DIXIE DISTRICT
DIGITAL CLASSROOM PLAN

Part I. DIGITAL CLASSROOMS PLAN -

The Dixie County School System views technology as an important tool in providing broad learning environments for all learners. Through the use of electronic learning, our students and staff will be afforded opportunities to expand beyond their immediate, rural environment both educationally and culturally. This learning environment will motivate learners to complete their formal education and become independent, life-long seekers of knowledge. Dixie County School District's mission mandates that "our schools will provide a quality learning environment by providing opportunities through education and community partnerships that ensures student success." To do this, the mission strives to create an environment that integrates technology as a part of the educational experience, and provides all learners with skills to access knowledge that will build a foundation for their future. With the help of the digital classroom plan, Dixie County School District will accomplish this vision by creating a technological environment that allows all learners equal access to interact and collaborate successfully. We believe that the use of technology as a part of the curriculum should focus on supporting higher-level learning, problem solving, critical thinking skills, and collaboration.

Dixie County School District has identified three long-term goals for integrating technology into all aspects of the educational system. These goals will guide the technology planning process and the implementation of the plan during the five year duration of this plan.

1) Promote high scholastic performance with a career focus by:
   a) Increasing access to technology for students, parents and the district faculty and staff.
   b) Integrating technology into the curriculum aligned with the Florida Standards (FS) (content and performance standards).
   c) Providing ongoing staff development for the implementation and use of technology.
   d) Provide a safe digital learning environment for all students, teachers and district staff.
2) Establish an effective system for internal and external communications by providing ongoing communication with and between the Board, other administration, teachers, staff, students, parents, and the community.
3) Apply sound business management practices at all level by:
   a) Establish district standards for infrastructure, procurement, hardware, software, and communications including upgrade and maintenance.
   b) Establish an ongoing process as a means to evaluate the effective implementation of the technology plan.

Dixie 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

Our vision of technology is guided by the following mission statements and articulates Dixie County School District's purpose and function as related to technology:

- Make technology a part of learning activities: Technology is most effective when integrated as one component into learning environments and used as a tool for active construction of knowledge and skills by students. It should promote higher levels of critical and creative thinking and problem solving. In addition, computer devices need to be in classrooms and other locations where students and teachers have easy access throughout the day.
- Provide ongoing staff and curriculum development: Intensive staff and curriculum development are critical to realize the potential of new learning technologies. An ongoing update of technology plans and staff skills will be needed.
- Promote the location and use of information to solve problems: Effective use of and improved access to technology are factors in the rapid expansion of knowledge today. Therefore, the ability to find and use information to solve meaningful problems is an essential outcome of education for today and tomorrow. Technology will enable schools, teachers, parents, and citizens to change toward helping people "learn how to learn" on a life-long basis.
- Accommodate individual learning styles for all students: Restructuring of information into interactive multimedia provides assistance to learn with individual styles and paces customized to our needs. It allows us to present and understand information using text, images, and sound to overcome traditional learning difficulties.
- Facilitate communication and teamwork: Computer networks can facilitate student, teacher, and family communication and promote teamwork through voicemail, electronic mail, electronic bulletin board systems, file-sharing, and database sharing.

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

1. 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.
2. 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, including mobile computing for teachers and school administrators.
3. School learning spaces – We will create learning spaces that work for individual, small group, and large group instruction, and equip them with the right technology for collaborative projects and creative problem solving.
4. Networks and servers – We will upgrade our networks and servers so that students and staff can access resources when and where they need them.
5. Student information systems – We will improve our student data systems to help students and staff tailor learning based on students' strengths and needs.
6. Professional learning for staff – We will implement ongoing, relevant, and collaborative professional learning for staff around instructional technology.
7. Support for all – We will provide students, staff, and families with high-quality technical support and strategies for authentic engagement.

The plan includes deliberate preparation, implementation, and monitoring phases to ensure each project's success. By phasing in projects strategically over five years, we can learn from each other and from emerging best practices, build on our successes, spread out up-front costs, and address key challenges that arise. We will also track implementation metrics so we know how the plan is serving our students, staff, and families. Thoughtful and innovative use of technology is a key tool for our district as we stay focused on providing the very best instruction to every student.

