"Building A Brighter Future"

GADSDEN DISTRICT DIGITAL CLASSROOM PLAN

2015 -2016

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BOARD APPROVED 09/22/15

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GADSDEN DISTRICT
DIGITAL CLASSROOM PLAN

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

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

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

DISTRICT MISSION

To build a brighter future as we prepare students for success in life.

TECHNOLOGY MISSION

To create a safe and supportive learning environment where learners are inspired to develop 21st Century skills through the utilization of technology to improve achievement and success in a global society.

DISTRICT'S VISION

To prepare all students for success in a rapidly changing, diverse, global society through a variety of educational opportunities. The district is committed to providing safe and supportive learning environments that ensure continuous progress towards high student achievement. Through the collaboration of a caring school community and the allocation of resources, aligned with our mission and goals, we will maximize the opportunities for all students to succeed in life.

TECHNOLOGY VISION

To provide a technology-rich environment to improve the quality of education through the use of digital tools and resources, encouraging lifelong learning for all leaners.

In pursuit of our technology vision and mission, our plan will strive to provide:

1. professional development to promote uniformity of technology standards
2. measurable indicators to monitor and evaluate technology goals and objectives
3. equitable distribution and access to digital tools and resources
4. guidelines to support Digital Citizenship and age appropriate digital learning
5. communication between stakeholders and school/district
6. automation of school/district paperwork and processes
7. infrastructure procurement of hardware/software and upgrade/maintenance
8. robust, reliable and secure infrastructure to protect student/staff data
9. digital devices meeting standards to accommodate student count and assessment schedule
10. directions for other technology initiatives in the future

The Gadsden County Public Schools' (GCPS) Technology Department continues to transition to with a new paradigm that describes a shift in focus from standardization and compliance to innovation and experimentation; one based on outputs, in which value is placed on growth as measured against student learning goals. Our plan promotes personalized learning experiences in which instruction is paced to learning needs (individualized), tailored to learning preferences (differentiated), and tailored to the specific interests of different learners. Learning objectives focus on creating environments and activities that support engagement and motivation as determined solely from the learner's perspective. Each teacher is continually guided by student-specific learning data that is progress monitored and used to inform instructional decision making at the student level.

We have initiated a system redesign in which connected learning replaces learning in isolation for both teachers and students. By leveraging the ubiquitous nature of blended learning, flipped classrooms, and project-based learning spaces, we will promote an environment where learning is the constant and time and space are the variables. By promoting learning as borderless (time, place, resources, opportunity) schools and structures are defined only by student learning and productivity- by where the learning takes place. The ultimate goal is for all learners to have 24/7 access to learning (resources, opportunities, experiences) matched to each learner's need.

By focusing on the learner – our plan redefines the role of the teacher as a facilitator of student-directed inquiry and learning. This represents a shift from teachers as "solo practitioners" to educators as well-connected lead learners. While there is a need for certificated, professional teachers, learning is not bounded by teacher certification. The plan defines how virtual learning environments will engage experts from the field and supports a means for their voices to be delivered into the learning process. The same will be true for engaging and incorporating voices of students and educators across the globe. The activities within learning environments (both traditional and virtual) are moving from a transmission or passive learning model to a transaction or active model of learning – one that supports global awareness and connectedness at both the adult and student levels across the organization.

Gadsden District is committed to providing the best growth and learning opportunities possible for all students. We recognize that incorporating technology into the learning environment and

work place is critical to continued growth for students and staff. The vision for our District's Digital Classroom Plan (DCP) is to create the basis for combining multiple digital tools and resources to enhance the learning environment for students and for creating a more efficient and productive environment for our school/district level staff in support of students and teachers.

GCPS' DCP has been designed to support the premise that technology needs to be an appropriate and comprehensive resource that supports and extends the curriculum. The plan is intended to be a working document for ongoing dialogue and serves two main purposes: 1) a strategic guide to support of our vision and commitment to use digital leaning as an integral component of the educational process and 2) documentation to E-Rate compliance. Our intent is to move to a system that supports all staff and students, in a structured manner, which includes equity of access to digital tools and resources so that every student will have high-quality instructions, meaningful learning experiences, and prepared to succeed in college and careers. As such, the plan will be revised and reviewed on a continuing basis.

GCPS believes that . . .

