DISTRICT
DIGITAL CLASSROOM PLAN 2015-16

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.

The overall focus of the Gilchrist County School District's technology program is to improve student performance through the integration of technology as a teaching and learning tool within each classroom. As a part of our plan to strategically use technology to enhance student outcomes, efforts are being directed toward getting digital devices and tools in the hands of students, teachers, and other stakeholders.   The two primary goals of this project will be to improve the availability of digital learning resources and ensure that stakeholders are knowledgeable about how to use them. Our district will be moving in the direction of a 1:1 device ratio, and the implementation of this project will ensure progress toward that long-term goal.

Part I.   DIGITAL CLASSROOMS PLAN - OVERVIEW

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

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

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

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

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Aaron Wiley	wileya@mygcsd.org	(352) 463-4410
ESE District Contact	Lisa Rowland	rowlandl@mygcsd.org	(352) 463-3153
Instructional District Contact	Linda Gartin, Secondary Wendy Osteen, Elementary	gartinl@mygcsd.org osteenw@mygcsd.org	(352) 463-3200
Finance District Contact	David Dose	dosed@mygcsd.org	(352) 463-3205
Career and Technical Education Contact	Patricia Powers	powersp@mygcsd.org	(352) 463-4408
District Leadership Contact	Ronda Parrish	parrishr@mygcsd.org	(352) 463-3200
District Superintendent	Rob Rankin	rankinr@mygcsd.org	(352) 463-3200

I.2   <u>Planning Process</u> - 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.

Planning for digital classrooms took place through the collaboration of the key team members

listed in section 1.3, in coordination with a representative group of stakeholders including

parents, school staff, community, and business. A series of development and planning work sessions occurred to identify key needs, gaps, and root causes. Planning team efforts have been coordinated and aligned with Universal Design for Learning (UDL) priorities, school improvement focus areas, SACS guidelines, and Technology Integration Matrix (TIM) needs assessment. Stakeholders including parents, school staff, and community members were involved in the planning process through participation in School Improvement Plan team work sessions focusing on District Digital Classroom Plan development. District leadership and support personnel involved in this process have been trained through regional workshops and internal meetings. Through this plan, technology will be integrated into all areas of the curriculum, including students with special needs. The planning team included representatives of elementary and secondary general education, ESOL/LEP, ESE, gifted, homeless, migrant, 504, pre-kindergarten, career and technical education, and other representatives as appropriate. Applicable feedback from all representative stakeholder groups has been incorporated into the final plan. In addition, the planning process has provided insight into the community and agency partnerships that will facilitate the effectiveness of the DCP. The implementation of the DCP will occur through collaboration with agencies such as the North East Florida Educational Consortium (NEFEC), Florida's Diagnostic and Learning Resources System (FDLRS), the Institute for Small and Rural Districts (ISRD), regional Local Assistive Technology Specialists (LATS), business partners, and others as appropriate.

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

District leadership were introduced to and trained in the implementation of the Technology Integration Matrix through regional workshops and collaborative worksessions. At the district

3

level, each principal and assistant principal participated in district training, as well as a full week

of TIM coursework through iTeach Professional Learning facilitated by an experienced educator.

The FCIT's online tutorials and resources have been used as a professional development and

learning opportunity for those involved. Evaluators have become familiar with how to observe

and evaluate classrooms and lesson plans through the repository of videos with example lessons

at each level of the TIM. Observations have taken place within each classroom. Using this

observation data and historical evaluation data, evaluators rated the level of technology

integration within each classroom as Entry, Adoption, Adaptation, Infusion, or Transformation.

The characteristics of the learning environments included Active, Collaborative, Constructive,

Authentic, and Goal Directed. Using this TIM matrix data, this digital classroom plan was

developed to improve the level of integration of technology into the curriculum. The baseline

data and targets indicated in section C are a product of this process.