I.B   District Profile

Dixie County is a small rural county located in the "Big Bend" area of north central Florida and bounded by the Gulf of Mexico. It is a geographically large, sparsely populated county formed in 1921. Most of its 453,750 acres are wooded with the following land uses having been reasonably consistent over the duration of this century. The county seat is Cross City. Our smaller communities include Old Town, Jena, Horseshoe and Suwannee, the latter three being Gulf fishing villages.

According to the 2010 census, Dixie County had a population of 16,422 residents. The county has two elementary schools, 1 middle school and one high school. In the next two years, the middle and high schools will be combined on one campus. The economy of Dixie County is supported by Cross City Veneer, Suwannee Lumber Manufacturing Company, Cross City Correctional Institution, Dixie District Schools and the County of Dixie. Agricultural production also figures in the economy. Georgia-Pacific Corporation closed in 2008 and resulted in a loss of about 50 jobs so the community has been trying to find ways to replace this need but is still struggling economically.

The median income for a household in the county in 2010 was $26,082, and the median income for a family was $31,157. About 14.50% of families and 19.10% of the population were below the poverty line, including 23.90% of those under age 18 and 16.10% of those age 65 or over.

Dixie County has high and long-standing unemployment problems. This significantly contributes to the social, economic and cultural disadvantages of our student population. The high percentage of students enrolled in the free or reduced lunch and ESE programs is a clear indicator of the social economic shortfalls of this area and lead to our qualification as a Provision 2 district so that all of our students are now provided a free breakfast and lunch. The county's weak tax base hinders implementation of technology without state funds, business partnerships and community support.

General Introduction/Background/District Technology Policies
I.1   <u>District Team Profile</u> -

Title/Role	Name:	Email/Phone:
Information Technology District Contact	Jerry Wayne Evans	JerryEvans@dixie.k12.fl.us 352-498-6401
District Technology Coordinator	Joe Mack Locke	JoeMackLocke@dixie.k12.fl.us 352-498-XXXX
Curriculum District Contact	Denee Hurst	DeneeHurst@dixie.k12.fl.us 352-498-6138
Dixie County High School Principal	Diana Locke	dianalocke@dixie.k12.fl.us 352-498-6401
Ruth Rains Middle School Principal	Alexa Mills	AlexaMills@dixie.k12.fl.us 352-498-1346
Anderson Elementary Principal	Mike Thomas	MichaelThomas@dixie.k12.fl.us 352-498-1333
Anderson Elementary Assistant Principal	Kristen McCaskill	KristenMcCaskill@dixie.k12.fl.us 352-498-1342
Old Town Elementary Principal	Karen Tillis	KarenTillis@dixie.k12.fl.us 352-542-7818
Finance District Contact	Tonya Howell	TonyaHowell@dixie.k12.fl.us 352-498-6106
District Leadership Contact	Mark Rains	MarkRains@dixie.k12.fl.us 352-498-6131
Educational Partnership	Tracey Wilkerson	Wilkersont@nefec.org 386-329-3800

I.2   <u>Planning Process</u> –

Dixie County School District understands that curriculum not support by technology will probably not succeed. The district digital learning committee established guidelines for the development, implementation, monitoring and evaluation of the Dixie County School District 2014-2019

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. The first year, the plan focused on Math and English. This year, many changes have happened to make the committee want to step back and re-evaluate the plan. During the second year, the district will focus on the infrastructure to include the new school, researching best practices in the lower grades and work on bringing a 1:1 initiative to the high school.

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. Schools are encouraged to have an active technology team made up of teachers, school leaders, media specialists and administrators to plan and coordinate technology needs for their school.

The School Advisory Council at each school is comprised of parents, community members, and business leaders. This Council provides ongoing input directly to the Principals regarding the digital learning plan at the scheduled monthly meetings.

Dixie County School District is committed to reaching all learners, regardless of their abilities. Students with disabilities 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. They also provide students with 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 compliment the educational process for students with special needs. Child Study 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. On the higher-grade levels, students have access to a collaborative global community of learners, using tools such as online learning, podcasts, wikis, social networking, etc.

Assistive Technology is provided through the Florida Diagnostic Learning Resource Services (FDLRS).