- All students can learn
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- The commitment to continuous improvement to achieve the goal of enabling all students to realize their potential in a rapidly changing, diverse, global society is expected of all stakeholders of the school system.
- Assessments of student learning provide students with a variety of opportunities to demonstrate the achievement of the expectation for their learning.
- Education is the key to opportunity and social mobility.
- A safe and supportive learning environment promotes student achievement.
- Students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, and to reason, solve problems, and produce quality work.
- The chief priority of any school system should focus on learning across the system. (Student learning, professional learning, and organizational learning).
- The development of a caring school community should be a priority for our school system.
- The allocation of our resources, in alignment with our mission and goals, helps to maximize the opportunity for students to learn and experience success in school.

Gadsden District's DCP includes overarching goals, implementation, and monitoring phases to ensure each project's success. By phasing in projects strategically over a 3 to 5 year timeframe, we can learn from each other by optimizing our resources, emerging best-practices, build on our successes, spread out up-front costs, and address key challenges that arise. 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.

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

I.1 District Team Profile

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

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

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I.2 Planning Process

Summarize the process used to write this plan including but not limited to:

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

The process used to write this plan commenced from data gathered continuously over the past years regarding district-wide needs to prepare and support 21st Century learning. Through collaboration and discussions with key school and district leaders, evaluations of the applications in use, and district-wide needs of all stakeholders, a clear direction emerged leading to the development of this plan and the needs were identified and then refined as associated costs, timing, student performance, professional development, infrastructure support, digital tools and resources, and online assessments were determined.

The following principles guided the development of this plan and it will:

1. Outline a unified vision and established guidelines for using technology in teaching and learning to help prepare all students to be productive and competitive participants in our 21st century global society.
2. Assess the current state of technology across Gadsden District's schools and provide a strategic framework and vision for technology use that can adapt to the rapid changes in technology that will occur over the term of the plan.
3. Establish a baseline of realistic expectations for the use of technology in our schools and district, plus identify or provide funding streams adequate to meet those expectations.
4. Provide a flexible model for technology planning that incorporates best-practice technology plan elements, such as goals, needs analysis, evaluation, and accountability that schools and district can effectively utilize.
5. Coordinate the efforts of various education stakeholders, connect common interests, and leverage existing resources and assessments to accomplish and evaluate plan goals.

Consideration was given to the professional development needs of teachers to support student project using digital learning, increase opportunities to access digital learning tools and resources to support academic growth and redirection toward the district's initiative, *"Let's Keep Striving for Excellence, As We Build A Brighter Future"*.

I.3 Technology Integration Matrix (TIM)

Summarize the process used to train, implement and measure classrooms using the TIM.

GCPS will provide professional development (PD) on the Technology Integration Matrix (TIM). The PD will focus on "train-the-trainer" model which will be implemented during the 2015-2016.

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

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

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

GCPS developed a comprehensive approach for partnerships between the schools, parents, and the communities. The comprehensive approach fosters positive attitudes about the school, parents and community members because it respects the varying capacities of the school population as a whole. Parents are encouraged to share information through surveys, workshops and parent meetings on ways to reach out, create and the strengthen partnerships and assist with the development of the District and Parent Improvement Plan.

In addition, each department of the District's leadership is afforded an opportunity to contribute to the plan. Peer Reviews were organized to ascertain school site improvement needs, strengths, and suggestions for district-wide improvement strategies. Assessment data, both at the school site level and district-wide, are reviewed to determine the District's overall academic focus. A representative of the School Board is aligned to Curriculum and Instruction to ensure that the Board is aware of curricula issues and to offer advisement from the perspective of our District's Governing Board.

GCPS has established a district-based leadership team (DBLT) to guide the successful implementation of a Multi-Tiered System of Supports (MTSS). The primary function of the DBLT is to ensure that funding, professional development, infrastructure (e.g., data supports), and implementation supports (e.g., coaching, technical assistance) are available to reinforce implementation at school sites. . Using performance data and monitoring learning through the MTSS, administrators can make important instructional decisions to meet the needs of students from different backgrounds, learning styles, and levels of attainment.

The DBLT periodically reviews district policies and programs to ensure they are sufficiently addressing the instructional and behavioral needs of all students at every level of need. It also assists school based teams in making data-based decisions that will promote intense and focused instruction and intervention, as well as, working with the staff development office to provide professional development to ensure fidelity of implementation of the MTSS and the Florida Standards.

The district's plan utilizes a specific, data-driven problem-solving process to identify and analyze academic and behavioral difficulties; and to plan for all students' progress, using scientific, evidence-based instruction and intervention.

