# DISTRICT
# DIGITAL CLASSROOM PLAN 2015-2016

## Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

I.1 District Team Profile

| Title/Role | Name: | Email: | Phone: |
|---|---|---|---|
| Information Technology District Contact | Frank Shin | frank.shin@gladesschools.org | 863-946-0202 ext. 132 |
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I.2 Planning Process

The Glades County School District 2015-2016 Digital Classrooms Plan was developed through collaborative meetings and school walkthroughs conducted by members of our Leadership Practice Community (LPC) consisting of district and school leaders as well as all members of the District Team listed in 1.1. The LPC has reviewed each school's student performance data, use of online progress monitoring tools, technology integration in classroom instruction, school and district improvement goals and technology infrastructure needs and used these findings as the basis for the DCP goals. Additionally, the LPC will ensure the activities in the DCP are implemented, monitored, and evaluated.

Our school system has limited access to opportunities to develop community, business and industry partnerships, therefore we will work closely with the

Heartland Education Consortium (HEC) to collaborate with larger school districts and technology experts to meet our goals.

The Digital Classrooms Plan is:

- all-inclusive
- supports student-centered learning
- promotes technology integration to enhance the K-12 instructional program
- facilitates progress monitoring that targets instruction to all student subgroups including, but not limited to ESOL, Migrant, Students with Disabilities, Economically Disadvantaged, Hispanic, Black, and White in meeting and exceeding Florida Standards in English Language Arts and Mathematics as well as core content academic standards.

Research supports technology as a motivational tool to promote student engagement, critical thinking and innovation all of which will assist our district in achieving student attendance and performance goals as outlined in the *Glades School District Strategic Plan 2011-2016*. As a member of the LPC, the Superintendent provides guidance in addressing the district's technology needs and ensures School Board support of our technology goals.

I.3 Technology Integration Matrix (TIM)

In 2014-2015, the Professional Development for Digital Learning project provided district and school leaders with introductory training in understanding TIM and how to use it to evaluate technology integration in the classroom through ongoing professional learning activities that included a professional gap analysis of current technology infrastructure and technology integration in classroom instruction as a result, principals, assistant principals, and district administrators participated in *Leading in a Blended Learning Environment* professional development that included an overview of TIM. In 2015-2016, the district will align its teacher evaluation system with TIM technology and utilize the FDOE/ FCIT TIM Tools and training courses.

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

The Glades County School District utilizes a variety of tools to implement and monitor our DCP and MTSS structures to ensure the effectiveness of core instruction:

- The Continuous Improvement Management System (CIMS) 8-Step Planning and Problem Solving process is applied to student achievement data to identify strategic goals, desired outcomes, resources, barriers, and action plans that are reflected in the DCP, the district's Strategic Plan, and individual school improvement plans.
- The i-Ready K-12 Diagnostic & Instruction System is a research-based program that is used for benchmark assessments, data-driven small group instruction, and individualized targeted interventions.
- Performance Matters is an online tool used by district and school staff to compile and analyze classroom and state assessment data to produce reports identifying teaching and learning needs.

## I.5 District Policy

| Type of Policy | Brief Summary of Policy (limit character) | Web Address (optional) | Date of Adoption |
|---|---|---|---|
| Student data safety, security and privacy | An Agreement for Acceptable Use: Policies for the Acceptable Use of Electronic Media Resources and Communications | http://www.gladesedu.com/_cache/files/a7fbb772-19e9-4269-bdab-6dd90c6357a2/EB7017F984D77F446B225C007BDB1081.14-15-code-of-conduct-parent-guide.pdf | September 2016 |
| District teacher evaluation components relating to technology (if applicable) | Formal evaluation process for teachers | NA | Currently being drafted |
| BYOD (Bring Your Own Device) Policy | NA | NA | NA |
| Policy for refresh of devices (student and teachers) | NA | NA | NA |
| Acceptable/Responsible Use policy (student, teachers, admin) | An Agreement for Acceptable Use: Policies for the Acceptable Use of Electronic Media Resources and Communications | http://www.gladesedu.com/_cache/files/a7fbb772-19e9-4269-bdab-6dd90c6357a2/EB7017F984D77F446B225C007BDB1081.14-15-code-of-conduct-parent-guide.pdf | September 2016 |
| Master Inservice Plan (MIP) technology components | Professional development for all district staff | NA | September 2016 |
| Other/Open Response | NA | NA | NA |

## Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

### STEP 1 – Needs Analysis:

A) Student Performance Outcomes - Student Performance Outcomes

The Glades County School District has the following student subgroups: American Indian, Black, Economically Disadvantaged, English Language Learners, Hispanic, Students with Disabilities and White. The Annual Measurable Objectives (AMOs) for Florida Schools, 2013-2014 report indicates the following trends:

- None of the subgroups are meeting reading targets.
- American Indian, Economically disadvantaged, Students with Disabilities, and White subgroups are improving in reading proficiency, but Black and English Language Learners are declining.
- All subgroups are performing below state averages in reading.
- All subgroups, with the exception of English Language Learners, are meeting math targets.
- English Language Learners are improving in math proficiency.
- Graduation targets are being met by Black and Students with Disabilities subgroups.
- Writing targets are being met by all subgroups except English Language Learners and Hispanic.

Subgroup underperformance can be linked to mobility, poor attendance, inconsistencies in standards-based instruction in content courses, and limited opportunities for 21st century learning experiences. Research indicates that all students benefit from effective implementation of technology which improves student engagement and we know that when students are engaged, they are more likely to attend school. Technology integration also provides a wide range of instructional resources, extended collaborative opportunities, and professional development platforms all of which support effective teaching. Research suggests that effective teaching counteracts non-school and environmental factors and is estimated to have two to three times the impact of any other school factor on student performance in reading and math. Finally, 21st Century teaching and learning merges content with the skills needed for success beyond the classroom which supports college and career readiness.

B) Digital Learning and Technology Infrastructure

We have evaluated our current infrastructure utilizing each the Technology Resources Inventory 2015 District Infrastructure Summary report as well as walkthrough observations. Currently, our findings indicate a need to increase wireless capabilities and the number of student devices at all schools. The district's student to computer device ratio is 2:1, there are less than 400 instructional mobile computers for more than 1,000 students, 40% of the district does not meet recommended bandwidth standards, and 50% of the classrooms do not have wireless capabilities. 2015-2016 DCP activities will target these needs by continuing the improvement of wireless density at all schools and the purchase of mobile instructional technology devices toward the goal of one-to-one devices for all students. Security is an additional need identified by the Florida DCP

Security Assessment which found the district's security assessment average to be 32.4%. The district's IT security concerns will be addressed through the renovation of the central server room which will be expanded to increase physical protections, monitoring systems, asset protections, and vulnerability scanning.

C) Professional Development

The Glades County School district is committed to providing all staff with access to professional development to assist in the integration of technology in classroom instruction. We will continue to update our Master Inservice Plan (MIP) throughout the year to ensure alignment with State regulations for digital learning and professional development. We will continue to implement the following high-quality MIP component:

Component Title: Technology – Educator Accomplished Practice 12
Component Number: 3003702
General Objective: The purpose of this component is to acquire the knowledge and skills to improve student achievement through the integration of technology in the teaching and learning process.
Specific Objectives:

1. Develop short- and long-term professional goals relating to technology integration.
2. Learn and use the technology applications.
3. Learn to use appropriate technologies to create and maintain databases and spreadsheets for monitoring student progress in a variety of areas.
4. Develop lesson and unit plans which integrate technology across the curricular content areas.
5. Design and implement alternative assessment tools to promote student learning.
6. Design lesson plans that provide students with experiences in computer graphics, desktop publishing, animation, word processing, and multimedia.
7. Learn to develop a student-centered learning environment supported by technology.
8. Use technology and electronic network resources to promote and enhance student learning, research, communication, and real-life problem solving skills.
9. Develop and enhance student communication skills through technology projects in the global-village through electronic network.

The following professional development resources will be added to the 2015-2016 DCP:

- SimpleK12 Google Classrooms Teacher Learning Community provides all faculty and staff with access to on-demand, online professional development to support 21st Century Classrooms and Workplaces.
- Literacy Solutions PD, Inc. will provide administrators and teachers with English for Speakers of Other Languages (ESOL) and Reading Endorsement courses in a blended learning environment to ensure teachers and leaders meet highly-qualified criteria.

