

# COLUMBIA COUNTY SCHOOL DISTRICT

## DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to provide a perspective on what the district considers being vital and critically important in relation to digital learning implementation, the improvement of student performance outcomes, and how this progress 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.

### 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:

#### 1.1 District Mission and Vision statements

The mission of the Columbia County School District is to create a safe, orderly learning environment conducive to preparation of highly motivated students; to work to ensure that all students achieve to the maximum potential of their abilities; and to prepare students to be successful in their career/technical training or high education and in the workplace.

The Columbia County School District believes that an ongoing commitment to current technology is an integral component of an educational process designed to:

- prepare students to become competent lifelong learners
- improve student critical thinking, problem solving and decision making skills
- help students work ethically, independently, and collaboratively within a global environment
- enhance the learning environment to meet curricular needs across all subjects and grade levels
- improve equity of access to information, learning tools, and communications for all members of the learning community
- improve instructional strategies to increase student achievement regardless of ethnicity, socioeconomic status, learning styles, or abilities
- accurately and efficiently assess, monitor, and communicate student progress
- improve communications among parents, students, teachers, and community
- provide teachers with consistent and high quality professional development opportunities that will allow them to become highly skilled at integrating technology into their curriculum.

To achieve our vision for technology, we will focus on several projects:

- Student computing – We will ensure that every student has access to a computing device when they need it with devices and policies differentiated by level and learner needs, to ensure access to information, increased collaboration, and multiple forms of student expression of learning.
- Staff computing – We will provide all staff with the appropriate technology needed for high quality planning, instruction, and data use, as well as collaborative learning, for teachers and school administrators.
- Networks and servers – We will upgrade our networks and servers so that students and staff can access resources when and where they need them.
- Professional learning for staff – We will implement ongoing, relevant, and collaborative professional learning for staff around instructional technology.
- Support for all – We will provide students, staff, and families with high-quality technical support and strategies for authentic engagement.

District Profile - Provide relevant social, economic, geographic and demographic factors influencing the district's implementation of technology.

The Columbia County School District is central to the area's economy employing over 1,566 employees who serve a student population of approximately 9,679 students. There are 14 school sites within the Columbia County School district in grades Pre-K - 12. There are nine elementary schools, two middle schools, one high school grades 9 - 12, one high school grades 6-12, and an alternative education site for grades K - 12. All schools are accredited by AdvancEd. Sixty-five percent of the student population is economically disadvantaged. The student demographics are as follows: 64.8% White, 25.9% Black or African American, 5.1% Hispanic/Latino, 1% Asian, and less than 1% American Indian, Pacific Islander, and two or more races.

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, ESOL and special needs including students with disabilities.

<b>Title/Role</b>	<b>Name:</b>	<b>Email/Phone:</b>
Information Technology District Contact	Patrick Mitchell	<a href="mailto:mitchellp@columbiak12.com">mitchellp@columbiak12.com</a> (386)755-8167
Curriculum District Contact	Beth Bullard	bullardb@columbiak12.com (386) 755-8043
Instructional District Contact	Beth Bullard	bullardb@columbiak12.com (386) 755-8043
Assessment District Contact	Andy Giddens	386-758-4867
Finance District Contact	Bonnie Penner	<a href="mailto:pennerb@columbiak12.com">pennerb@columbiak12.com</a> (386)755-8012
District Leadership Contact	Patrick Mitchell	<a href="mailto:mitchellp@columbiak12.com">mitchellp@columbiak12.com</a> (386)755-8167

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

The technology update plan committee developed guidelines for the development, implementation, monitoring and evaluation of the Columbia District 2014-2017 Technology Plan. The committee will also assist in the implementation of the activities described in the objectives. 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 Language Arts, Mathematics, Science and Social Studies along with the English Language Development standards.

The District School Board supports the educational technology goals that provide guidance in addressing the district's technology needs. The plan also provides a clear focus to enhance the district's curricular program and improve school community technology skills needed to effectively implement the use of

technology in the classroom, computer labs, and/or library media centers. Technology curricular goals are included in each school site's plan for student achievement.

The Digital Classroom Plan was developed by a committee consisting of district level technology staff, instructional staff, professional development staff, finance staff and school based administrators from elementary, middle and high school levels. District staff also provided expertise in the area of ESOL and special needs students. School based administrators had expertise in the area of instruction, curriculum and career technical education. Input from parents, community and business members were provided by the aforementioned committee members.

