DISTRICT
DIGITAL CLASSROOM PLAN

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

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

I.1 District Team Profile

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Information Technology District Contact	Terry Thompson	tthompson@gulf.k12.fl.us	850-639-2871
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District Leadership Contact	Jim Norton	jnorton@gulf.k12.fl.us	850-639-2871

I.2 Planning Process

Each of the four district schools enjoys the support of a devoted School Advisory Committee (SAC). Each SAC mirrors the demographic composition of the host school and is comprised of teachers, administrators, support staff, parents, students, and community partners. Based on data available, SACs are charged with developing a School Improvement Plan tailored to the unique needs of the host school. Specific, measurable goals are crafted and the strategies needed for attaining those goals are implemented. District and school administrators and the School Advisory Committees recognize the need to include increased technology implementation among their goals.

The Gulf District technology committee routinely updates the districts technology plan. The committee has developed guidelines for the implementation, monitoring, evaluation and

refinement of the plan. The plan provides a clear focus to enhance the academic program that effectively utilizes technology to assist students in meeting state academic content standards in all content areas.

Committed to reaching all learners without regard to innate ability, Gulf District Schools provides necessary accommodations and modifications to students with disabilities. Teachers and administrators explore flexible ways to present information and provide practice of skills taught through the use of technology. Digital books, text-to-speech applications, educational applications and specialized software are helpful in increasing engagement in varied setting and situations. Assistive technology devices provide students with disabilities increased opportunity to participate and the ability to communicate more effectively. The district has a small ESOL population (less than ten students), but utilizes technological resources to better meet their academic needs. Students have access to a collaborative global community of learners, implementing such tools as online learning, webinars, podcasts, educational blogs, and social networking.

I.3 Technology Integration Matrix (TIM)

In June, the district obtained funding for Professional Development for Digital Learning (TAPS number 15T63). This permitted additional training crucial to making the technology vision a reality. This professional development consisted of a two-day workshop on the Technology Integration Matrix (TIM), the Technology Uses and Perceptions Survey (TUPS), and the Technology Integration Matrix Observation Tool (TIM-O). These tools are designed to guide educators in evaluating the level of technology integration in lessons and units of study. They provide a concise picture of the professional development needs of the teacher. Both tools are being utilized by the district in our commitment to improve in this area. Twenty people including key district personnel, technology coaches and teacher representatives from each school participated. These twenty participants included the Technology Coaches, Curriculum Coaches, Principals, Director of Instruction and teacher leaders. The intentions of the training were to create high-level, intelligent conversations on Digital Learning as well as:

- Review and give the participants the opportunity of dis-assembling and assembling the TIM in order to achieve greater mastery of the TIM.
- "Tool Box Training". During the Toolbox Training consultants worked with the participants to explore active learning procedures using digital content with digital devices, on-line formative assessment tools, teacher lecture screen casting tools, blended learning strategies, etc.
- Work with classroom teachers to assess digital learning needs for integration of technology into the curriculum and to articulate personal, measurable goals derived from the TIM.
- Discuss strategies for effective classroom teacher coaching and identifying resources and learning materials that enable participants to achieve specific learning outcomes.
- 21st Century Learning Strategies based on the work of Tony Wagner, author of The Global Achievement Gap.

The Technology Integration Matrix, or TIM, breaks technology integration into five levels: Entry, Adoption, Adaptation, Infusion, and Transformation and associates them with the five characteristics of meaningful learning environments: Active, Collaborative, Constructive, Authentic, and Goal Directed (Jonassen, Howland, Moore, & Marra, 2003). Together, the five levels of technology integration and the five characteristics of meaningful learning environments

create a matrix of 25 cells. The TIM has been utilized to determine current implementation of digital content and integration of technology into the classrooms at each of the four Gulf District schools. Principals, Curriculum Coordinators, and Technology Specialists along with district level administrators collaborated to assess implementation levels.