I.3   Technology Integration Matrix (TIM) –

Dixie County School District uses Copeland as an observation resource. Coaches and principals will start by obtaining a general understanding of the TIMs matrix followed up by the TUP survey. Expanding this resource, our administrator and coaches will incorporate the skills from the TIM's training to measure the integration of technology by teachers into

the classroom curriculum. The results of Copeland observations are used to direct professional learning goals at the school level, grade level, and subject area.

Professional Development will be evaluated based on the level of current technology integration by teachers into classrooms. The Technology Integration Matrix (TIM) is an important part of the DCP for measuring technology integration. Dixie County will take advantage of the TIM tools offered by the state and the seat licenses to obtain online training for using the TIM.

I.4   Multi-Tiered System of Supports (MTSS) –

To establish a sustainable process for recognizing and disseminating student produced learning using digital processes or resources the district shall develop and implement a process at each school for recognizing quality student developed digital learning supports and a process for sharing those process and/or resources with other students. Dixie County uses Skyward as their SIS, HR and Finance System, Educator Access, Parent Access and Student Access system. Skyward has a Multi-Tier System of Supports embedded into their application that is integrated into the core application. Districts, as well as teachers, can view relevant data (based on security roles) and then collaborate with administrators or fellow teachers. The system also includes a gradual release of responsibility strategies to accelerate independent student use of digital learning resources. Teachers can also broadcast communications to parents and students using Skyward; or, communicate one-on-one with parents/students using Skyward tools.

I.5   District Policy –

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	Procedure for maintaining and securing student records	http://www.dixie.k12.fl.us/SM%20Documents/Board%20Policies/policy%205.19.pdf	01/14/1999
District teacher evaluation components relating to technology (if applicable)	The district uses Copeland as a means of evaluating teacher performance.	http://www.dixie.k12.fl.us/SM%20Documents/Board%20Policies/Microsoft%20Word%20-%20policy%206.81.pdf	01/14/1999
BYOD (Bring Your Own Device) Policy	The board policy has not been ratified to date and excludes BYOD use on campus instructional hours.	http://www.dixie.k12.fl.us/SM%20Documents/Board%20Policies/April,%202011/policy%205.41%20Approved%20April%2012,%202011.pdf	11/22/2005
Policy for refresh of devices (student and teachers)	Being developed	N/A	N/A
Acceptable/Responsible Use policy (student, teachers, admin)	Provides understanding and responsibility for using the school networking and devices.	N/A	N/A
Master Inservice Plan (MIP) technology components	Dixie County is part of the NEFEC MIP to address technology reporting requirements.	http://www2.nefec.org/mip	08/01/2015 (revised and adopted annually)
Other/Open Response	N/A	N/A	N/A

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

- **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.

For the student performance outcomes, these data points should be pulled from the school
and district school grades published at http://schoolgrades.fldoe.org.

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 Grade 8th Grade	66% 49%	68% 51%	2016-17
II.A.4.	Science Student Achievement – Biology	61%	63%	2017-18
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	73.25 %	75%	2017-18
II.A.10.	Acceleration Success Rate	78 %	79 %	2017-18

■ **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.

A. 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	_1.34:1___	_1.52:1____	____1:1_____	2015-16	___.52_:1__
II.B.2. Count of student instructional desktop computers meeting specifications	0	755	755	2015-16	0
II.B.3. Count of student instructional mobile computers (laptops) meeting specifications	0	507	1946	2015-16	1439
II.B.4. Count of student web-thin client computers meeting specifications	0	0	0	2015-16	0
II.B.5. Count of student large screen tablets meeting specifications	0	20	20	2015-16	0
II.B.6. Percent of schools meeting recommended bandwidth standard	80%	40%	100%	2016-17	60%
II.B.7. Percent of wireless classrooms (802.11n or higher)	61%	73%	100%	2016-17	27%

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	Y	Y	2015-16	-

* 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.