1.3 Technology Integration Matrix Implementation- **Mentor** teachers will be trained about the Matrix. They will return to school and train other teachers. A pre and post survey will show growth throughout the year as they implement these new tools in using technology more in their classrooms.

1.4 Multi-Tiered System of Supports (MTSS) - Summarize the process used to write this plan including but not limited to:

The Columbia County School District is committed to reaching all learners, regardless of their abilities. Core instruction is enhanced through the implementation of differentiated instructional delivery systems, supported by technology. Students with disabilities and those students who are involved with the MTSS process require accommodations and modifications, and our staff is devoted to utilizing flexible ways to present information such as digital books, text-to-speech applications, and specialized software. Students are also provided various ways to express themselves in order to increase active engagement in different settings and situations. In addition, assistive technology devices are available for students with disabilities to participate, communicate, and learn more effectively in the classroom. An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The district employs a variety of assistive technology devices to augment, supplement and complement the educational process for students with special needs. Child Study and IEP Teams identify assistive technology needs on a case-by-case basis, and teachers have access to a laptop or desktop computer in the classroom, which in many cases is connected to an interactive board. All computers have the ability to activate the "Accessibility Options" built in to the Microsoft and Mac operating system. At the appropriate grade levels, students have access to a collaborative global community of learners, using tools such as online learning, podcasts, social networking, etc.

#### 1.5 District Digital Learning Policies

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	Acceptable Use Policy	<a href="http://columbia.k12.fl.us/Policy8.331.pdf">http://columbia.k12.fl.us/Policy8.331.pdf</a>	7/30/02
District teacher evaluation components relating to	N/A		

technology (if applicable)			
BYOD (Bring your own Device) Policy	We currently do not allow / support BYOD	N/A	N/A
Policy for refresh of devices (student and teacher)	Leasing plan implemented 2014-2015 for 3 year refresh cycle	N/A	October 2014
Acceptable/Responsible Use Policy (student, teachers, admin)	Technology Use 8.331	<a href="http://www.columbia.k12.fl.us/Web%20Page%20Policies/Policy%208.331.pdf">http://www.columbia.k12.fl.us/Web%20Page%20Policies/Policy%208.331.pdf</a>	7/30/2002
Master Inservice Plan (MIP) technology components	Columbia is a part of NEFEC's MIP. Components are listed under Part III.C.	<a href="http://www2.nefec.org/mip">http://www2.nefec.org/mip</a>	<b>August 2015 (revised and adopted annually)</b>

## Part II. DIGITAL CLASSROOMS PLAN – STRATEGY

### STEP 1 – Need Analysis:

Districts should identify 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

### 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 is required for the metrics listed in the table. For the student performance outcomes, these data points can and 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.

1. Student Performance Outcomes (Required)	Baseline	Target	Date for Target to be Achieved (year)
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II.A.1	ELA Student Achievement	48%	55%	2017
II.A.2	Math Student Achievement	56%	60%	2017
II.A.3	Science Student Achievement- 5 <sup>th</sup> and 8 <sup>th</sup> Grade	G5 59% G8 44%	G5 62% G8 50%	2017 2017
II.A.4	Science Student Achievement – Biology	50%	55%	2017
II.A.5	ELA Learning Gains	NA	65%	2017
II.A.6	Math Learning Gains	NA	67%	2017
II.A.7	ELA Learning Gains of the Low 25%	NA	65%	2017
II.A.8	Math Learning Gains of the Low 25%	NA	68%	2017
<b>B. Student Performance Outcomes (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.A.9.	Overall, 4-year Graduation Rate	65% in 2013	68%	2017
II.A.10.	Acceleration Success Rate Can't find data	Num %	Num %	School Year

### 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) if the data is accurate. Districts may choose to add any additional metrics that may be appropriate.