I.4   Multi-Tiered System of Supports (MTSS) - By using an MTSS in the planning process,
the district will provide a cohesive and comprehensive approach to meeting the needs of all
learners. The DCP requires districts to summarize the process used to write this plan including
but not limited to:
- Describe the problem-solving process based on available district-specific data which were used for the goals and needs analysis established in the plan;
- Explain the existing system used to monitor progress of the implementation plan; and
- How the district intends to support the implementation and capacity described in the plan.

The Multi-Tiered System of Supports (MTSS) data-based, problem-solving process was used to

plan for and develop this DCP. Through the implementation of this plan, technology resources

will be allocated in direct proportion to student needs. Trends and patterns within student

academic and behavioral data were analyzed as a part of this 8 step problem-solving and

planning process. Data was collected through a needs assessment process that included

collecting and analyzing data from multiple sources, including Technology Integration Matrix (TIM) data, student performance Annual Measurable Objective (AMO) data, technology inventory and readiness surveys, professional development needs data, online assessment needs, and evaluation of digital learning and technology infrastructure needs.   Baseline data and targets/goals developed through this process have been included as an integral part of the plan, both to determine existing needs and also as an avenue to better monitor progress against an established baseline. Effective Tier 1 core instruction will be ensured through the availability of technology tools and resources. Coordination of this project with other projects, such as the UDL grant project, will ensure that students receive supplemental and individualized interventions and supports at Tier 2 and 3 as appropriate. Small group and individual student needs will be met through the strategic allocation of resources, including staff. Progress toward the full implementation of this plan will be monitored on an ongoing basis at district monthly instructional team meetings, school LEAD monthly team meetings, within each classroom through teacher observations and classroom walk-throughs, and formally three times per year using student performance data. The technology tools provided through this project and professional development will be coordinated to ensure that capacity building occurs with staff to promote a better understanding of data-based problem solving at each tier.

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	This consists of the Data Loss Prevention Plan and the Security Incident Response Plan.	www.gilchristschools.org	Yearly
District teacher evaluation components relating to technology (if applicable)	Teacher evaluation approved by state includes applicable technology components.	www.gilchristschools.org	Yearly
BYOD (Bring Your Own Device) Policy	Policy in Student Handbook	www.gilchristschools.org	Yearly
Policy for refresh of devices (student and teachers)	As needed	www.gilchristschools.org	Yearly
Acceptable/Responsible Use policy (student, teachers, admin)	Student / Parent / District Contract	www.gilchristschools.org	Yearly
Master Inservice Plan (MIP) technology components	MIP in alignment with technology needs	www.gilchristschools.org	Yearly
Other/Open Response			

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

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

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

- **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	5th 61 62% 8th 57 56%	70 71% 65 64%	2015-16
II.A.4.	Science Student Achievement – Biology	123 81%	129 85%	2015-16
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	94%	95%	2015-16
II.A.10.	Acceleration Success Rate	75%	80%	2016-17
A. Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.A.11. (D)				
II.A.12. (D)				
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	1:4	1:1.11	1:1	2016-17	.11
II.B.2.	Count of student instructional desktop computers meeting specifications	488	1,324	1,600	2016-17	276
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	67	651	1,000	2016-17	349
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	0	2016-17	0
II.B.5.	Count of student large screen tablets meeting specifications	0	260	400	2016-17	140
II.B.6.	Percent of schools meeting recommended bandwidth standard	100%	100%	100%	2016-17	0%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	100%	2016-17	0%

B. Infrastructure Needs Analysis (Required)	Baseline from 2014	Actual from Spring 2015	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
II.B.8.	District completion and submission of security assessment *	N/A	N/A	N/A	N/A	N/A
II.B.9.	District support of browsers in the last two versions	N/A	**Y**/N	**Y**/N	2015-16	**Y**/N

B. Infrastructure Needs Analysis (District Provided)	Baseline		Target	Date for Target to be Achieved *(year)*	
II.B.10. (D)	Count of teacher desktops meeting specifications	157				
II.B.11. (D)	Count of administrative desktops meeting specifications	44				
II.B.12. (D)						