For the characteristics of Active, Collaborative and Constructive, it was determined that most Gulf County classrooms met the criteria to be considered in the Entry or Adoption phase of technology implementation. Students have opportunities, albeit limited ones, to use collaborative tools, such as email, in conventional ways. In most classrooms, these opportunities were not found to be a regular part of the curriculum. The opportunities continue to be teacher directed. Students are beginning to use technology in conventional ways to build prior knowledge and construct meaning about relationships between that prior knowledge and new learning. Teachers utilize web-based videos and presentation software during the lecture portions of their classes. Computer programs which feature drill and practice activities are frequently seen. In classrooms where students are using technology, it is under the complete direction of the teacher and in only conventional ways. For these three characteristics, more classrooms fell in the Entry level than in the Adoption level, however enough are felt to be at the Adoption level to foster optimism. Language arts, science and social studies classrooms are more likely to be at the Adoption level, with mathematics and vocational classes at the Entry level.

For the characteristic of Authentic and Goal Directed, the assessment showed most Gulf District classrooms to be at the Adoption level. Technology is used to provide students directions and feedback. Students work through levels of applications that provide increasingly more difficult tasks. These applications permit teachers to monitor student progress, but require little student-teacher interaction, no collaboration between students, and no opportunity explore the creative attributes inherent in technology.

Although bringing to light specific concerns about the use of technology within the district, the use of the Technology Integration Matrix also provided direction for continued improvement efforts. Very little time has lapsed since the June training and use of the TIM has been limited so far. Its continued use will be instrumental in improving the implementation of digital content and the integration of technology into Gulf District classrooms. The matrix will be applied with fidelity to assess digital learning needs.

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

Gulf District has developed a Multi-Tiered System of Supports (MTSS). It is an evidence-based model that uses data-based problem-solving to integrate academic and behavioral interventions. The integrated instruction and intervention is delivered to students in multiple tiers based on individual need. This “need-driven” decision-making ensures that resources reach students at the appropriate levels to accelerate the performance of all students to achieve proficiency. The model employs a four step problem-solving process. In the first step, measurable terms are used to define the goals to be attained and clearly articulate what the students should be able to do. Possible reasons why the desired goal is not being attained are identified in the second step. Next, a well-supported plan involving evidence-based strategies to attain the goal is developed and implemented. Finally, the effectiveness of the plan in relation to stated goals is evaluated.

Progress monitoring allows teachers to assess how well students are doing on a specific skill and can be used to determine the efficacy of the intervention put in place. It includes observations, tests, and other formal and informal assessments. Formal guidelines for progress monitoring have been developed that detail how long a student will receive a particular intervention and how it will be determined if the intervention is helping the child. When the child meets the goals, the intervention is no longer needed and the child continues to receive support in the general education classroom. When progress monitoring shows that a child is not responding to an intervention another approach or intervention is implemented. When a higher level of support is necessary, students are given individualized instruction which further focuses on supporting the skills needed to be successful.

While the plan itself speaks to the progress monitoring process of individual students, the district also recognizes the need to evaluate the efficacy of the MTSS plan as a whole. District level personnel work collaboratively with the MTSS coordinators to periodically review the process to determine if students are being identified in a timely fashion, teachers are trained in the implementation of a variety of instructional and behavioral interventions, interventions are being monitored and refined according to student need, resources are allocated in direct proportion to student need, and communication with parents is maintained throughout the process. The data collected at each tier are used to measure the efficacy of the supports provided so that the decisions made regarding instruction and behavioral support are maintained and layered.

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	Access to student records requires permission of principal. Release of records requires parental consent. Policies comply with the Federal Privacy Act. Employees sign a confidentiality statement. Data bases are password protected.	www.gulf.k12.fl.us (Employee Handbook)	Employee Handbook is reviewed a Board approved annually. Last Board approval date was 8/11/15.
District teacher evaluation components relating to technology (if applicable)	The teacher appraisal instrument is currently being revised, but will include technology components.	N/A	Pending- Due to FLDOE by 10/31/15
BYOD (Bring Your Own Device) Policy	Devices are permitted for educational use only. Photos/videos prohibited w/o express consent. Prohibited during standardized	www.gulf.k12.fl.us (Student Handbook)	Student Handbook is reviewed a Board approved annually. Last Board approval date was 8/11/15.