<b>B. Infrastructure Needs Analysis (Required)</b>		<b>Baseline from 2014</b>	<b>Actual from Spring 2015</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>	<b>Gap to be addressed (Actual minus Target)</b>
II.B.1	Student to Computer Device Ratio	9:1	1.5:1	1:1	2018	0.5:1
II.B.2	Count of student instructional desktop computers	1292	1429	1500	2018	71

	meeting specifications					
II.B.3	Count of student instructional mobile computers (laptops) meeting specifications	225	4544	10000	2018	5456
II.B.4	Count of student web-thin client computers meeting specifications	0	0	0	2015	0
II.B.5	Count of student large screen tablets meeting specifications	259	259	500	2018	241
II.B.6	Percent of schools meeting recommended bandwidth standard	0%	100%	100%	2015	0
II.B.7	Percent of wireless classrooms (802.11n or higher)	100%	100%	100%	2015	0
<b>B. Infrastructure Needs Analysis (District Provided)</b>		<b>Baseline from 2014</b>	<b>Actual from Spring 2015</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>	<b>Gap to be addressed (Actual minus Target)</b>
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	Y	Y	2016	N
<b>B. Infrastructure Needs Analysis (District Provided)</b>		<b>Baseline</b>		<b>Target</b>	<b>Date for Target to be Achieved</b>	
II.B.10 (D)	District Wireless Network Capacity	430		600	2017	

	Upgrade by Number of Access Points					
II.B.11 (D)	District SAN/Server Upgrade by number of core servers for virtual environment (including VMWare)	0		3	2016	
II.B.12 (D)	District needs additional student computing devices for online assessments and digital curriculum	4544		10000	2018	
II.B.13 (D)	District filtering of Chrome devices on and off of district network	0		10000	2015	

### 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 5 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	Target	Date for Target to be Achieved (year)
II.C.1	Average Teacher technology integration via the TIM	Entry: 20% Adoption:20 % Adaption:40 % Infusion:15 %	Entry:10 % Adoption:20 % Adaption:30 % Infusion:30 % Transform:10 %	2018

		Transform: 5%		
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 20% Adoption:20 % Adaption:40 % Infusion:15 % Transform: 5%	Entry:10 % Adoption:20 % Adaption:30 % Infusion:30 % Transform:10 %	2018
<b>C. Professional Development Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>

### 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 digital tools. For the required metrics of the digital tool system need analysis, please use the following responses:

<b>Baseline Response:</b>	<b>Target Response:</b>
Fully implemented	Will continue to support and employ in classrooms
Partially implemented	Will work to implement and employ
Partially implemented	Maintain system
No system in place	Will work to implement and employ
No system in place	No plans to address at this time

<b>D. Digital Tools Needs Analysis (Required)</b>	<b>Baseline (to be established in 2015)</b>	<b>Baseline (to be established in 2015)</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
<b>Student Access and Utilization (S)</b>	<b>% of student access</b>	<b>% of student utilization</b>	<b>% of student access</b>	School Year



II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100 %	5 %	10 %	2017
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100 %	5 %	10 %	2017
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100 %	15 %	25 %	2017
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.	100 %	1 %	5 %	2018
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100 %	1 %	5 %	2018
<i>D. Digital Tools Needs Analysis (Required)</i>		<i>Baseline (to be established in 2015)</i>	<i>Baseline (to be established in 2015)</i>	<i>Target</i>	<i>Date for Target to be Achieved (year)</i>
	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 %	75 %	100 %	2018

I.I.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	Num % 100 %	Num % 10 %	Num % 100%	2018
I.I.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	50 %	10 %	50 %	2018
I.I.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100 %	50 %	100 %	2018
I.I.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 %	35 %	100%	2018
I.I.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	100 %	60 %	100%	2018
I.I.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 %	5 %	100%	2018
I.I.D.8. (T)	A system that includes or seamlessly shares information about students, district staff, benchmarks, courses,	100 %	60 %	100%	2018

	assessments and instructional resources to enable teachers, students, parents and district administrators to use data to inform instruction and operational practices.				
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 %	100 %	100 %	2015

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 %	35 %	100%	2018

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 %	60 %	2017

II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	30 %	50 %	2017
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	30 %	50 %	2017
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	50 %	60 %	2017
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	50 %	60 %	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.]	0 %	100 %	2025
D. Digital Tools Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)

### Quality Efficient Services

Online Assessment Readiness:

Districts shall work to reduce the amount 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	Target	Date for Target to be Achieved (year)
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	6232	7500	2018
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	20%	100%	2018
II.E.3(D).	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2015)	Fully implemented	Will continue to support and employ in classrooms	2015

II.E.4(D)	Computers/devices required for assessments (based on schedule constraints)	Partially implemented	Will work to implement and employ	2018
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**STEP 2 – Goal Setting:**

Provide goals established by the district that support the district’s 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 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 3 will be identified for how digital learning can help achieve these goals.