This is accomplished through the following:

- Providing a multi-tiered model of instruction and intervention
- Utilizing a collaborative problem solving approach
- Implementing a research-based Core Curriculum (aligned with Florida's Standards)
- Monitoring student progress to inform instruction
- Using data to make instructional decisions
- Using assessments for three purposes: universal screening, diagnostics, and progress monitoring
- Engaging parents and community partnerships

Our central component of our plan is student achievement. Therefore, in order to provide the best possible instruction to students, we need to have ways to assess them using both formative and summative tools. The ability to access data effectively and efficiently and efficiently drives instruction and provides the ability to more accurately target the individual needs of students, which then translates into adapting our instruction in order to best meet the students' need.

Currently, Performance Matters (PM) as one of its data sources to allow teachers and administrators to have the ability to access multiple data measures, create reports, and build check-points to track student progress and identify struggling students, monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, and writing. The PM system allows schools to review and assess state and local tests taken by students in grades K-12. Strand comparison reports, school proficiency growth, and students' performance by standard are just a few of the data that PM is capable of producing.

In addition, Skyward is the student management system used by Gadsden County. Skyward allows school level personnel to update and track a student's behavior, attendance, and academic performance, to name a few. Within our MTSS framework, student data is entered into Skyward where the class average for each student is computed automatically.

Consequently, classroom performance can be easily analyzed. Retention information, FCAT scores, FAIR data, and district benchmark assessments are all analyzed to determine which students need additional support. The progress of struggling students is monitored and trend lines indicate whether or not student performance is improving, regressing or plateauing.

The gap between the students' performance and that of their peers is also analyzed to determine the level of support that students require. Teachers receive support through a Multi-tiered System of Supports because they are a very integral part of the Student Study Team meetings that are held to determine which supports and resources are necessary in order to meet the needs of individual students.

I.5 District Policy

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

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

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	7540.01 – Technology Privacy 8330 – Student Records 8405 –School Safety	http://www.neola.com/gadsden-fl/	06/25/13
District teacher evaluation components relating to technology (if applicable)	1243;3243 – Professional Meetings 1242;3242 – Professional Development	http://www.neola.com/gadsden-fl/	06/25/13
BYOD (Bring Your Own Device) Policy	5136 – Wireless Communications 7540 Computer Technology and Network 7542 – Network access from personally owned computers and/or other web-enabled devices 7540.03/04 – Student/Staff Network and Internet Acceptable Use and Safety	http://www.neola.com/gadsden-fl/	06/25/13
Acceptable/Responsible Use policy (student, teachers, admin)	7540.03/04 – Student/Staff Network and Internet Acceptable Use and Safety	http://www.neola.com/gadsden-fl/	06/25/13
Master In-service Plan (MIP) technology components	1242 – Professional Development 3242 – Professional Development	http://www.neola.com/gadsden-fl/	06/25/13
Other/Open Response	2370.01 – Virtual Instruction Program		06/25/13

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.

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

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

A. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.A.1.	ELA Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.2.	Math Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.3.	Science Student Achievement – 5th and 8th Grade	45% 35%	60% 50%	2016

II.A.4.	Science Student Achievement – Biology	29 %	30 %	2016
II.A.5.	ELA Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
B. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.A.9.	Overall, 4-year Graduation Rate	58%	60%	2015-2016
II.A.10.	Acceleration Success Rate	56%	58%	2015-2016
A. Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.A.11. (D)	Target AMO Reading	57%	60%	2016
II.A.12. (D)	Target AMO Math	66%	70%	2016
II.A.13. (D)				
II.A.14. (D)				

- **Quality Efficient Services**

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

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

B. **Infrastructure Needs Analysis (Required)**		**Baseline from 2014**	**Actual from Spring 2015**	**Target**	**Date for Target to be Achieved *(year)***	**Gap to be addressed *(Actual minus Target)***
II.B.1.	Student to Computer Device Ratio	2:34 : 1	2:14 : 1	1 : 1	2016	1.14:1
II.B.2.	Count of student instructional desktop computers meeting specifications	1788	1853	1900	2016	Goal: Decrease the number of desktops; District moving towards mobile devices
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	414	656	900	2016	244
II.B.4.	Count of student web-thin client computers meeting specifications	0	54	100	2016	46
II.B.5.	Count of student large screen tablets meeting specifications	0	0	0	2016	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	80 %	100%	100%	2016	20%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	72.96%	100%	100%	2016	27.04%

