matrix criteria and website resources, District Goals (that are included in the District Strategic Plan) along with the current funding sources used to meet technology requirements and needs. The audience for these overviews included multiple levels of stakeholders-from the Superintendent to individual schools' representatives. The benefits of instructional technology were showcased during a September 2015, School Board Meeting. Students and teachers presented multiple educational technology tools utilized in daily instruction. Parents and community members were present for the showcase presentation.

Baker County School District is committed to reaching all learners, regardless of their abilities. Students with disabilities may require accommodations and modifications, and the District is committed to utilizing flexible ways to present information such as digital books (iPads), text-to-speech applications, and specialized software. The district employs a variety of assistive technology devices to augment, supplement and complement the educational process for students with special needs. Tier 2 and Tier 3 MTSS School-based Leadership Teams identify assistive technology needs on a case-by-case basis. All instructors' computers have the ability to activate the "Accessibility Options" built in to the Microsoft and Mac operating system. On the upper-grade levels, students have access to a collaborative global community of learners, using tools such as online learning, podcasts, and wikis.

The District Team for the District Digital Classrooms Plan will also assist in the implementation of the activities described in the focus areas. The plan consists of a comprehensive program that effectively uses technology to help students meet or exceed the state academic content standards in all core content areas including English Language Arts, Mathematics, Science and Social Studies along with the English Language Development standards.

I.3 Technology Integration Matrix (TIM) – Summarize the process used to train, implement and measure classrooms using the TIM.

During the previous school year, an overview session was conducted to make administrators aware of the TIM. Educational leaders were instructed to reference the TIM when completing the technology component of instructional evaluations. Select technology teachers were paced through the TIM on multiple occasions. One instructional staff member created professional development modules and held voluntary inservice sessions to progress instructors on the TIM continuum. The same instructor designed student lessons based on the Technology Integration Matrix Grade Level Index.

During October 2015, the district will enter into an agreement with the Florida Center for Instructional Technology to utilize the Technology Integration Matrix Observation Tool (TIM-O). As part of this agreement, the district will be training 25 staff members utilizing iTeach professional learning courses. District and school-level staff members will meet during the school year to determine the district's level of implementation of TIM.

I.4 Multi-Tiered System of Supports (MTSS) - By using an MTSS in the planning process, the district will provide a cohesive and comprehensive approach to meeting the needs of all learners. The DCP requires districts to summarize the process used to write this plan including but not limited to:

- Describe the problem-solving process based on available district-specific data which were used for the goals and needs analysis established in the plan;
- Explain the existing system used to monitor progress of the implementation plan; and
- How the district intends to support the implementation and capacity described in the plan.

The district engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system purpose leading to student success. The Baker County District Leadership Team (DLT) has been working to employ need-driven decision-making and communication with stakeholders seeking to ensure that district resources reach the appropriate students (and schools) at the appropriate levels to accelerate the performance of all students to achieve and/or exceed proficiency.

The MTSS/DAPPS Initiative is a way of work for the district. The purpose of the eight-step planning/problem-solving process, currently being implemented by school-based MTSS teams, is to ensure improved student achievement. The MTSS process is a basic component of Florida Standards Implementation and the Bureau of School Improvement Plans and will assist the

District in making, planning, and reaching goals leading to student success. As the school district continues to communicate the vision and mission of our system, Baker County School District will utilize the MTSS/DAPPS method to monitor progress and improvement.

Each school-based MTSS team submits their agenda and minutes to the district designee for monitoring. Every school principal is a member of our DLT and is available to inform the full team of progress and implementation.

The District Digital Classrooms Team (DDCT) will assist the DLT in the implementation and progress monitoring of the activities described in the focus areas of the DCP. There will be quarterly meetings of the DDCT. Designated members will provide status reports related to implementation.

I.5 District Policy - The district should provide each of the policies listed below and include any additional digital technology relevant policy in the "other/open" category. If no district policy exists in a certain category, please use "N/A" to indicate that this policy is currently non-applicable. (This does not preclude the district from developing and including a relevant policy in the future.)