**Enter district goals below:**

<p><b>Goals - Student Performance Outcomes</b></p> <p>Goal: By May 2018, 90% of students in grades 3-10 will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards claims as measured by the state assessment, special education assessments, and IEP goals in mathematics.</p> <p>Goal: By May 2018, 90% of students in grades 3-11 will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards claims as measured by the state assessment, special education assessments, and IEP goals in language arts.</p> <p>Goal: By May 2018, 90% of students in grade 5 and 8 will demonstrate a 3-5% growth annually towards proficiency in the science standards as measured by a Florida standards assessment.</p> <p>Goal: Integrate Next Generation Science content standards into day-to-day teaching, learning and application of the Florida ELA and Mathematics content standards (as applicable) to include an integral use of technology.</p> <p>Goal: Integrate History-Social Science content standards into day-to-day teaching and learning of the ELA and Mathematics Florida content standards (as applicable) to include an integral use of technology.</p>
<p><b>Goals - Digital Learning and Technology Infrastructure</b></p> <p>Goal: A technology infrastructure will be established and maintained to support the district's instructional and administrative goals.</p> <p>Goal: The district will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology.</p>
<p><b>Goal - Professional Development</b></p> <p>Goal: Educators will attain the skills and knowledge necessary to effectively use educational technology to create more rigorous learning environments to assist students to master the Florida Standards and Next Generation Sunshine State Standards.</p> <p>Goal: Continue to integrate non-standard technology into classroom instruction and professional development including the use of environments such as Google Classroom, Google Applications for Education, Blending Learning, Discovery Education, as well as other software.</p>
<p><b>Goal - Digital Tools</b></p> <p>Goal: Continue to integrate non-standard technology into classroom instruction and professional development including the use of environments such as Google Classroom, Google Applications for Education, Blending Learning, Discovery Education as well as other software.</p>

Goal: The school district will increase parental involvement in the educational process through the use of the district's available technology.

**Goals - Online Assessments**

Goal: Students will attain the educational technology and information literacy skills that will support an educational learning environment in which they will have rigorous access to the Florida State Standards and Next Generation Sunshine State Standards and will demonstrate mastery through administration of online formative, performance based, and summative assessments leading to successful preparation and measurement of college and career readiness standards required of the workplace of the 21<sup>st</sup> century.

**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 district's 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
Student Performance Outcome Goals	<ul style="list-style-type: none"> <li>· Supply teachers and students technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of subject matter content towards mastery of the Florida standards</li> <li>· Provide Students the opportunity to use the Internet for research and to enhance their understanding of Florida Standards as well as to collaborate with others.</li> <li>· Provide presentation software to brainstorm and organize their work graphically.</li> <li>· Provide students the educational software to supports analytical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>*Update Network / wireless capacity at targeted schools</li> <li>*Integrate digital tools into instruction</li> </ul>	2016 and ongoing
Digital Learning and Technology Infrastructure	<ul style="list-style-type: none"> <li>· Identify and develop support mechanisms and resources for teachers as they utilize non-standard technology in the classroom to include special devices for special education students and students in the dual language program.</li> <li>· Support Blended Learning Environments will be supported by IT as appropriate</li> <li>· Purchase and deploy multimedia computers, tablets, laptops, and peripheral devices for staff/student use.</li> <li>· Introduce varied platforms—Windows-based, Mac-based, Android-based—as needs are identified to support an ever-evolving, technology-rich environment.</li> </ul>	*Update Network / wireless capacity at targeted schools	2016 and ongoing