D) Digital Tools - The Glades County School District is committed to using data to monitor student academic achievement and to inform instructional practices. All teachers have access to digital resources that accompany state adopted instructional materials. Additionally, district staff, school administrators, and teachers have several other digital tools that are used for ongoing progress monitoring of teaching and learning. These tools include:

- The Performance Matters system compiles classroom, district, and state student assessment data which are used to generate customized reports to inform instruction and target individual student deficiencies.
- The iReady system is a research based program providing rigorous reading and math benchmark assessments pinpointing student needs in mastering standards as well as individualized skills prescriptions.
- The Florida Assessments for Instruction in Reading aligned to the Language Arts Florida Standards (FAIR-FS) and the Progress Monitoring & Reporting Network (PMRN) are used to predict students' literacy success and diagnose weaknesses to assist teachers in setting instructional goals and monitoring literacy growth.
- Edmentum Plato Courseware is used to assist students in recovering credits.
- The Renaissance Learning STAR Reading and Math screeners are used by teachers to obtain immediate, skill-specific, data to target instruction and student interventions.
- Digital Online Core Curriculum offers teachers and students interactive online learning services that support core curriculum in schools and home. Digital Online Curriculum allows teachers to differentiate instruction to meet the needs of all students.
- Algebranation is a free Algebra End of Course Prep tool that helps teachers and students succeed on the Algebra 1 EOC. The program was created in partnership by the University of Florida and Study Edge. It is aligned to the Florida State Standards.
- Safari Montage will provide our schools with an integrated Learning Object Repository, Video Streaming Library, Media Delivery System, and Digital Learning Platform. The program is designed to cut costs for our schools by utilizing bandwidth intelligently and thereby ensuring functionality.
- Learning.com has partnered with the FLDOE to bring Florida educators the Florida Virtual Curriculum Marketplace, an open repository of free and fee-based digital content.

Two new products will be included in the 2015-2016 DCP:

- Softwarenology/EDIS ingests data from student information systems, learning management systems, gradebooks, and other data files to turn raw data it into clean and valuable information that drives well-informed decisions and actions.
- PREPWORKS! End-of-Course (EOC), ACT, and SAT preparation courseware will be used to target students not meeting graduation requirements.

E) Online Assessments

The 2015 Spring Technology Resources Inventory indicates that our schools experience bandwidth reductions during online assessments and do not have a

sufficient number of computers to efficiently administer online assessments. The DCP and the Professional Development for Digital Learning Grant will enable us to continue improving student readiness for online assessments through teacher professional development, student technology literacy applications, an increase in the number of workstations and devices, and improving our wireless capabilities. We will use the FDOE Computer-Based Testing Certification Tool to monitor our progress in successfully administering 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.

| ***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 | 54% | 58% | 2015-2016 |
| II.A.4. | Science Student Achievement – Biology | 59% | 63% | 2015-2016 |
| 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 | 62% | 66% | 2015-2016 |
| II.A.10. | Acceleration Success Rate | 29% | 33% | 2015-2016 |
| **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.

The Technology Readiness Inventory (TRI) 2015 District Infrastructure Summary indicates the following:

| ***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 | 1.81:1 | 1.71:1 | 1.61:1 | 2016 | 0 |
| II.B.2. | Count of student instructional desktop computers meeting specifications | 411 | 461 | 461 | 2016 | 0 |
| II.B.3. | Count of student instructional mobile computers (laptops) meeting specifications | 394 | 450 | 0 | 2016 | 0 |
| II.B.4. | Count of student web-thin client computers meeting specifications | 0 | 1100 | 1400 | NA | 300 |
| II.B.5. | Count of student large screen tablets meeting specifications | 21 | 21 | 0 | 2016 | 0 |
| II.B.6. | Percent of schools meeting recommended bandwidth standard | 60% | 60% | 70% | 2016 | 10% |
| II.B.7. | Percent of wireless classrooms (802.11n or higher) | 50% | 56.35% | 60% | 2016 | 10% |

| 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 | 2016 | N |

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

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

- **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.

The average integration of teachers at each of the five categories of the TIM for the levels of technology integration into the classroom curriculum are as follows:

| ***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: 100%<br>Adoption: 0%<br>Adaption: 0%<br>Infusion: 0%<br>Transform: 0% | Entry: 75%<br>Adoption: 25%<br>Adaption: 0%<br>Infusion: 0%<br>Transform: 0% | 2016 |
| II.C.2. | Percentage of total evaluated teacher lessons plans at each level of the TIM | Entry: 100%<br>Adoption: 0%<br>Adaption: 0%<br>Infusion: 0%<br>Transform:0 % | Entry: 75%<br>Adoption: 25%<br>Adaption: 0%<br>Infusion: 0%<br>Transform: 0% | 2016 |