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

■ **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: 50% Adoption: 22% Adaption: 21% Infusion: 5% Transform: 1%	Entry: 40% Adoption: 15% Adaption: 25% Infusion: 10% Transform: 10%	2016-17
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 36% Adoption: 27% Adaption: 17% Infusion: 5% Transform: 1%	Entry: 40% Adoption: 15% Adaption: 25% Infusion: 10% Transform: 10%	2016-17

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

The baseline data representing the current status of the school district with implementing

technology was obtained through a collaborative process involving both the school and district

levels, and was aligned with the Technology Integration Matrix (TIM) criteria. Each team completed classroom observations and lesson plan analysis to evaluate the current status of implementation for all categories and rated the percentage of teachers at Entry, Adoption, Adaptation, Infusion, or Transformation levels. Data was analyzed for patterns and trends, and it was noted that school level staff indicated higher percentages of teachers at Adaptation and Infusion levels. Cumulatively, it was rated that 25% of teachers are at the Entry level, 55% at Adoption, 15% at Adaptation, 5% at Infusion, and 0% at Transformation. As a part of the process, discussions highlighted the fact that all of the ratings would be higher if there were a higher availability of technology tools for teachers to use. Many times, teachers are not providing student choice in digital tools because there are no choices for them. With the expanded availability of technology and digital tools for our teachers and students, it is anticipated that these ratings will soon reflect higher percentages in the Adaptation, Infusion, and even Transformation levels. Professional development associated with the PD for Digital Learning Grant will be implemented in a way that supports growth within the Technology Integration Matrix.

- **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.	2800 100%	821 30%	2800 100%	2016-17
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	140 5%	140 5%	280 10%	2016-17
II.D.3. (S)	A system that supports student access to online assessments and personal results.	2800 100%	1260 45%	2800 100%	2016-17
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.	140 5%	140 5%	280 10%	2016-17
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	2800 100%	821 30%	2800 100%	2016-17

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.	170 100%	170 100%	170 100%	2016-17
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	170 100%	5 3%	170 100%	2016-17
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	170 100%	34 20%	170 100%	2016-17
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	170 100%	51 30%	170 100%	2016-17
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.	170 100%	170 100%	170 100%	2016-17
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing	170 100%	161 95%	170 100%	2016-17

15

		Baseline	Baseline	Target	Date for Target to be Achieved
	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.	170 100%	85 50%	170 100%	2016-17
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.	170 100%	68 40%	170 100%	2016-17
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.	170 100%	170 100%	170 100%	2016-17

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.	2800 100%	702 25%	1000 35%	2016-17

D. Digital Tools Needs Analysis (Required)	Baseline (to be	Target	Date for Target to be

16

(IM)		established in 2015)		Achieved *(year)*
	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%	50%	2016-17
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	50%	60%	2016-17
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	100%	100%	2016-17
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	50%	75%	2016-17
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	10%	25%	2016-17
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students instructional materials [ss. 1006.283(2)(b)11, F.S.]	0%	100%	2016-17
D. **Digital Tools Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.D.7. (IM)				
II.D.8. (IM)				
II.D.9. (IM)				

17

■ **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	1,331	1,600	2016-17
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	4 100%	4 100%	2015-16
E. Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.E.3. (D)				
II.E.4. (D)				
II.E.5. (D)				

STEP 2 – Goal Setting:

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

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

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

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:

The overall goal for technology integration in the district is to improve student learning through 1) providing access to digital tools and 2) delivering high quality professional development to instructors. We want to ensure that students and teachers have access to technology and are able to use it effectively. This increased access to digital tools for teaching and learning will improve the delivery and differentiation of instruction, remove barriers to student learning, prepare students to achieve rigorous standards, allow instructional leaders to provide effective feedback to teachers, diversify experiences, and ultimately ensure that students are able to exit college and career ready. The primary long-term goals for technology integration include:

- Highest Student Achievement: All schools will meet federal AMO benchmarks and expected growth on state assessments.