Professional Development	<ul style="list-style-type: none"> <li>• Provide professional development and coaching support so that classroom instruction will be designed to support the rigorous expectations of the new learning and assessment environment to support student readiness for the types of questions and performance based activities found on the state assessments.</li> <li>• Provide professional development on effective educational technology usage, UDL, the use of rubrics, student choice and authentic and relevant student-centered project-based learning</li> <li>• Provide professional development on the adaptation of curriculum for students with IEP's using assistive technologies</li> <li>• Include training on refining the use of current software and hardware to meet student needs and the requirements of Florida Standards in professional development activities.</li> </ul>	*Instructional personnel will be trained in instructional delivery through the use of digital tools	2016 and ongoing
Digital Tools	<ul style="list-style-type: none"> <li>• Identify and develop support mechanisms and resources for teachers as they utilize non-standard technology in the classroom to include special devices for special education students and students in the dual language program</li> <li>• Plan and budget for research based hardware and software</li> <li>• Provide parents access and a training of the district's parent portal.</li> <li>• Implement blended learning environments as appropriate throughout the district</li> <li>• Provide opportunities for student participation in extended learning programs</li> </ul>	*Update Network capacity at targeted schools	2016 and ongoing
Online Assessments	<ul style="list-style-type: none"> <li>• Provide tools to best utilize data to drive instruction and make decisions.</li> <li>• Increase use of technology on a day to day basis that aligns with technological expectation on Florida assessments</li> <li>• Provide opportunities for students to work with various technologies to develop a familiarity with problem solving</li> </ul>	*Update Network capacity at targeted schools *Update infrastructure reliability via battery backups and server infrastructure.	2016 and ongoing

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.

### 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 section for each component includes, but is not limited to:

- o 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.
- o Evaluation and Success Criteria – For each step of the implementation plan, describe 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 s. 1011.62(12) (c), F.S., charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in s. 1002.33(17) (b).

Districts may also choose to provide funds to schools within the school district through a competitive process as outlined in s. 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 an 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 2014-15 school year.

Enter the district student performance outcomes for 2015-2016 that will be directly impacted by the DCP Allocation below:

<b>Student Performance Outcomes</b>		<b>Baseline</b>	<b>Target</b>
III.A.1.	ELA Student Achievement	58%	60%
III.A.2.	Math Student Achievement	55%	60%
III.A.3.	Science Student Achievement	54%	60%
III.A.4.	ELA Learning Gains	63%	65%
III.A.5.	Math Learning Gains	64%	67%
III.A.6.	ELA Learning Gains of the Low 25%	62%	65%



III.A.7.	Math Learning Gains of the Low 25%	65%	68%
III.A.8.	Overall, 4-year Graduation Rate	66%	72%
<b>III.A.9.</b>	<b>Charter School Allocation</b>	<b>\$18,105.00</b>	

**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](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>B. Infrastructure Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Section II
III.B.1.	Purchase Wireless Access Points	June, 2016	\$72,907	All Columbia County School District Public Schools	Schools will have sufficient wireless coverage and capacity for digital classroom and online assessments
III.B.2.	Purchase SAN (Server Storage Area Network)	June, 2016	\$85,185	Admin complex, servicing all schools within the district	Adequate server processing power and storage to provide necessary services to all schools to facilitate online assessments and digital curriculum
III.B.3.	Cabling for access points	June, 2016	\$1,000	All Columbia County School District Public Schools	Cabling to power and deliver data to wireless access points
III.B.4.	Chromebooks / Licenses for Chromebooks	June, 2016	\$124,620.10	All Columbia County School District Public Schools	Student devices to use for online assessments and in digital classroom
III.B.5	VMWare Licensing	June, 2016	\$16,378	All Columbia County Schools District	Virtualization software to maximize use of current hardware infrastructure

				Public Schools	
III.B.6	Purchase GoGuardian	June, 2016	\$44,480	All Columbia County Schools District Public Schools	Chromebook monitoring, management anti-theft and filtering software. Will provide off-premise web filtering
III.B.7.	Battery Backups	June 2016	\$2,000	District Office	Battery backup for core network devices

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</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1. Purchase Wireless Access Points	Monitor load-balancing of devices across access points using wireless controller	All wireless devices are able to connect to network to be used for digital curriculum and online assessments
III. B.2. Purchase SAN / Servers (Storage Area Network)	SAN / Server installation and installation / conversion of virtual servers	Verification that all virtual servers are running at optimal performance and can be accessed by all locations
III.B.3. Cabling for wireless access points	Verify all drops are tested and labeled correctly	Verify that the wireless access points can power on and deliver data across the cabling.
III.B.4. Chromebooks / Licenses for Chromebooks	Enroll chromebooks to our district Google domain and deliver to schools	Verify that all chromebooks are functional and properly enrolled to district Google domain
III.B.5. VMWare Licensing	Monitor all district virtual machines from a single management point	Verify all servers have proper licensing and high-availability functions enabled
III.B.6. Purchase GoGuardian	Monitor student web activity through GoGuardian portal	Verify all chromebooks from the District Google Admin console are also enrolled in GoGuardian console

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, s.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
- 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.