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

- **Seamless Articulation and Maximum Access**

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

| ***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% | 100 % | 100 % | 2016 |
| II.D.2. (S) | A system that provides students the ability to access instructional materials and/or resources and lesson plans. | 40 % | 75 % | 75% | 2016 |
| II.D.3. (S) | A system that supports student access to online assessments and personal results. | 100 % | 100 % | 100 % | 2016 |
| II.D.4. (S) | A system that houses documents, videos, and information for students to access when they have questions about how to use the system. | 40 % | 75 % | 75% | 2016 |
| II.D.5. (S) | A system that provides secure, role-based access to its features and data. | 75% | 100 % | 100% | 2016 |

| *D.* **Digital Tools Needs Analysis (Required)** | | **Baseline** (to be established in 2015) | **Baseline** (to be established in 2015) | **Target** | **Date for Target to be Achieved** *(year)* |
|---|---|---|---|---|---|
| | **Teachers/Administrators Access and Utilization** (T) | **% of Teacher/ Admin access** | **% of Teacher/ Admin Utilization** | **% of Teacher/ Admin access** | |
| II.D.1. (T) | A system that enables access to information about benchmarks and use it to create aligned curriculum guides. | 25 % | 25 % | 25 % | 2016 |
| II.D.2. (T) | A system that provides the ability to create instructional materials and/or resources and lesson plans. | 100 % | 40 % | 60 % | 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 % | 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 % | 50% | 100 % | 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. | 0 % | 25 % | 50 % | 2016 |
| 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 and analyzing data. | 100 % | 75 % | 100 % | 2016 |

| | | | | | |
|---|---|---|---|---|---|
| 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 % | 50 % | 75 % | 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. | 50% | 50 % | 75 % | 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. | 50 % | 50 % | 75 % | 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. | 50 % | 40 % | 75 % | 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 % | 2016 |
| II.D.2. (IM) | Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years) | 100 % | 100% | 2016 |
| II.D.3. (IM) | Percentage of instructional materials integrated into the district Digital Tools System | 0 % | 30 % | 2016 |
| II.D.4. (IM) | Percentage of the materials in answer 2 above that are accessible and utilized by teachers | 100 % | 100 % | 2016 |
| II.D.5. (IM) | Percentage of the materials in answer two that are accessible and utilized by students | 40 % | 50 % | 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.] | 0 % | 30 % | 2016 |
| *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) | | | | |

- **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 | 911 | 1,100 | 2016 |
| II.E.2. | Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments | 0 % | 20 % | 2016 |
| **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:**

The Glades County School District will focus on improving education for all students including those with disabilities. This is evident in the goals articulated in the Glades School District Strategic Plan 2011-2016:

1. Increased student achievement.
2. Decreased dropout rate and increased student average daily attendance.
3. Increased parental and community involvement.

Additionally, as a result of the needs analysis conducted in Step Two of the DCP, we will also include the following targets:

1. Highest Student Achievement: The Glades County School District will use researched-based digital teaching, learning, and progress monitoring tools to fully implement the Florida Standards ensuring that all student subgroups meet state AMOs as reflected in the **Student Performance Outcomes** chart.

2. Quality Efficient Services: The Glades County School District will systemically improve and maintain a digital learning infrastructure at all schools with the recommended levels of bandwidth, devices, hardware and software to ensure the all students experience a 21st teaching, learning, and assessment environment as reflected in the **Infrastructure Needs Analysis** charts .

3. Skilled Workforce and Economic Development: All Glades County School District administrators and teachers will have opportunities to participate in professional development to assist with the support and effective implementation of technology integration in classroom instruction as reflected in the **Professional Development Needs Analysis** chart.

4. Seamless Articulation and Maximum Access: All students will have opportunities for industry certifications and will be prepared to enter postsecondary with the skills necessary to succeed as reflected in the **Digital Tools Needs Analysis** chart.