**These policy types are suggestions, please complete as they are available or add additional if necessary.**

| Type of Policy | Brief Summary of Policy (limit character) | Web Address (optional) | Date of Adoption |
|---|---|---|---|
| Student data safety, security and privacy | **Baker School District Policy 5.190 Student Records School Board Rules and Procedures for maintaining student records shall be consistent with Florida Statutes, State Board of Education rules, and Federal laws relating to FERPA and Privacy Rights of Parents and Students.** | **http://board-policies.baker.k12.fl.us/modules/groups/homepagefiles/gwp/2236252/2372817/File/BCSB%20Policy%20Handbook.pdf?sessionid=329fa08cf8a2143c62c908d566e7886d** | **Last revised 9/20/2010** |
| District teacher evaluation components relating to technology (if applicable) | **The components of the district evaluation system list expectations for instructors to receive ratings related to the following:**<br>– **Consistently utilizes current research and new and innovative instructional materials.**<br>– **Seeks out and integrates technology to maximize student learning.**<br>– **Incorporates a variety of activities designed to foster higher level thinking and problem solving.**<br>– **All students are involved in relevant work in which they are active learners and problem solvers.** | **http://curriculum-and-instruction.baker.k12.fl.us/modules/locker/files/group_files.phtml?gid=2276777&parent=28635618&sessionid=a22ed5edb88bf0271ec72ec7fa4465cc** | **No changes since original adoption** |

| | | | |
|---|---|---|---|
| BYOD (Bring Your Own Device) Policy | **Any device that can connect in any way to the Baker County School District wireless network is considered an electronic mobile device under this policy. All privately owned electronic mobile devices attached and/or connected to the District network are treated as District computers and are to be used to enhance the educational process with proper teacher supervision.** | **http://technology.baker.k12.fl.us/modules/groups/homepagefiles/gwp/2236252/2274691/File/Baker_electronic_device_agreement.pdf?sessionid=171753934ed7fba6c59a26581bc3193f** | **N/A** |
| Policy for refresh of devices (student and teachers) | **N/A** | **N/A** | **N/A** |
| Acceptable/Responsible Use policy (student, teachers, admin) | **Students, parents, and employees sign a network/Internet acceptable procedures contract. These contracts are found in every student planner and employee handbook.** | **http://bchs.baker.k12.fl.us/modules/groups/homepagefiles/cms/2168225/File/Planner%202020 13.pdf?sessionid=e1a7aaad1c9ea62e2129741d57503cba** | **N/A** |
| Master Inservice Plan (MIP) technology components | **The purpose of the technology components is to provide teachers and staff with the ability to use appropriate technology in teaching and learning process.** | **http://www2.nefec.org/mip/** | **July 2015** |
| Other/Open Response | | | |

## Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

### STEP 1 – Needs Analysis:

Districts should evaluate current district needs based on student performance outcomes and other key measurable data elements for digital learning.

A) Student Performance Outcomes
B) Digital Learning and Technology Infrastructure
C) Professional Development
D) Digital Tools
E) Online Assessments

One of the primary reasons for developing a technology plan is to find ways to effectively integrate technology into the curriculum. The District believes that technology should promote higher-level learning, problem solving, critical thinking skills, and collaboration across all curricular areas. Baker County School District is continuing to refine the use of the Online Assessment Reporting System and reports available through the Baker County School District Portal as online repositories of classroom and district assessments.

The District will continue to raise the level of technology integration in the learning experience for all students. Instructors must become more comfortable using technology to support student learning in the classroom. Students should develop critical thinking skills and become better readers, writers, and mathematicians because of their interaction with classroom technology. Instructors should be using technology tools to assist them in making sound instructional decisions for their students. The evaluation that was completed as part of the technology planning effort has assisted the District in identifying several areas of focus. The District Technology Plan addresses how the district's technology effort will continue to support the curricular needs of students over the next five years. Planning for high performance learning begins by focusing on student learning. The Florida Standards and NGSSS curriculum standards need to be aligned with student technology standards. As we continue the process of using standards-based instruction and aligning technology standards, the District will be better prepared to plan for staff development and infrastructure management.

Our curriculum goals are divided into four areas:

1. Integrate technology tools/equipment to support student learning and achievement to assist instructors in the delivery of the core curriculum
2. Use assessment data to inform and guide student learning activities and lesson plan development
3. Identify appropriate software and courseware to support the instructional program of the District
4. Increase student achievement in all core content areas including English Language Arts, Mathematics, Science, Social Studies and Visual and Performing Arts as well as English Language Development.