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	2014-2015	Y

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved *(year)*	
II.B.10. (D)	Upgrade hardware, software, and systems to support DCP activities and maintain network security,	Partial Implemented installed	50% coverage	100% installed	2015-2016	
II.B.11. (D)	Uninterrupted 1500 AMPS Power Supply	4 installed	25% coverage	14	2015-2016	
II.B.12. (D)	Unify classrooms: Smartboard, LCD projectors and ceiling mounts	75% coverage	80% coverage	100%	2015-2016	
II.B.13. (D)	Purchase 120 digital devices and peripheral accessories to implement and support DCP activities and assessments	2.34:1	2.14:1	1:1 secondary schools	2015-201	

* 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

C. **Professional Development Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved *(year)***
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 10% Adoption:20 % Adaption:40 % Infusion: 20% Transform: 10%	Entry:5 % Adoption: 10% Adaption: 45% Infusion: 25% Transform: 15%	2016-2017
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 10% Adoption:20 % Adaption:40 % Infusion: 20% Transform: 10%	Entry:5 % Adoption: 10% Adaption: 45% Infusion: 25% Transform: 15%	2016-2017

C. Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.C.3. (D)	Train Gadsden Digital Educators (GDE) Cohort. Provide stipends for GDEs to conduct and facilitate DCP plan and Project-Based Learning initiative	25	50	2015-2016
II.C.4 (D)	ITV Specialist to provide training, website and video support to students, parents and teachers	0	20 District Training videos	2015-2016

- **Seamless Articulation and Maximum Access**

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

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

D. **Digital Tools Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
	Student Access and Utilization (S)	**% of student access**	**% of student utilization**	**% of student access**	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100 %	50 %	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 %	50 %	100 %	2015-2016
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100 %	70 %	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.	50 %	50 %	100 %	2015-2016
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100 %	50 %	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 %	75 %	100 %	2015-2016
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	75 %	100 %	2015-2016
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 %	75 %	100 %	2015-2016
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100 %	100 %	100 %	2015-2016
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 %	75 %	100 %	2015-2016
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and	100 %	100 %	100 %	2015-2016

	instructional resources to provide new ways of viewing and analyzing data.				
II.D.7. (T)	A system that houses documents, videos and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	50 %	25 %	100 %	2015-2016
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 %	50 %	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)***
	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 %	2015-2016

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)	100 %	100 %	2015-2016
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	80 %	100 %	2015-2016
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	100 %	100 %	2015-2016
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	50 %	100 %	2015-2016
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	50 %	100 %	2015-2016
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.]	25 %	100 %	2015-2016
D. **Digital Tools Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.D.7. (IM)	Procurement of 15 ITV channel & websites, and/or system to house compilation of digital resources for stakeholders needs at all school sites; Microsoft mobile computers for ITV broadcasting & editing	0	15	2015-2016
II.D.8. (IM)	Smartboards, projectors, connection cords and cabling, ceiling mounts, headphones, mice, cords to display content in classrooms;	0	40	2015-2016
II.D.9. (IM)	Access for secondary students to CAPE digital tool certification licenses	100	200	2015-2017

- **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	968	1300	2015-2016
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	5 %	10 %	2015-2016
E. Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.E.3. (D)	Purchase replacement headphones for students to use for Online Assessments	300	1200	2015-2016
II.E.4. (D)	Additional Computers and mobile devices required for assessment (based on schedule constraints)	600	800	2015-2016
II.E.5. (D)	Update monitoring software and hardware for restricting inappropriate downloads and bandwidth during assessment windows	Partial	Fully implement	2015-2017
II.E.6. (D)	Decrease schools scheduling time to complete district/state assessments	80%	100%	2015-2017

STEP 2 – Goal Setting:

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

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

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

Goals Examples:

EXAMPLES

- Highest Student Achievement: All schools will meet AMO benchmarks and meet expected growth on state assessments.
- Seamless Articulation and Maximum Access: All students will have opportunities for industry certifications and are prepared to enter postsecondary with the skills necessary to succeed.
- Skilled Workforce and Economic Development: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.
- Quality Efficient Services: All school sites will be safe and effective environments to support developing students.

Enter district goals below:

Improve Student Achievement & Close Student Achievement Gaps

ALL students attaining proficiency or better with grade level content

> **Highest Student Achievement**: All students will acquire the technology skills and information skills needed to succeed in the classroom and workplace.

Student Acquisition of Technology and Information Literacy Skills.

Support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

> **Quality Efficient Services**: The district will establish and maintain a reliable digital learning infrastructure essential for all leaners to access electronic information and to communicate.

Ensure Trained Staff and Improve Community Involvement

Expand quality of teaching in the education system and communicate student progress of activities between home, school, and community.