**STEP 3 – Strategy Setting:**

| Goal Addressed | Strategy | Measurement | Timeline |
|---|---|---|---|
| Highest Student Achievement | Provide teachers and students with high quality digital content aligned to the Florida Standards | Purchase digital teaching and learning resources | 2015 and ongoing |
| Quality Efficient Services | Increase wireless accessibility and network security | Increase bandwidth and wireless capabilities<br><br>Improve physical and environmental security for data center<br><br>Purchase network hardware | 2015 and ongoing |
| Seamless Articulation and Maximum Access | Supply students with web-thin client computers | Purchase devices | 2015 and ongoing |
| Skilled Workforce and Economic Development | Afford teachers professional development and classroom support to develop digital classroom skills | Digital teaching and learning professional development<br><br>Hire Instructional Technology Consultant | 2015 and ongoing |

## Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

### A) Student Performance Outcomes

The Glades County School District student performance outcomes for 2015-16 will be directly impacted by the DCP Allocation as follows:

| *A.* **Student Performance Outcomes** | | **Baseline** | **Target** |
|---|---|---|---|
| III.A.3. | Increase the percent of English Language Arts students in grades 3-10 scoring in the top half on the Florida Standards Assessment | 42% | 45% |
| III.A.4. | Increase the percent of Mathematics students in grades 3-8 scoring in the top half on the Florida Standards Assessment | 51% | 54% |
| III.A.5. | Increase the percent of Algebra I EOC students scoring in the top half on the Florida Standards Assessment | 63% | 65% |
| III.A.6. | Increase the percent of Algebra II EOC students scoring in the top half on the Florida Standards Assessment | 35% | 38% |
| III.A.7. | Increase the percent of Geometry EOC students scoring in the top half on the Florida Standards Assessment | 23% | 25% |

## B) Digital Learning and Technology Infrastructure

| B. Infrastructure Implementation | | | | | |
|---|---|---|---|---|---|
| | Deliverable | Estimated Completion Date | Estimated Cost | School/ District | Gap addressed from Sect. II |
| III.B.1. | Purchase building materials (dry wall, entry door, lumber, metal studs, electrical wiring, paint, ceiling materials, HVAC unit) to increase the footage and cooling issues of the data center to improve information technology security controls | May 2016 | $10,000 | District | II.B.6.<br>II.B.7. |
| III.B.2. | Purchase and implement Dell Server to improve network security | December 2015 | $14,000 | District | II.B.6.<br>II.B.7. |
| III.B.3. | Purchase and implement network security hardware to maintain current labs (network cables, SFP plug-ins) | May 2016 | $1,500 | District | II.B.6.<br>II.B.7.<br>II.E.1.<br>II.E.2. |
| III.B.4 | Purchase 220 additional new student web-thin client devices for assessments | January 2016 | $66,000 | All schools | II.B.4.<br>II.E.1.<br>II.D.1. (S) – II.D.5. (S) |
| III.B.5 | Purchase and implement Cisco Server Pro for additional wireless access points | November 2016 | $25,000 | All schools | II.B.6.<br>II.B.7. |

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

| **B. Infrastructure Evaluation and Success Criteria** | | |
|---|---|---|
| Deliverable (from above) | Monitoring and Evaluation and Process(es) | Success Criteria |
| III.B.1. | The IT Department will work with state approved vendors and the district maintenance department to install network security hardware and expand the current data center by four feet to implement the Auditor General's recommendation to improve IT security controls related to user authentication and workstation controls, data loss prevention, and logging and monitoring of system activity to ensure the continued confidentiality, integrity and availability of District data and IT resources | Correct FDOE Auditor General Finding No. 10 |
| III.B.2. | The IT Department will work with state approved vendors and the district maintenance department to improve the physical space, security, and temperature of the data center | Correct FDOE Auditor General Finding No. 10 |
| III.B.3. | The IT department will work with Hayes EGovernment to evaluate and improve WiFi density requirements for mobile devices | 100 % of classrooms and media centers will have wireless access |

The district infrastructure needs are the result of the Auditor General's findings and third-party evaluations conducted by Hayes e-Government Resources Inc. and Millennium Technology Group (MTG). Documents are attached to the DCP in Appendix A.