Baker County School District instructors use data on student academic performance to inform and guide instructional decisions in their classrooms. Currently, teachers use the Skyward, Performance Matters, PMRN, STAR, AR 360 and Discovery Education Assessments systems to track data in their classrooms. In addition, District staff works with NEFEC to generate reports and monitor student achievement.

The district has determined a priority need for student technology devices. The DDCT, along with instructional input, has decided that Chromebook devices should be purchased to equip our students with the necessary access to technology. In addition, the team has identified instructional and progress monitoring software programs related to core academic subjects and digital skills development for implementation.

## Highest Student Achievement

Student Performance Outcomes:
Districts shall improve classroom teaching and learning to enable all students to be digital learners with access to digital tools and resources for the full integration of the Florida Standards.

After completing the suggested activities for determining the student performance outcomes described in the DCP guidance document, complete the table below with the targeted goals for each school grade component. Districts may add additional student performance outcomes as appropriate. Examples of additional measures are District Improvement and Assistance Plan (DIAP) goals, district Annual Measurable Objectives (AMOs) and/or other goals established in the district strategic plan.

Data are required for the metrics listed in the table. For the student performance outcomes, these data points should be pulled from the school and district school grades published at http://schoolgrades.fldoe.org. Districts may choose to add any additional metrics that may be appropriate below in the table for district provided outcomes.

| ***A.*** **Student Performance Outcomes (Required)** | | **Baseline** | **Target** | **Date for Target to be Achieved** ***(year)*** |
|---|---|---|---|---|
| II.A.1. | ELA Student Achievement | TBD from school year 2014-15 | TBD 2016 | |
| II.A.2. | Math Student Achievement | TBD from school year 2014-15 | TBD 2016 | |
| II.A.3. | Science Student Achievement – 5th and 8th Grade | 47% | 50% | 2016 |
| II.A.4. | Science Student Achievement – Biology | 69% | 70% | 2016 |
| II.A.5. | ELA Learning Gains | TBD from school year 2014-15 | TBD 2016 | |
| II.A.6. | Math Learning Gains | TBD from school year 2014-15 | TBD 2016 | |
| II.A.7. | ELA Learning Gains of the Low 25% | TBD from school year 2014-15 | TBD 2016 | |
| II.A.8. | Math Learning Gains of the Low 25% | TBD from school year 2014-15 | TBD 2016 | |

| *B.* **Student Performance Outcomes (Required)** | | **Baseline** | **Target** | **Date for Target to be Achieved** ***(year)*** |
|---|---|---|---|---|
| II.A.9. | Overall, 4-year Graduation Rate | 67% | 77% | 2016 |
| II.A.10. | Acceleration Success Rate | 89% | 93% | 2017 |
| **A. Student Performance Outcomes (District Provided)** | | **Baseline** | **Target** | **Date for Target to be Achieved** ***(year)*** |
| II.A.11. (D) | District not utilizing local assessments for these purposes | | | |

**Student Performance Outcomes**

According to the Annual Measurable Objectives (AMOs) for Florida's Schools, Districts and the State, 2013-14 report, Baker County School District failed to make Target AMO in Reading for the following subgroups: Black/African American, White, Students with Disabilities, and Economically Disadvantaged. The only subgroup that met the Target AMO in Reading was Hispanic.

*AMO Target: Reading, All Students (Target: 69, Actual: 58)*
*AMO Target: Reading, Black/African American (Target: 48, Actual: 33)*
*AMO Target: Reading, Economically Disadvantaged (Target: 62, Actual: 49)*
*AMO Target: Reading, Students With Disabilities (Target: 50, Actual: 38)*
*AMO Target: Reading, White (Target: 72, Actual: 62)*

The 2013-14 report also indicated the District failed to make the Target AMO for Mathematics for the subgroups: Black/African American, White, Students with Disabilities and Economically Disadvantaged. Although the Black/African American students did not meet the Target AMO for Mathematics, the subgroup is improving in Mathematics. The only subgroups that met the Target AMO for Mathematics were Asian and Hispanic.