Skilled Workforce and Economic Development: All stakeholders will have access to opportunities and professional development to develop the skills and knowledge for implementing digital learning

Improve Student Data Collection, Analysis & Decision Making

District teachers, administrators, staff, and leaders will use technology to improve the collection, analysis, reporting, and use of formative, benchmark, and state student achievement data.

Seamless Articulation and Maximum Access: Provide a variety of digital tools systems, strengthen information and communication technology skills, and ensure opportunities to personalize and extend learning

Quality Efficient Services: Improve platform and environment for online assessments

STEP 3 – Strategy Setting:

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

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Highest Student Achievement	Provide students with opportunities to participate and access other online courses not offered within Gadsden's brick and mortal sites.	• Participation reports from Gadsden VIP, Dual Enrollment, and other contracted Virtual Programs. • Expanded access to curricula related to local and state standards through online courses, content, collaboration, and support.	Ongoing
Highest Student Achievement	Encourage safer and responsible use of technology tools.	• Implement Learning.com EasyTech program in grades K-8 • Delivery of Cyberbullying awareness and social media to teachers, students, and where appropriate. • Reinforce keyboarding skills for all students.	2015-2016
Highest Student Achievement	Use technology, including the Internet, to produce, publish and update individual and/or shared writing projects, respond to ongoing feedback, including new arguments or information, interact and collaborate with others in all content Make strategic use of digital media (graphical, textual, audio, visual and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence	• Published writing samples • Student survey • Presentation product • Presentation observation	Annually

Highest Student Achievement	Teaches will integrate technology into their curriculum as embedded components of teacher lesson plans. Technology and information literacy skills will be the primary focus, with the secondary emphasis on Math and Science as both of these areas are tested on the state assessments. Developing multimedia presentations for instruction	• Teacher-made materials from a desktop publishing software • Finding, evaluating, and using internet resources, • Student projects requiring use of internet and/or computer applications • Student e-mail or web-based product • Students use of multi-media for presentation	Ongoing
Highest Student Achievement	Identify and utilize effective practices in implementing digital content that accommodates that diverse learning needs of all students. Provide assistive technology to students whose Individualized Education Programs (IEP) and 504 plans recommend or require these devices work with schools, departments, students, parents and community to define need and adjust website as necessary	• Instructional resources that incorporate universal design • Response to intervention (RTI) in key curricular areas identified as needing attention	Annually
Highest Student Achievement	Provide Professional Development for high level digital learning and technical strategies to be seamlessly infused	Gadsden Digital Educators will model lessons and provide PDs by facilitating and conducting workshops for parents, students, staff and administrators.	Ongoing
Highest Student Achievement	Develop infrastructure to effectively support online assessments, as well as, digital learning initiatives and activities.	• Report and meeting notes from infrastructure needs • DOE report from the TRI surveys • Implement Mobile Device Management Systems (MDM) • Access Control report	2015-2016; 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 sections for each component include, but are not limited to:

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

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

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

A) Student Performance Outcomes

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

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

A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.3.	Increase 4-year graduation rate	56%	60%
III.A.4.	Increase ELA Student Achievement	52%	55%
III.A.5.	Increase Math Student Achievement	62%	65%
III.A.6.	Increase Science Student Achievement	35%	37%
III.A.7.	Increase Student Digital Citizenship and Safety Awareness	30%	32%

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.	Firewall and Intrusion Detection System (IDS) for data loss.	2016	$19,000	District	II.B.6-8 II.B.10-11 (D)
III.B.2.	Core switch upgrade to integrate with network access control and filtering services.	2016	$12,000	District	II.B.6-7
III.B.3.	UPS – Uninterrupted Power Supplies to ensure continuous operation of IDS and upgraded switches. (4@500=2000)	2016	$2,000	Schools: Chattahoochee & Carter Parramore	II.B.6-7 II.B.10(D)
III.B.4.	Additional Blade server for IBM Blade Center to allow for visualization of wireless controllers and network access control systems.	2016	$15,000	District	II.B.6-7
III.B.5.	Purchase and implement new student and teacher devices: Dell Latitude 3340, Win8 Micro (120 @ $607 = $72,840) and peripheral accessories ($17,160) to increase the number of digital devices to meet 1:1 or close to compliance students to devices based in schools	2015-16	$90,000	District	II.B.13. (D)
III.B.6.	Wireless adapters (50@$26=$1300); RAM 2gb (120@$43=$1300); Cat6 wiring (2000 ft. =$500); Active USB cable 25ft (25@$40=$2040)	2016	$9,000	District	II.B.6-8 II.B.10-11 (D)