## C) Professional Development

| C. Professional Development Implementation | | | | | |
|---|---|---|---|---|---|
| | Deliverable | Estimated Completion Date | Estimated Cost | School/ District | Gap addressed from Sect. II |
| III.C.1. | All principals and assistant principals, IT, curriculum director, and Federal Programs Supervisor will complete FDOE /FCIT TIM Tools training | June 2016 | $0 | District and Schools | II.C.1.<br>II.C.2.<br><br>III.A.3. – III.A.7. |
| III.C.2. | *Hire Instructional Technology Consultant | November/ December 2015 | $53,000 | District | II.D.1. (T) - II.D.7. (T)<br>III.A.3. – III.A.7. |
| III.C.3. | Stipends for teachers completing DCP/digital teaching and learning professional development | June 2016 | $9,033 | District | II.D.1. (T) - II.D.7. (T)<br>III.A.3. – III.A.7. |
| III.C.4. | Professional Development for Google Classrooms | June 2016 | $2,000 | District and Schools | II.D.1. (S) – II.D.5. (S)<br>II.D.1. (T) - II.D.7. (T) |

*See Appendix B

Evaluation and Success Criteria for C) Professional Development:

| **C. Professional Development Evaluation and Success Criteria** | | |
|---|---|---|
| Deliverable (from above) | Monitoring and Evaluation and Process(es) | Success Criteria |
| III.C.1. | School administrators will complete classroom walkthroughs utilizing the TIM-O | Percent of average teacher technology integration at the entry level will be reduced and increased at the adoption level |
| III.C.2. | Instructional Technology Consultant will provide classroom support and maintain logs | Percent of average teacher technology integration at the entry level will be reduced and increased at the adoption level |
| III.C.3. | Professional development completion records for teachers completing DCP/digital teaching and learning professional development | Percent of average teacher technology integration at the entry level will be reduced and increased at the adoption level |
| III.C.4. | Teachers will complete Google classrooms courses pertaining to individual professional development needs | Percent of average teacher technology integration at the entry level will be reduced and increased at the adoption level |
| III.C.5. | DCP cohort teachers receiving classroom sets of Chromebooks will complete professional development associated with designated digital learning tools | Percent of average teacher technology integration at the entry level will be reduced and increased at the adoption level |

## D) Digital Tools

| D. Digital Tools Implementation | | | | | |
|---|---|---|---|---|---|
| | Deliverable | Estimated Completion Date | Estimated Cost | School/ District | Gap addressed from Sect. II |
| III.D.1. | Purchase and implement ***Softwarenology*** to provide administrators and teachers with a digital platform to house and analyze student information and data that includes parent access | November 2015 | $14,500 | District | II.D.5. (T)<br>II.D.6. (T)<br>II.D.8. (T)<br>II.D.9. (T)<br>II.D.1. (P) |
| III.D.2. | Purchase and implement ***Performance Matters*** to provide administrators and teachers with a digital platform to develop assessments that includes student access to online assessments | November 2015 | $10,000 | District | II.D.3. (T)<br>II.D.2. (S)<br>II.D.3. (S) |
| III.D.3. | Purchase and implement ***Safari Montage*** to provide administrators and teachers with a digital teaching and learning platform to create, integrate, and share instructional materials | November 2015 | $15,000 | District | II.D.4. (S)<br>II.D.1. (T)<br>II.D.2. (T)<br>II.D.3. (IM) |

Evaluation and Success Criteria for D) Digital Tools:

| **D. Digital Tools Evaluation and Success Criteria** | | |
|---|---|---|
| Deliverable (from above) | Monitoring and Evaluation and Process(es) | Success Criteria |
| III.D.1. | The IT department will work with ***Softwarenology*** on district wide implementation. ***Softwarenology*** will provide support as needed throughout the school year. | 100% Implementation in all schools across the district. |
| III.D.2. | The IT department will work with ***Performance Matters*** on district wide implementation. ***Performance Matters*** will provide support as needed throughout the school year. | 100% Implementation in all schools across the district. |
| III.D.3. | The IT department will work with ***Safari Montage*** on district wide implementation. ***Safari Montage*** will provide support as needed throughout the school year. | 100% Implementation in all schools across the district. |

## E) Online Assessments

| E. Online Assessment Implementation | | | | | |
|---|---|---|---|---|---|
| | Deliverable | Estimated Completion Date | Estimated Cost | School/ District | Gap addressed from Sect. II |
| III.E.1. | Purchase 11 charging carts to manage web-thin client devices | January 2016 | $4,180 | All schools | II.B.4.<br>II.E.1.<br>II.D.1. (S) – II.D.5. (S) |

Evaluation and Success Criteria for E) Online Assessments:

| E. Online Assessment Evaluation and Success Criteria | | |
|---|---|---|
| Deliverable (from above) | Monitoring and Evaluation and Process(es) | Success Criteria |
| III.E.1. | The IT department will work with state approved vendors to purchase and set up student devices. | 100% of student devices are setup and successfully connected to the Internet |