*AMO Target: Mathematics, All Students (Target: 70, Actual: 61)*
*AMO Target: Mathematics, Black/African American (Target: 50, Actual: 39)*
*AMO Target: Mathematics, Economically Disadvantaged (Target: 63, Actual: 52)*
*AMO Target: Mathematics, White (Target: 73, Actual: 64)*

## Quality Efficient Services

Technology Infrastructure:
Districts shall create a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software.

For the infrastructure needs analysis, the required data points can and should be pulled from the Technology Readiness Inventory (TRI). The baseline should be carried forward from the 2014 plan. Please describe below if the district target has changed. Districts may choose to add any additional metrics that may be appropriate.

| ***B.*** **Infrastructure Needs Analysis (Required)** | | **Baseline from 2014** | **Actual from Spring 2015** | **Target** | **Date for Target to be Achieved** ***(year)*** | **Gap to be addressed** ***(Actual minus Target)*** |
|---|---|---|---|---|---|---|
| II.B.1. | Student to Computer Device Ratio | ___1__:_.427 | __1___:_.54 | __1__:__1__ | 2019 | __1___:__.46 |
| II.B.2. | Count of student instructional desktop computers meeting specifications | 903 | 898 | 850 | 2015 | We are no longer purchasing student desktop computers. |
| II.B.3. | Count of student instructional mobile computers (laptops) meeting specifications | 224 | 1,770 | 5,000 | 2019 | 3,230 |
| II.B.4. | Count of student web-thin client computers meeting specifications | 90 | 65 | 65 | 2015 | We are no longer purchasing web-thin clients. |
| II.B.5. | Count of student large screen tablets meeting specifications | 12 | 5 | 5 | 2015 | We purchase these devices dependent upon student need. |
| II.B.6. | Percent of schools meeting recommended bandwidth standard | 0% | 0% | 100% | 2019 | 100% |
| II.B.7. | Percent of wireless classrooms (802.11n or higher) | 50% | 100% | 100% | 2015 | 0% |

| B. Infrastructure Needs Analysis (Required) | | Baseline from 2014 | Actual from Spring 2015 | Target | Date for Target to be Achieved *(year)* | Gap to be addressed *(Actual minus Target)* |
|---|---|---|---|---|---|---|
| II.B.8. | District completion and submission of security assessment * | N/A | N/A | N/A | N/A | N/A |
| II.B.9. | District support of browsers in the last two versions | N/A | Yes | Met | 2015 | N/A |

| B. Infrastructure Needs Analysis (District Provided) | | Baseline | | Target | Date for Target to be Achieved *(year)* | |
|---|---|---|---|---|---|---|
| II.B.10. (D) | | | | | | |
| II.B.11. (D) | | | | | | |
| II.B.12. (D) | | | | | | |

* Districts will complete the security assessment provided by the FDOE. However under s. 119.07(1) this risk assessment is confidential and exempt from public records. **Completed and submitted on**

- **Skilled Workforce and Economic Development**

  Professional Development:
  Instructional personnel and staff shall have access to opportunities and training to assist with the integration of technology into classroom teaching.

Professional Development should be evaluated based on the level of current technology integration by teachers into classrooms. This will measure the impact of the professional development for digital learning into the classrooms. The Technology Integration Matrix (TIM) can be found at: http://fcit.usf.edu/matrix/matrix.php. Average integration should be recorded as the percent of teachers at each of the five categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

| ***C.*** **Professional Development Needs Analysis (Required)** | | **Baseline (to be established in 2015)** | **Target** | **Date for Target to be Achieved** ***(year)*** |
|---|---|---|---|---|
| II.C.1. | Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations) | Entry: 18%<br>Adoption: 41%<br>Adaption: 30%<br>Infusion: 10%<br>Transform: 1% | Entry: 14%<br>Adoption: 37%<br>Adaption: 35%<br>Infusion: 12%<br>Transform: 2% | 2016 |
| II.C.2. | Percentage of total evaluated teacher lessons plans at each level of the TIM | Entry: 0%<br>Adoption: 0%<br>Adaption: 0%<br>Infusion: 0%<br>Transform: 0% | Entry: 14%<br>Adoption: 37%<br>Adaption: 35%<br>Infusion: 12%<br>Transform: 2% | 2016 |

| **C. Professional Development Needs Analysis (District Provided)** | | **Baseline** | **Target** | **Date for Target to be Achieved** ***(year)*** |
|---|---|---|---|---|
| II.C.3. (D) | | | | |
| II.C.4. (D) | | | | |