- Seamless Articulation and Maximum Access: Students will have opportunities for industry certifications and will be prepared to enter college/career 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.
- Availability of Technology: All students will have the availability of easily-accessible digital devices, tools, and resources to enhance and individualize learning.

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.

Examples of Strategies:

EXAMPLES			
Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	• Purchase Instructional Materials in digital format	50% of purchases in 2015-16
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	• Fully implement system across nine components • Integrate instructional materials into system	2014 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	• Bandwidth amount • Wireless access for all classrooms	2014-2019

Enter the district strategies below:

Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Highest Student Achievement	Continue to enhance and maintain an infrastructure that supports the needs of digital learning and online assessments	• Bandwidth • Wireless access	2014 and ongoing
Availability of Technology	Supply students with digital devices that are readily-available	Student:Device Ratio	2014 and ongoing
Skilled Workforce	Provide all teachers with professional development and on-going training opportunities in the	• Training Calendar • Attendance Logs	2014 and ongoing

	use of digital tools as instructional delivery aids		
Availability of Technology	Collaborate with community, business, and agency partners in facilitating a smooth transition to this greater focus on digital tools	• Agency communications • Agendas • Attendance Logs	2014 and ongoing
Availability of Technology	Coordinate and align strategies throughout projects and funding sources to maximize the impact of the plan's implementation through the leveraging of resources	• Meeting Agendas • Attendance Logs	2014 and ongoing
Highest Student Achievement	Integrate technology tools/equipment to support student learning and to aid teachers in the delivery of the core curriculum aligned with Florida Standards	• Technology Integration Matrix data • Student Performance on FSA • Teacher Evaluation data	2014 and ongoing
Highest Student Achievement	Use assessment data to guide student digital learning activities and lesson plan development for all classrooms	• Student Performance on FSA Lesson Plans	2014 and ongoing

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

The Gilchrist County School District does participate in federal grant programs, and the purchase

of technology through any of those federal sources is always evaluated to ensure that costs are

supplemental, appropriate, reasonable, allocable, allowable, and necessary. Federal, state, local,

and private funding sources and strategies will be coordinated to ensure the maximum return on

investment and the greatest leveraging of resources. In addition, the DCP planning and development team included representation from federal grant programs to ensure the least duplication of effort and the greatest level of coordination. Planning has taken place with a focus on performance rather than compliance. In addition, strategies are designed to emphasize a movement away from fixed mindsets and toward growth mindsets, in alignment with state efforts. Professional development provided through all sources will support these efforts as well.

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

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.

EXAMPLES		
A. **Student Performance Outcomes**	**Baseline**	**Target**
III.A.1 Increase percent of fourth grade mathematics students performing at Sunshine Elementary school.	45%	48%
III.A.2 Improve graduation rates at Sandy Shores High school.	78%	80%

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. Improve the percentage of students scoring as proficient or above on standardized assessments in Reading/ELA	TBD	
III.A.4. Improve the percentage of students scoring as proficient or above on standardized assessments in Mathematics	TBD	
III.A.5. Improve the percentage of students scoring as proficient or above on standardized assessments in Science	215 (59%)	237 (65%)
III.A.6. Improve the percentage of students scoring as proficient or above on Biology EOCs	123 (81%)	129 (85%)
III.A.7.		

Student performance outcomes will be achieved through the project's emphasis on additional availability of digital tools and the focus on professional learning opportunities for teachers. The district has made deliberate decisions to strategically expand the availability of technology throughout the years, and this plan will ensure that the long-term goal of a 1:1 ratio of digital tools for students is achieved. This strong focus on technology to remove barriers and differentiate instruction will ensure growth toward AMO goals, accelerated learning, STEM opportunities, and Universal Design for Learning.