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**

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 orders and installation of firewall and IDS equipment	Full implementation of data and network security systems
III.B.2.	Purchase orders and installation of switches	Full implementation of switches to improve access to digital content
III.B.3.	Purchase orders and installation UPS	UPS provide continuous power
III.B.4.	Purchase order and installation of IBM Blade serve	Full implementation of server; more processing power in racks space, simplifying cabling and reducing power consumption
III.B.5.	Purchase order, setup, and delivery of devices and peripherals/accessories; signature sheets verifying receipt of goods and services to schools	Increase number of devices in schools
III.B.6.	Purchase order, setup, and delivery of devices and peripherals/accessories; signature sheets verifying receipt of goods and services to schools	Increase number peripherals and cabling to support digital devices

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

C) Professional Development

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

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

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

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

Implementation Plan for C) Professional Development:

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

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School / District	Gap addressed from Sect. II
III.C.1.	Tech Boot Camp Summer Institute to Train 25 Gadsden Digital Educators (GDEs) Cohort #2 and to provide stipends to conduct and facilitate PD; Tech University/Boot Camp for Parents and Administrators	2015-16 ongoing	$60,000	Both	II.C. 3 (D)
III.C.2.	In/Out state travel, workshop, professional subscriptions, and associated fees to support technology staff PDs, DCP implementation and activities at the district and school levels.	2015-16	$30,000	Both	II.C. 3 (D)
III.C.3.	Provide substitute teachers for GDEs to travel for overseeing, conducting, or facilitating professional development and activities	2015-16	$5,680	Both	II.C. 3 (D)
III.C.4.	Tech Boot Camp supplies/materials for new 25 GDEs to implement DCP activities at school/district level: mobile storage cart (25@12=$300); 16GB flash drive (25@10=$300); Sony handycam (25@466.82=$11670.50); tripod (25@34.06=851.50); 32GB microSDHC (25@32.22=$805.50); Dell laptop Win8 (25@610=$15250); clicker (25@34.90=872.50)	2015-16	$30,000	Both	II.C.1- 2 II.C.3(D)

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**

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.	Monitored through the selection process, registration and list of the new GDE Cohort #2 participants	All participants complete Tech Boot Camp course; projects posted online to share district-wide
III.C.2.	Monitored through leave forms, attendance, course completions, conference and workshop agendas, and receipt and payment for travel fees	All participants will complete projects, lesson plans, and student activities ideas uploaded to website to share
III.C.3.	Monitored through attendance, sign-in sheets, agendas, meeting minutes	All participants able to select, use and implement digital with fidelity to support DCP activities
III.C.4	Purchase orders; signature verifying receipt of supplies/materials	All participants will be able to use supplies and materials with fidelity.

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	ITV Broadcast Microsoft I7 Win10 computer (4@$2584.08=$10,349.68) and software upgrade to broadcast to 13 sites to support instructions and activities for students, parents, and staff	2015-2016	$14,000	District	II.D.7 (IM)
III.D.2	Projectors (50@$355.14=$17,757); mice (380@$6.04=2295.20); SB pen set (20@$12=240); ceiling mounts (20@$99=$1980); VGA cable (25@$34.56=$864); HDMI to VGA adapter (25@$31.72=$793); Panduit raceway (1 box@$274);	2015-2016	$30,000	District	II.D.8 (IM)
III.D.3	Offer CAPE certification licenses for secondary students in CTE courses	2015-2017	$1000	District	II.D.9 (IM)
III.D.4					

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

Brief description of other activities	**Other funding source**

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 orders; use of digital tools and ITV equipment for creating and editing	Full implementation of ITV and .TV channel and website at each school site; Increase number of teachers and students using digital tools to create and edit videos; equipment functioning correctly;
III.D.2.	Purchase orders, delivery and installment of digital equipment and accessories	Full implementation of equipment and functioning correctly
III.D.3.	Quarterly Certiport reports; monitoring of the number of participants and completions	Increase number of students participating and earning industry certification.
III.D.4.		

E) Online Assessments

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

Implementation Plan for E) Online Assessments:

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

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

Brief description of other activities	**Other funding source**

Evaluation and Success Criteria for E) Online Assessmq1eents:

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

E. **Online Assessment Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Progress monitoring and usage report of bandwidth	No network issues reported during assessment windows
E.2.	Annual report of purchases of devices for assessment	Ratio of student to device ratio met or close to compliance based on school assessment needs