- **Seamless Articulation and Maximum Access**

  Digital Tools:
  Districts shall continue to implement and support a digital tools system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

A key component to digital tools is the implementation and integration of a digital tool system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance. Districts may also add metrics for the measurement of CAPE (Career and Professional Education) digital tools. For the required metrics of the digital tool system need analysis, please use the following responses:

| ***D.*** **Digital Tools Needs Analysis (Required)** | | **Baseline (to be established in 2015)** | **Baseline (to be established in 2015)** | **Target** | **Date for Target to be Achieved *(year)*** |
|---|---|---|---|---|---|
| | **Student Access and Utilization** (S) | **% of student access** | **% of student utilization** | **% of student access** | School Year |
| II.D.1. (S) | A system that enables access and information about standards/benchmarks and curriculum. | 100 % | 10% | 100 % | 2016 |
| II.D.2. (S) | A system that provides students the ability to access instructional materials and/or resources and lesson plans. | 100 % | 20 % | 100 % | 2016 |
| II.D.3. (S) | A system that supports student access to online assessments and personal results. | 100 % | 85 % | 100 % | 2016 |
| II.D.4. (S) | A system that houses documents, videos, and information for students to access when they have questions about how to use the system. | 0 % | 0 % | 25 % | 2017 |
| II.D.5. (S) | A system that provides secure, role-based access to its features and data. | 100 % | 85 % | 100% | 2016 |

| *D.* **Digital Tools Needs Analysis (Required)** | | **Baseline (to be established in 2015)** | **Baseline (to be established in 2015)** | **Target** | **Date for Target to be Achieved** ***(year)*** |
|---|---|---|---|---|---|
| | **Teachers/Administrators Access and Utilization** (T) | **% of Teacher/ Admin access** | **% of Teacher/ Admin Utilization** | **% of Teacher/ Admin access** | |
| II.D.1. (T) | A system that enables access to information about benchmarks and use it to create aligned curriculum guides. | 100 % | 70 % | 100 % | 2016 |
| II.D.2. (T) | A system that provides the ability to create instructional materials and/or resources and lesson plans. | 100 % | 70 % | 100 % | 2016 |
| II.D.3. (T) | A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring. | 100 % | 55 % | 100 % | 2016 |
| II.D.4. (T) | A system that includes district staff information combined with the ability to create and manage professional development offerings and plans. | 0 % | 0 % | 100 % | 2019 |
| II.D.5. (T) | A system that includes comprehensive student information that is used to inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress. | 100 % | 55 % | 100 % | 2016 |
| II.D.6. (T) | A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and | 100 % | 40 % | 100 % | 2016 |

| | | | | | |
|---|---|---|---|---|---|
| | instructional resources to provide new ways of viewing and analyzing data. | | | | |
| II.D.7. (T) | A system that houses documents, videos and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system. | 100 % | 25 % | 100 % | 2017 |
| II.D.8. (T) | A system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents and district administrators to use data to inform instruction and operational practices. | 100 % | 65 % | 100 % | 2016 |
| II.D.9. (T) | A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support. | 100 % | 70 % | 100 % | 2016 |

| ***D.*** **Digital Tools Needs Analysis (Required)** | | **Baseline (to be established in 2015)** | **Baseline (to be established in 2015)** | **Target** | **Date for Target to be Achieved** ***(year)*** |
|---|---|---|---|---|---|
| | **Parent Access and Utilization** (P) | **% of parent access** | **% of parent utilization** | **% of parent access** | |
| II.D.1. (P) | A system that includes comprehensive student information which is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress. | 100 % | 30 % | 100% | 2017 |