- **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

B. **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: 90% Adoption: 10% Adaption: 0% Infusion: 0% Transform: 0%	Entry: 50% Adoption: 50% Adaption: 0% Infusion: 0% Transform: 0%	School Year 2015-16
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 75% Adoption: 25% Adaption: 0% Infusion: 0% Transform: 0%	Entry: 50% Adoption: 50% Adaption: 0% Infusion: 0% Transform: 0%	School Year 2015-16

C. Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.C.3. (D)	Administrative TIMs Awareness Training	0%	50%	2015-16
II.C.4. (D)	Teacher technology integration Training using Digital Tools	Entry	Adoption	2016

Need: Increase the level of technology integration in all subject areas to promote higher level thinking skills for all students

Additional Professional Development

Need: Increase Educators skills and knowledge necessary to effectively use educational technology to assist students

Planned Professional Development
- Site visits to other school district to observe best practice of what successful technology integration looks like in the classroom.
- Online collaborative environment that allows for the sharing of resources with colleagues

Strategy
- Feedback will be provided to stakeholders from district administrative walkthroughs

Need: Analyzing data to drive instruction for all students

Planned Professional Development
- District data system training and Student Information System training
- Trainings on the organization, manipulation and use of data

Strategy
- Access to portals on SIS and District data system
- Personnel will analyze individual or group data as a regular part of their PLCs
- Feedback will be provided to stakeholders from district administrative walkthroughs

- **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.

C. 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%	100 %	100 %	2015-2016
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100 %	90 %	100%	2015-2016
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100 %	50 %	100 %	2015-2016
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 %	2016-2017
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100%	100 %	100 %	2015-2016

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 %	100 %	100 %	2015-2016
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	100%	100 %	2015-2016
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	10 %	10 %	25 %	2017-2018
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100 %	100 %	100%	2009-2010
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 %	100 %	100%	2015-2016
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to	100 %	50 %	100 %	2015-2016

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	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.	0 %	0%	0 %	2018-2019
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%	100%	100%	2015-2016
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 %	100 %	100 %	2009-2010

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%	40 %	100%	2018-2019

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%	75 %	2016-2017
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	50 %	70 %	2016-2017
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	50 %	65 %	2016-2017
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	50 %	100 %	2016-2017
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	50%	100 %	2016-2017
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.]	10 %	30 %	2016-2017

■ **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	755	1000	2015-16
II.E.2. Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	25%	50%	2015-16
E. Online Assessments Needs Analysis (District Provided)	**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.E.3. (D) % of machines ready for testing	25%	100%	2015-16

STEP 2 – Goal Setting:

Technology Integration
Goal: Continue to integrate technology into classroom instruction and professional development including the use of environments.

Goal: Promote ethical use of technology and Internet Safety for all stakeholders in the district.
Objective: Implement and refine structured lessons that cover the ethical use of technology in the classroom.

Goal: Educators will attain the skills and knowledge necessary to effectively use educational technology to create more rigorous learning environments.

Infrastructure
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.

Goal: Students, teachers and administrators will have access to educational technology in the learning environments.

STEP 3 – Strategy Setting:

Districts will outline high-level digital learning and technology strategies that will help achieve the goals of the district.

Goal Addressed	Strategy	Measurement	Timeline
Continue to integrate technology into classroom instruction and professional development including the use of environments.	Explore and determine ways to support teachers, students, and parents with technology uses. The district will offer professional development training on technology tools.	Increase scores in TIM. Sign-in sheets and evaluations	2015-16
Promote ethical use of technology and Internet Safety for all stakeholders in the district.	All stakeholders will sign the district's Acceptable Use Policy (AUP). Uninterrupted district filtering methods. Regular Internet Safety Learning opportunities for all stakeholders. Identification of Internet Safety resources for stakeholders.	Signed AUP Operating District Filter Sign-in Sheet Website of Internet Safety Resources	2015-16
Educators will attain the skills and knowledge necessary to effectively use educational technology to create more rigorous learning environments.	Personnel participation in local, state, national and global online professional learning communities. District personnel will have access to up to date hardware and software appropriate for discipline and working environment.	Sign-in sheet Property Records	2015-16
The district will establish and maintain the technology infrastructure necessary	Evaluate, plan, and budget for new and replacement infrastructure and learning hardware and software.	FAEDS study	2015-16

for students and educators to access electronic information and to communicate freely via technology.	Installation and maintenance of fiber throughout the district.	E-rate and upgraded bandwidth	
	High speed connectivity that supports instructional and administrative needs.	Upgraded bandwidth	
	Continued IT training for Supervisor of Technology, Network Administrator and IT team.	Agenda and sign-in sheets	
	Maintain current district hardware and software licenses.	Logs	
Students, teachers and administrators will have access to educational technology in the learning environments.	The district will add and/or replace computer hardware in all buildings to provide easy access for all users.	Property records	2015-16
	The district will support and expand LANs/WAN.	Upgraded bandwidth	