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:

EXAMPLES					
B. Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.X.	Purchase and implement wireless access points	May 2015	$4,000	All fourth grade classes at Sunshine Elementary school.	II.B.7
III.B.X.	Purchase and implement 100 new student laptop devices	February 2015	$6,000	All fourth grade classes at Sunshine Elementary school.	II.B.3

B. Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	Provide 360 individual student devices that meet or exceed minimum requirements and protocols established by DOE to move toward 1:1 ratio. Device will cost $350 ea and will be refurbished Dell Latitudes.	March 2016	$126,000	THS/BHS	Student performance, technology integration
III.B.2.	Provide 510 laptop cases to protect 360 student and 150 previously purchased teacher devices ($17/ea)	March 2016	$8,670	THS/BHS	Student performance, technology integration
III.B.3.	Personnel Infrastructure – 1 technology specialist to ensure the implementation of	2015—16 and ongoing	$42,841.82	District	Student performance, technology

26

	student devices and ongoing maintenance				integration
III.B.4.	Implement AirWatch with Mobile Mind for security of new devices and student digital protection	2015-16	$29,000	District	Technology integration
III.B.5.	Provide power strips, mounting brackets for implementation of new student devices	March 2016	$5,175.37	District	Technology integration
III.B.6.	Provide smart boards for implementation of technology integration in classrooms and professional development modeling of interactive lessons.	April 2016	$8,995.98	THS/BHS	Technology integration

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
Continue to increase bandwidth as appropriate	Technology Bandwidth Grant or other sources
Purchase supplies and materials to connect and facilitate improved infrastructure	Local technology funding

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

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

B. Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	Technology Readiness Surveys	Acceptable readiness rates reported through surveys
III.B.2.	Technology Readiness Surveys	Acceptable readiness rates reported through surveys
III.B.3.	Technology Readiness Surveys	Acceptable readiness rates reported through surveys
III.B.4.	Security Assessment	Improvement in or maintenance of acceptable security levels
III.B.5	Technology Readiness Surveys	Acceptable readiness rates reported through surveys
III.B.6	Teacher Observations	Improvement in technology integration and student domain of teacher evaluations

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:

Professional development and learning opportunities for teachers related to technology integration and the implementation of this Digital Classroom Plan will be provided through this grant as well as other federal, state, and local sources. A TSA will be hired through these funds in order to provide in-classroom modeling and professional development in the integration of technology as a teaching and learning tool. MIP components will be scheduled and delivered based on teacher need, as indicated by teacher survey data, Technology Integration Matrix (TIM) data, student performance data, and teacher evaluation data.   The Master In-service Plan components include the following and can be accessed at http://www.nefec.org/mip/:

- Technology in the Classroom 3-007-001
- Technology Applications 3-404-001
- *Assistive Technology in the Classroom 3-100-001
- *Technology for Student Success - Assistive Technology 3-100-003
- *Technology for Student Success - An Introduction 3-100-004
- *Instructional Technology in the ESE Classroom 3-105-001
    *These courses are specialized trainings for Exceptional Student Education

Professional development in alignment with the MIP will address school leadership knowledge of quality digital learning processes, educator capacity to use technology, instructional lesson

planning using digital resources, student digital learning practices, instructional delivery and feedback, and alignment of technology use with Florida Standards. The district will work to provide instructional personnel, staff, and leadership with access to opportunities and training to assist with the integration of technology into classroom teaching. On-going support for professional development on digital learning will be provided through regularly scheduled opportunities including monthly school-level / district-level trainings, Professional Learning Communities, instructional modeling, online/face to face/blended coursework, mentor/mentee relationships, book studies, and trainings through partner agencies. Training may occur synchronously or asynchronously through various delivery methods that will diversity opportunities for teachers and leadership. State, local, regional, and agency resources will be accessed to ensure professional learning toward the goal of technology integration. Digital learning topics may include:

- Digital textbook tools

- Rigorous Smart Board training

- Performance Matters and other progress monitoring tools

- Integration of iPads as teaching and learning tools

- Maximizing the benefit of Apple TV's

- Edmodo

- Virtual classrooms / teacher web pages

- Basic word processing, spreadsheets, presentations, email tools, and databases

- School Fusion resources

- Completing the Technology Integration Matrix (TIM) survey

- Accessing, manipulating, and analyzing data

- Digital content and tools

- Collaborating through digital tools

- Digital student feedback

- Audio/Visual tools to improve learning

- Texting tools

- Digital polls

- Universal Design for Learning

- Accessing and utilizing digital resources from the Local Instructional Improvement System

Professional development opportunities will be provided for teachers as well as those in leadership roles. Facilitation of professional learning in this area will occur through collaboration of a new technology TSA, the district's instructional technology leaders, curriculum and instructional leaders, and professional development specialists.

In addition, Gilchrist County School District will take advantage of the support offered by Learning.com:

- *Getting Started: Foundations of Blended Learning*
  This hands-on workshop will provide an in-depth introduction to the products and tools in the Learning.com platform. Participants will learn how to set up classes, assign content, and become comfortable with the products, platform, and teacher management functions. This session will also provide instructions on how to use My Curriculum tools to create interactive, media-rich content that can be customized in order to engage students and address instructional goals. This workshop series will be offered through NEFEC and will include training on Easy Tech, Curriculum Foundry, and Inquiry building tools that were built into the legislative appropriation.

Additional services available directly from Learning.com at an additional fee that may be offered include:

- *Technology in the Classroom: Advanced Implementation and Integration*
  This training will help teachers build strong and supportive implementation plans for true technology integration. Participants will discover proven strategies to incorporate technology into their classroom practice, evaluating their district's technology standards and goals, deciding what curriculum should be introduced and reinforced, and determining how to best implement solutions.

- *Learning.com Assessments: Planning and Administration*
  This workshop is designed for educators who are beginning the 21st Century Skills them. They will learn how to set up assessment events and access and interpret assessment results. Every workshop is aligned to Florida Standards and supports the district curriculum.

- *Learning.com Assessments: Getting the Most Out of Your Data*
  Specifically designed for administrators, this workshop provides guidance and assistance in evaluation and analyzing data from the 21st Century Skills Assessment and WayFind Teacher Survey. Participants will learn how to utilize the Learning.com platform resources to address student needs and prepare for Florida Standards assessments, as well as provide targeted professional development for teachers.

- *Family Engagement: The Home and School Connection*
  This workshop is ideal for districts interested in promoting a home and school connection that emphasizes online safety. Teachers will learn how to involve families with the Learning.com solutions and curriculum, create opportunities for families to integrate technology at home, such as implementing a family technology night, and strategize ways to involve families in their child's education.

- *Mapping the Curriculum*
  In this workshop, participants develop sequenced and district-aligned units that incorporate a variety of resources. Participants utilize the curriculum tool to combine Learning.com products, teacher-created curriculum items, and other district resources into units that can be shared with all teachers for district-wide consistency.

Participants in all professional learning opportunities related to technology integration and digital tools will implement the content learned through structured mentor/coaching activities, collaborative planning related to training, creation of a product related to the professional learning, study group or Professional Learning Community participation, or through lesson plan development. District professional development leaders will ensure follow-up in alignment with the PD Protocol and standards.

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.

EXAMPLES					
C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.X.	X# high school teachers participate in professional development aligned with MIP.	May 2015	$X	Sandy Shores High School	II.C.1.
III.C.X.	X# teachers participate in book study and lesson studies on digital learning	May 2015	$X	Sandy Shores High School	II.C.2.

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	1 district Technology Integration Specialist to provide professional development and modeling in classrooms	Upon approval	$68,312.83	District	Professional Learning
III.C.2.					
III.C.3.					
III.C.4.					