	testing. District takes no responsibility for loss, damage, or theft.		
Policy for refresh of devices (student and teachers)	Standard operating procedure for obsolete or irreparable devices: hard drive removed by IT and destroyed. Procedure for devices to be reassigned: restored to factory settings; all personal data removed.	N/A	N/A
Acceptable/Responsible Use policy (student, teachers, admin)	Student: Network use must support educational objectives. Personally-owned devices must use security applications. Good etiquette expected. All students and parents must sign an Internet User's Agreement prior to use of equipment and network. Transmission of inappropriate materials is prohibited. Employee: Computer systems are intended for education, research and critical applications. Guidelines for use are provided.	www.gulf.k12.fl.us (Employee Handbook)	Employee Handbook is reviewed a Board approved annually. Last Board approval date was 8/11/15.
Master Inservice Plan (MIP) technology components	Technology for Educational Leaders: Leaders gain skills to implement technology standards, identify quality digital learning processes ,and analyze data Technology in the Classroom/Digital Curriculum: Participants will gain skills to implement standards as they design, implement, and assess learning experiences which will engage students, support standards-based instruction.	http://www.paec.org/HQMIP TechnologyComponents/	Pending

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

A) Student Performance Outcomes

The history of school grades in Gulf District is one of inconsistency. Port St. Joe High School (PSJHS) obtained a "C" in 2009, received a "B" the next two years, and has enjoyed "A" status since then, with 2015 being a slight exception. While PSJHS earned enough points to be an "A" school, the school was penalized due to graduation rate of the 8th grade cohort. The reverse is true of Wewahitchka High School: "A" in 2009, "B" in 2010 and 2011, and "C" beginning in 2012. Both elementary schools have experienced deteriorating school grades. Both schools received an "A" in 2009, dropped to a "B" in subsequent years and now hold a "C". All four schools have undergone a great deal of transition in administration in the recent past. Wewahitchka Elementary has had four principals in the past four years. Wewahitchka High has had a new administrator in place each year for the three consecutive years. 2015-2016 sees the first returning principal in four years. Three of the four schools began the 2014-2015 school year with new principals who have no experience in that capacity. While these changes have been necessary and, in some cases, a response to declining academic performance, the constant transition has not been without a price. New principals are being provided extensive support from the district level, participating in sustained training activities and are collaborating with veteran teachers serving as principal designees.

A study of the data provided in the Annual Measurable Outcome report reveals a number of trends. Since 2011, both elementary schools experienced a steady decline in the number of students with disabilities scoring satisfactory on standardized tests in the area of reading. That trend is reversed for the high school schools. Similarly, the students with disabilities at the elementary level also declined in mathematics. The percent of students with disabilities scoring satisfactory in reading in the district fell eighteen percentage points beneath the target AMO. For mathematics, that figure is thirteen percentage points.

While it is less pronounced, the same trend can be seen in the economically disadvantaged populations of the district. There is also a disparity between the performance of the African-American students in reading and math and that of the white counterpart. It must be noted that the data may be somewhat skewed due to the relatively small percentage of minorities found at two of the schools. Schools at the north end of the district have only a 12-14% African-American population. Graduation rates are steady for all subgroups, but slightly lower for economically disadvantage students.

As a rural district with a small student population, it is possible to maintain an intimate knowledge and understanding of the climate of each school. Of primary concern are those students who are classified as economically disadvantaged. One school's economically disadvantaged population is in excess of 70%. The percentage of students in that subgroup has continued to grow steadily while the community as a whole increasingly suffers economically. Recognizing the challenge, the district has dedicated all available resources to bridging the gap. Harnessing the potential found in technology

is imperative to the effort. To such end the district developed a comprehensive technology plan.