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:

- <u>Implementation Plan</u> – 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.
- <u>Evaluation and Success Criteria</u> – 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

Dixie County School District will continue to raise the level of technology integration in the student learning experience for all students. Using educational technology tools will become a regular component of how students and teachers work on core curriculum learning. We want to see a measurable impact of technology on student achievement. Students should become better readers, writers and mathematicians because of their interaction with classroom technology. Teachers will use technology tools to assist them in making targeted instructional decisions for their students.

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.	ELA Student Achievement	58%	79%
III.A.4.	Math Student Achievement	56%	78%
III.A.5.	Science Student Achievement	57%	59%
III.A.6.	Increase Adoption Level (TIM) by 10%	25%	35%
III.A.7.	Increase Percentage of Digital Student Learners	-	100%

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 implement 205 new student chromebooks	December 2015	$47,250	High School	II.B.3
III.B.2.	Purchase Content Filtering licenses for digital devices	December 2015	$25,000	All students	II.B.6.
III.B.3.	Purchase Digital Management tools	December 2015	$25,000	District	II.B.6
III.B.4.	Purchase 40 new student digital devices (Pilot for Elementary and Middle)	June 2015	$20,723	Elementary and Middle School	II.B.3.
III.B.5.	10% of District Fiber Build	June 2015	$68,640	District	II.B.6

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.	Purchase order and delivery of equipment	Students having digital devices in their hand
III.B.2.	Purchase order	Working filter
III.B.3.	Purchase order	Working bandwidth test
III.B.4.	Purchase order and delivery of equipment	Students having digital devices in their hand
III.B.5.	Purchase Order, E-rate forms and Moderation Form	Success install and bandwidth testing of the entire district

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

Implementation Plan for C) Professional Development:

Dixie County School District will work to provide instructional personnel and staff with access to opportunities and training to assist with the integration of technology into classroom teaching. Master In-service Plan components include the following and can be located at http://www2.nefec.org/mip/:

Component	Identifier Number	Date of Transition to High Quality MIP Template
Technology in the Classroom	3-007-001	October 2015
Technology Applications	3-404-001	November 2015
Assistive Technology in the Classroom	3-100-001	November 2015
PDA: Technology for Student Success—Assistive Technology	3-100-003	January 2016
PDA: Technology for Student Success—An Introduction	3-100-004	October 2015
PDA: Technology for Student Success—Tools for Reading Comprehension	3-100-005	March 2016
Instructional Technology in the ESE Classroom	3-105-001	November 2015

The Bureau of Standards and Instructional Support will assist our efforts to develop well-integrated educational technology. District-level professional development on a wide range of topics will be included:
● Effective instructional design and associated software
● Software and hardware to support individualized instruction
● Integration of classroom instruction with resources from the Local Instructional Improvement Systems (LIIS)

Professional development will be available in person at the regional, consortium, and district levels.

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.	Participate in TIMs training	2015-2016	$5,000	District	II.C.1 II.C.3
III.C.2.	Participation in statewide technology conferences	2015-2016	$10,000	District	II.C.4
III.C.3.	Site Visits and best practices research	2015-16	$5,000	District	II.C.4

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.	TIMs evaluation	Increase in technology use
III.C.2.	Receipts and conference schedule	Increase in technology uses in classroom
III.C.3.	Receipts and records of visits	Increase technology use in classroom

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.	Purchase of Microsoft Office 365	June, 2016	$8,640	District	All
III.D.2.	Purchase 130 teacher digital collaboration tools: Tool #1 for increasing ELA Gains. Tool #2 to provide a communication system between parents and teachers.	December 2015	$65,000	District	II.D

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.	Purchase order and delivery of software	Teachers and students using software to help in preparation of lessons and documentation of work
III.D.2.	Purchase order and delivery of equipment	Teachers using laptops at an entry level moving to an adoption level in TIMS

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.	Implement process for increased bandwidth	June 2016	Incl. in Infrastructure	District	II.E.3

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
III.E.1.	Traffic during testing	Successful completion of all test