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

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

Professional development opportunities for digital learning as described.	Title II, district funds

Evaluation and Success Criteria for C) Professional Development:

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

C. Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	Calendar of digital learning professional development opportunities will be developed	After offering teachers and school leaders various opportunities for professional development in digital learning, success will be measured based on attendance and improvements in TIM data.
III.C.2.		
III.C.3.		
III.C.4.		

D) Digital Tools

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

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

Implementation Plan for D) Digital Tools:

EXAMPLES					
D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.X.	Integrate X sets of instructional materials into the digital tools system	September 2014	$X	Sunshine Elementary school	II.D.2 (S)
III.D.X.	Offer X additional CAPE digital tool certifications from approved list	2014-15	$X	Sandy Shores High School	II.D.1 (D)

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	Provide EasyTech tools for teachers to deliver digital tools content	Nov 2015	Provided through learning.com	Will be implemented at all four schools	Technology integration
III.D.2.					
III.D.3.					
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 laptops by March 1	After we have provided laptops and increased the availability of digital tools at all sites, student performance will be improved as measured by AMO data.
III.D.2.		
III.D.3.		
III.D.4.		

The district will be purchasing 360 individual student laptops in order to provide additional access to digital tools for all students. The implementation plan expands on recent efforts to provide technology for students, through which we have already purchased iPads for grades K-2 and laptop carts for grades 3. Last year, laptop carts were provided for grades 4-8, and individual laptops were purchased for all of 9th grade. This is a step toward our long-term goal of providing a 1:1 device ratio for all students. All 9th graders will receive a dedicated laptop that will move with them through grade 12. Existing computers in grade 9 will be moved up into grades 10-12 to ensure increased availability for those students as well. We will expand on this initiative through this project by purchasing another 360 devices, cases, providing AirWatch with Mobile Mind for security, and providing the appropriate staff to successfully and responsibly implement this level of technology. One new full-time technology position will be added to provide support for this level of technology, and one new full-time TSA will be added in order to provide real-time professional learning for teachers and administrators. This position will ensure

that modeling and other professional development activities occur on a rotating schedule that allows every teacher to receive individualized learning in technology integration.

In addition, other digital tools will be provided as appropriate. For example, NEFEC has provided the district with access to digital tools through learning.com. One of those resources is EasyTech. The EasyTech solution helps students develop the technology skills needed for college and the workforce. EasyTech is a complete digital literacy curriculum that features self-paced lessons and games to practice skills, activities and journals to reinforce concepts, and quizzes to check for understanding. EasyTech's curriculum helps students develop digital literacy skills including computer fundamentals, keyboarding, word processing, charts and graphs, presentation software, Internet research, and more in the context of real-world challenges. EasyTech also provides comprehensive online safety instruction to help ensure students know how to protect themselves and make good choices online.

EasyTech includes:

- Detailed instruction for core technology skills: keyboarding, word processing, and web browsing
- Grade-appropriate, guided instruction with immediate feedback and automatic scoring
- Online safety instruction and compliance reporting that exceeds E-Rate requirements
- Lessons that reflect current representations of technology and software
- Next-Generation Assessment preparation sequence with pre-tests and prescription
- Addresses ISTE Standards-S for grades K-8
- Available in English and Spanish for our LEP students
- Content is web-delivered with no downloads or software installs required
- Student app for iPad®, Android®, and Kindle Fire® tablet devices

The increased level of access to laptops will ensure that students and teachers are able to access digital tools such as this one.

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:

EXAMPLES					
E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.X.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	September 2014	$X	Sandy Shores High School	II.E.1
III.E.X.	Purchase 100 additional student devices for assessments	February 2015	$X	Sandy Shores High School	II.E.1 and II.E.2

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

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

Brief description of other activities	Other funding source
District will continue to improve in readiness for online assessments as device specifications become greater.	Technology grants and local dollars

Evaluation and Success Criteria for E) Online Assessments:

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

E. Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	District will assess readiness on a regular interval and analyze results to ensure the success of CBT efforts.	Upon ensuring readiness for online assessments, testing periods will run smoothly and student performance will improve.
E.2.		