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.

Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
Teaching the TIM to mentors	Increase in teacher TIM survey	Sign in sheets, agendas
Instruct teachers on Google Classroom and other Google Tools	Increase in teacher TIM survey	Sign in sheets, agendas

Brief description of other activities	Other funding source
Performance Matters, Renaissance Software	Title 1, Title 6
CPalms	Free
Discovery Education	Textbook funds

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 Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II

III.C.1.	Teachers from each school will be trained as mentors on the TIM. They will then return to schools and train other teachers	May 2016	\$1,600.00	Columbia	II. C.1
III.C.2.	Teachers from each school will be trained as mentors in Google. They will become familiar with Google Classroom, Drive, and other tools to integrate technology into the classroom	May 2016	\$3,200.00	Columbia	II.C.2
III.C.3	Some Administrative Trainees will be trained on Technology Walkthroughs and then will complete walk-throughs of select teachers.	May 2016	NA	Columbia	II.C.1

<b>C. Professional Development Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring, Evaluation and Process(es)	Success Criteria
C.1. Train a cadre of teachers on the TIM Matrix including what it is and how it benefits students.	Sign in sheets; agendas; payment of subs	100% of the cadre of teachers will complete the training and share with colleagues at their school site
C.2. Teachers from each school will be trained as mentors in Google. They will become familiar with Google Classroom, Drive, and other tools to integrate technology into the classroom	Sign in sheets; agendas	100% of the cadre of teachers will complete the training and share with colleagues at their school site
C.3 Administrative Trainees will be trained on Technology Walkthroughs with an online course. They will then complete some classroom walkthroughs	Completion of course, submission of walkthroughs	Administrative trainees will complete the course and perform classroom walkthroughs

#### **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:

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
D.1. Computer refresh plan. Different schools are selected each year based on need and placed on a 3-year refresh policy	Five-Year Work Plan; 2 mil
D2. Edgenuity	General Funds
D3. Study Island, Renaissance Learning	Title 1 Funds
D4. CPalms, Focus, Performance Matters	General Funds

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.

<b>D. Digital Tools Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.D.1.	Purchase tablets for Admin Trainees for Technology Walk-throughs	June 2016	\$3,914.90	Columbia	II.C.1
III.D.2.	Purchase Discovery Education Streaming to integrate media resources in the classroom	June 2016	\$31,050	Columbia	II.C.1

<b>D. Digital Tools Evaluation and Success Criteria</b>			
	Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1	Purchase tablets for Admin Trainees for Technology Walk-throughs	The devices will be used by Administrators to do Technology Walk-throughs to be in compliance with the DCP requirements.	Sample Walk-throughs
III.D.2.	Purchase Discovery Education Streaming to integrate media resources in the classroom	Teachers will use Discovery Education to seamlessly add technology into the classroom.	Usage Reports, Observations

**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](http://www.FLAssessments.com/TestNav8) and [www.FSAssessments.com/](http://www.FSAssessments.com/)) and schedule information distributed from the K-12 Student Assessment bureau when determining potential deliverables.

Implementation Plan for E) Online Assessments:

<b>D. Online Assessment Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
<b>E. Online Assessment Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II

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.

<b>Brief description of other activities</b>	<b>Other funding source</b>
E.1. Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	No Cost. We have the equipment in place, but not the process.
E.2. Computer refresh plan (also mentioned in Digital Tools section D.1.)	Five-Year Work Plan; 2 mil

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.

<b>E. Online Assessment Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1. Process to restrict other bandwidth during testing windows	Monitor bandwidth tools during testing windows to verify that we never burst above 100% bandwidth capacity	Verifying through bandwidth tools that sufficient bandwidth was provided during testing windows by restricting other bandwidth

E.2. Testing lab computers and mobile computers	Monitor amount of devices needed to complete online assessments at each school	Verify a sufficient number of computers are provided for online assessments
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