The primary purpose of a technology plan is to develop ways to effectively integrate technology into the curriculum. Technology should promote higher-level learning, problem solving, critical thinking skills, and collaboration across all curricular areas. Gulf District is committed to raising the level of technology integration in the educational experience for every student. Teachers must become more adept at using technology to support student learning in the classroom. Students will become better readers, writers, mathematicians, and scientists as a result of their interaction with classroom technology. Teachers should be using technology tools to assist them in making prudent instructional decisions for students. The district technology plan addresses how its technology effort will support the curricular needs of students in the upcoming years. Planning for high performance learning begins by focusing on student learning. The Florida Standards need to be aligned with technology standards. By continuing to use standards-based curriculum and aligning technology standards, the district will be better prepared to plan for staff development and infrastructure management. Through the integration of technology tools and equipment, Gulf District supports student learning and assists teachers in the delivery of the core curriculum and the effort to increase student achievement in all core content areas. The district uses assessment data to guide student learning activities and lesson plan development in its classrooms. Performance data on students is collected throughout the school year. Teachers access test item banks to generate classroom assessments to further monitor student progress. Digital resources are part of the instructional materials adoptions that have taken place in recent years. By identifying appropriate software and courseware the district supports the instructional programs at each of its four schools.

B) Digital Learning and Technology Infrastructure

A technology readiness inventory is completed annually for each school and for the district and is seen as a bare minimum requirement. The technology infrastructure needs to grow ahead of the demand created by devices. There is collaboration with technology support staff to adequately build in enough wireless access points, fiber networking, and bandwidth to the Internet to accommodate the number of devices added for long term. Bring Your Own Device policies add a stress to the existing network infrastructure. Certainly, "keeping up" is an ongoing challenge, but one that must be faced head on if students are to be successful in the twenty-first century.

C) Professional Development

The district will continue to provide instructional personnel and staff with access to opportunities and training to assist with the integration of technology into classroom teaching. Much of the recent professional development activities provided in the district have had a technology basis. Instructional personnel have had sustained training on SmartBoards, iCPALMS, Achieve3000 software implementation, technology standards for media, as well as other related areas. While this is commendable and indicative of the district's commitment to the integration of technology, it is only a beginning. Recently, the district obtained funding for Professional Development for Digital Learning (TAPS number 15T63). This permitted additional training crucial to making the technology

vision a reality. This professional development consisted of a two-day workshop on the Technology Integration Matrix (TIM), the Technology Uses and Perceptions Survey (TUPS), and the Technology Integration Matrix Observation Tool (TIM-O). These tools are designed to guide educators in evaluating the level of technology integration in lessons and units of study. They provide a concise picture of the professional development needs of the teacher. Both tools are being utilized by the district in our commitment to improve in this area. Twenty people including key district personnel, technology coaches and teacher representatives from each school participated.

In addition to the TIM training, the district provided an online course for all teachers based on the book *Teaching Generation Text: Using Cell Phones to Enhance Learning* by Neilsen and Webb. District-level professional development will include effective instructional design and associated software as well as the exploration of hardware which supports individualized instruction. Professional development will be available in face-to-face formats and via web-based resources.

Gulf District will take advantage of the support offered by the Panhandle Area Educational Consortium (PAEC):

- Guidance in developing/revising MIP Components that provide for a cohesive systematic plan for digital learning professional development
- Technology Tips and Tools: Digital Learning Support Resources to create and maintain a system for sharing web-based learning resources
- School-based Book and Lesson Studies on Digital Learning using the PD toolkit
- Assistance in preparing teachers to enable student developed learning/digital products
- Professional learning for both teachers and principals, specific to instructional design and developing digital content and assessments

The delivery of the professional development will be offered in several modalities including face-to-face workshops, electronic interactive, electronic non-interactive, study groups and PLCs, action research, and independent study. Participants will implement the content learned during the delivery in the following way(s):

- Structured mentor/coaching program
- Results from action research
- Collaborative planning related to training
- Creation of a product related to training
- Study group participation
- Electronic interactive
- Electronic non-interactive

D) Digital Tools

The Panhandle Area Educational Consortium (PAEC) provides the district Learning.com's EasyTech solution to help students develop the technology skills necessary for college and the workforce. EasyTech is a completely digital literacy curriculum that features self-paced lessons and skills practice in a game format, 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 connect of real-world challenges. EasyTech also provides comprehensive online safety instruction to help ensure students know how to protect themselves and make good choices while online.