| *D.* **Digital Tools Needs Analysis (Required)** | | **Baseline** **(to be established in 2015)** | **Target** | **Date for Target to be Achieved** ***(year)*** |
|---|---|---|---|---|
| (IM) | **Instructional Materials** | **Baseline %** | **Target %** | **School Year** |
| II.D.1. (IM) | Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16) | 50 % | 65 % | 2017 |
| II.D.2. (IM) | Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years) | 20 % | 25 % | 2017 |
| II.D.3. (IM) | Percentage of instructional materials integrated into the district Digital Tools System | 0 % | 20 % | 2018 |
| II.D.4. (IM) | Percentage of the materials in answer 2 above that are accessible and utilized by teachers | 40% | 60 % | 2017 |
| II.D.5. (IM) | Percentage of the materials in answer two that are accessible and utilized by students | 15 % | 30 % | 2017 |
| II.D.6. (IM) | Percentage of parents that have access via an LIIS to their students instructional materials [ss. 1006.283(2)(b)11, F.S.] | 15 % | 30 % | 2017 |
| *D.* **Digital Tools Needs Analysis (District Provided)** | | **Baseline** | **Target** | **Date for Target to be Achieved** ***(year)*** |
| II.D.7. (IM) | | | | |

- **Quality Efficient Services**

  Online Assessment Readiness:
  Districts shall work to reduce the amount of time used for the administration of computer-based assessments.

Online assessment (or computer-based testing) will be measured by the computer-based testing certification tool and the number of devices available and used for each assessment window.

| ***E.*** **Online Assessments Needs Analysis (Required)** | | **Baseline** **(to be established in 2015)** | **Target** | **Date for Target to be Achieved** ***(year)*** |
|---|---|---|---|---|
| II.E.1. | Computers/devices available for statewide FSA/EOC computer-based assessments | 2420 | 3500 | 2016 |
| II.E.2. | Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments | 0 % | 33% | 2016 |
| **E. Online Assessments Needs Analysis (District Provided)** | | **Baseline** | **Target** | **Date for Target to be Achieved** ***(year)*** |
| II.E.3. (D) | | | | |

**STEP 2 – Goal Setting:**

Provide goals established by the district that support the districts mission and vision. These goals may be the same as goals or guiding principles the district has already established or adopted.

These should be long-term goals that focus on the needs of the district identified in step one. The goals should be focused on improving education for all students including those with disabilities. These goals may be already established goals of the district and strategies in step three will be identified for how digital learning can help achieve these goals.

**Districts should provide goals focused on improving education for all students, including those with disabilities. These goals may be previously established by the district.**

Enter district goals below:

1. Integrate technology tools/equipment to support student learning and achievement to assist instructors in the delivery of the core curriculum
2. Use assessment data to inform and guide student learning activities and lesson plan development
3. Identify appropriate software and courseware to support the instructional program of the District
4. Increase student achievement in all core content areas including English Language Arts, Mathematics, Science, Social Studies and Visual and Performing Arts as well as English Language Development

**STEP 3 – Strategy Setting:**

Districts will outline high-level digital learning and technology strategies that will help achieve the goals of the district. Each strategy will outline the districts theory-of-action for how the goals in Step 2 will be addressed. Each strategy should have a measurement and timeline estimation.

**Enter the district strategies below:**

| Goal Addressed | Strategy | Measurement | Timeline |
|---|---|---|---|
| Integrate technology tools/equipment to support student learning and achievement to assist instructors in the delivery of the core curriculum | The Technology Integration Matrix Observation Tool will be utilized by school-level administrators and teachers to inform practice | The self-evaluation and administrator observation results from the TIM Tool | 2016 |
| Use assessment data to inform and guide student learning activities and lesson plan development | Professional development and supported use of data systems will foster the implementation of this goal | Both principals and teachers will submit logs of data discussions and disaggregated student performance charts. | 2016 |
| Identify appropriate software and courseware to support the instructional program of the District | The DDCT will meet quarterly and oversee the procurement of evidence-based software and courseware | Acquisition and implementation of evidence-based software and courseware | 2016 |
| Increase student achievement in all core content areas including English Language Arts, Mathematics, Science, Social Studies and Visual and Performing Arts as well as English Language Development | Student access to instructional technology will increase the use of digital tools for learning | Florida Standards Assessments performance | 2016 |

In addition, if the district participates in federal technology initiatives and grant programs, please describe below a plan for meeting requirements of such initiatives and grant programs. **N/A**

## Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by ss.1011.62(12)(b), F.S. In this section of the DCP, districts will outline specific deliverables that will be implemented in the current year that are funded from the DCP Allocation. The five components that are included are:

A) Student Performance Outcomes
B) Digital Learning and Technology Infrastructure
C) Professional Development
D) Digital Tools
E) Online Assessments

This section of the DCP will document the activities and deliverables under each component. The sections for each component include, but are not limited to:

- Implementation Plan – Provide details on the planned deliverables and/or milestones for the implementation of each activity for the component area. This should be specific to the deliverables that will be funded from the DCP Allocation.
- Evaluation and Success Criteria – For each step of the implementation plan, describe the process for evaluating the status of the implementation and once complete, how successful implementation will be determined. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.

Districts are not required to include in the DCP the portion of charter school allocation or charter school plan deliverables. In ss. 1011.62(12)(c), F.S., charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in ss. 1002.33(17)(b).

Districts may also choose to provide funds to schools within the school district through a competitive process as outlined in ss. 1011.62(12)(c), F.S.

## A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP allocation. These outcomes can be specific to a individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP allocation for the 2015-16 school year.

Enter the district student performance outcomes for 2015-16 that will be directly impacted by the DCP Allocation below:

| *A.* **Student Performance Outcomes** | | **Baseline** | **Target** |
|---|---|---|---|
| III.A.3. | Increase percent of district English Language Art students, grades 3-10, performing in the third and the fourth quartile | 45% | 50% |
| III.A.4. | Increase percent of district Mathematics students, grades 3-8, performing in the third and the fourth quartile | 50% | 55% |
| III.A.5. | Increase percent of district Algebra 1 students performing in the third and the fourth quartile | 43% | 48% |

## B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf. These specifications are recommendations that will accommodate the requirements of state supported applications and assessments.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

| ***B.*** **Infrastructure Implementation** | | | | | |
|---|---|---|---|---|---|
| | Deliverable | Estimated Completion Date | Estimated Cost | School/ District | Gap addressed from Sect. II |
| III.B.1. | Purchase and deploy 250 Chromebooks and Mobile Carts *see other activities below* | February 2016 | $80,000.00 | Distributed at all schools in the district. | II.B.3 |
| III.B.2. | Purchase Display Port Adapters | February 2016 | $500.00 | All grade levels at Macclenny and Westside Elementary schools. | II.B.3 |
| III.B.3. | Purchase mice peripherals | February 2016 | $3,500.00 | All grade levels at Baker County Senior High | II.B.3 |

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

| **Brief description of other activities** | **Other funding source** |
|---|---|
| District purchasing an additional 535 Chromebooks. All devices will be used to improve online assessment testing and reduce testing time to meet 2016 goal. | District funding |
| | |

Evaluation and Success Criteria for B) Digital Learning and Technology Infrastructure:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

| ***B.*** **Infrastructure Evaluation and Success Criteria** | | |
|---|---|---|
| Deliverable (from above) | Monitoring and Evaluation and Process(es) | Success Criteria |
| III.B.1. | | |
| III.B.2. | | |
| III.B.3. | NEFEC Technology Team will evaluate the deployment of the deliverables in area B. | 100% of devices and carts employed and used in Digital Learning and Student Assessments. |
| III.B.4. | | |

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, ss.1011.62(12)(b), F.S., requires districts to submit a third-party evaluation of the results of the district's technology inventory and infrastructure needs. Please describe the process used for the evaluation and submit the evaluation results with the DCP.

## C) Professional Development

State recommendations for digital learning professional development include at a minimum, High Quality Master In-service Plan (MIP) components that address:

- School leadership "look-fors" on quality digital learning processes in the classroom
- Educator capacity to use available technology
- Instructional lesson planning using digital resources; and
- Student digital learning practices

These MIP components should include participant implementation agreements that address issues arising in needs analyses and be supported by school level monitoring and feedback processes supporting educator growth related to digital learning.

Please insert links to the district MIP to support this area, attach a draft as an appendix to the district DCP or provide deliverables on how this will be addressed.

Implementation Plan for C) Professional Development:

The plan should include process for scheduling delivery of the district's MIP components on digital learning and identify other school based processes that will provide on-going support for professional development on digital learning.

| ***C.*** **Professional Development Implementation** | | | | | |
|---|---|---|---|---|---|
| | Deliverable | Estimated Completion Date | Estimated Cost | School/ District | Gap addressed from Sect. II |
| III.C.1. | | | | | |
| III.C.2. | | | | | |
| III.C.3. | | | | | |
| III.C.4. | | | | | |

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

| **Brief description of other activities** | **Other funding source** |
|---|---|
| Professional development and supported use of data systems<br>Technology in the Classroom 3-007-001 | District and Federal |
| | |

Evaluation and Success Criteria for C) Professional Development:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor

progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

| ***C.*** **Professional Development Evaluation and Success Criteria** | | |
|---|---|---|
| Deliverable (from above) | Monitoring and Evaluation and Process(es) | Success Criteria |
| III.C.1. | | |
| III.C.2. | | |
| III.C.3. | | |
| III.C.4. | | |

## D) Digital Tools

Digital Tools should include a comprehensive digital tool system for the improvement of digital learning. Districts will be required to maintain a digital tools system that is intended to support and assist district and school instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

Digital tools may also include purchases and activities to support CAPE digital tools opportunities and courses. A list of currently recommended certificates and credentials can be found at: http://www.fldoe.org/workforce/fcpea/default.asp. Devices that meet or exceed minimum requirements and protocols established by the department may also be included here.

Implementation Plan for D) Digital Tools:

| ***D.*** **Digital Tools Implementation** | | | | | |
|---|---|---|---|---|---|
| | Deliverable | Estimated Completion Date | Estimated Cost | School/ District | Gap addressed from Sect. II |
| III.D. 1. | Instructional and Progress Monitoring Software for Core Academic and Digital Skills Development. Purchases will include Performance Matters/Unify, Renaissance STAR, STAR 360, Early Literacy, Accelerated Reader, Discovery Education Assessments, Discovery Education Streaming, MobyMAX, and possibly Achieve 3000 | June 2016 | $237,960.00 | Entire District | III.A.3<br>III.A.4<br>III.A.5 |

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

| **Brief description of other activities** | **Other funding source** |
|---|---|
| The District plans to purchase other needed items that the $237,960.00 will not fund to support our digital tools system. | |
| | |

Evaluation and Success Criteria for D) Digital Tools:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor

progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

| ***D.*** **Digital Tools Evaluation and Success Criteria** | | |
|---|---|---|
| Deliverable (from above) | Monitoring and Evaluation and Process(es) | Success Criteria |
| III.D.1. | The DDCT will meet quarterly to oversee the utilization of evidence-based software and courseware. | The percentage of software and courseware utilization coupled with student outcome goals cited in III.A.3, III.A.4, and III.A.5 |

## E) Online Assessments

Technology infrastructure and devices required for successful implementation of local and statewide assessments should be considered in this section. In your analysis of readiness for computer-based testing, also examine network, bandwidth, and wireless needs that coincide with an increased number of workstations and devices. Districts should review current technology specifications for statewide assessments (available at www.FLAssessments.com/TestNav8 and www.FSAssessments.com/) and schedule information distributed from the K-12 Student Assessment bureau when determining potential deliverables.

Implementation Plan for E) Online Assessments:

| ***E.*** **Online Assessment Implementation** | | | | | |
|---|---|---|---|---|---|
| | Deliverable | Estimated Completion Date | Estimated Cost | School/ District | Gap addressed from Sect. II |
| III.E.1. | | | | | |
| III.E.2. | | | | | |
| III.E.3. | | | | | |
| III.E.4 | | | | | |

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

| **Brief description of other activities** | **Other funding source** |
|---|---|
| District Instructional Technology Department will purchase additional bandwidth. | District Instructional Technology Department has an approved eRATE plan that will allow additional bandwidth purchases up to 200Mb. |
| | |

Evaluation and Success Criteria for E) Online Assessments:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

| ***E.*** **Online Assessment Evaluation and Success Criteria** | | |
|---|---|---|
| Deliverable (from above) | Monitoring and Evaluation and Process(es) | Success Criteria |
| E.1. | | |
| E.2. | | |