EasyTech includes grade-appropriate, guided instruction with immediate feedback and automatic scoring. It features lessons that reflect current representations of technology and software. It also features test preparation sequence with pre-tests and prescription. The content is web-delivered with no downloads or software installs requires and is also available through a student application for commonly used tablet devices.

E) Online Assessments

As a rural district with limited resources, there have been challenges with the move to computer-based testing. A Computer-Based Assessment Certification Tool has been fully implemented, however the effort to obtain, maintain and expand the devices required for assessments is constant. Increasing the number of approved devices would reduce the time necessary to administer computer-based assessment. However, as the number of devices increase, the need for more bandwidth and the importance of a robust network increases. The devices purchased for digitally delivered curriculum are also used for computer-based testing. There is constant collaboration with technology staff to ensure devices purchased meet the device requirements and can be managed for computer-based testing according to DOE's CBT guidelines. Changes in operating systems are placing additional demands on resources and reducing the number of devices suitable for testing.

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	5th grade: 58% proficient 8th grade: 44% proficient	5th grade: 63% proficient 8th grade: 49% proficient	2016
II.A.4.	Science Student Achievement – Biology	70% proficient	70% proficient	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	79%	85%	2015-2016
II.A.10.	Acceleration Success Rate	100%	100%	2015-2016

Quality Efficient Services

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

A. **Infrastructure Needs Analysis (Required)**		**Baseline from 2014**	**Actual from Spring 2015**	**Target**	**Date for Target to be Achieved** ***(year)***	**Gap to be addressed** ***(Actual minus Target)***
II.B.1.	Student to Computer Device Ratio	3:1	2.14:1	2:1	2018	.14:1
II.B.2.	Count of student instructional desktop computers meeting specifications	570	488	800	2018	312
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	235	364	400	2016	36
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	0	NA	0
II.B.5.	Count of student large screen tablets meeting specifications	17	23	80	2018	57
II.B.6.	Percent of schools meeting recommended bandwidth standard	100%	100%	100%	N/A	N/A
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	100%	N/A	N/A

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/A	N/A	N/A

* Completed the security assessment provided by the FDOE on 9/15/15. 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.

B. **Professional Development Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 27% Adoption: 36% Adaption: 23% Infusion: 6% Transform: 8%	Entry: 20% Adoption: 35% Adaption: 25% Infusion: 10% Transform: 10%	2015-2016
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 32% Adoption: 36% Adaption: 23% Infusion: 5% Transform: 4%	Entry: 20% Adoption: 35% Adaption: 25% Infusion: 10% Transform: 10%	2015-2016

- **Seamless Articulation and Maximum Access**

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

C. **Digital Tools Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved *(year)***
	Student Access and Utilization (S)	**% of student access**	**% of student utilization**	**% of student access**	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100%	10%	100 %	2015-2016
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	75 %	15%	80 %	2015-2016
II.D.3. (S)	A system that supports student access to online assessments and personal results.	50%	85%	60 %	2015-2016
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	0 %	0%	N/A	No current plans to develop a system
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100%	85%	100%	2015-2016

D. **Digital Tools Needs Analysis (Required)**	**Baseline (to be established in 2015)**	**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved *(year)***

	Teachers/Administrators Access and Utilization (T)	**% of Teacher/ Admin access**	**% of Teacher/ Admin Utilization**	**% of Teacher/ Admin access**	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100 %	80%	85%	2015-2016
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	65%	70%	2015-2016
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	0 %	75 %	2015-2016
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100%	100%	N/A	N/A
II.D.5. (T)	A system that includes comprehensive student information that is used to inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress.	100%	98%	100%	2015-2016
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	0%	0%	N/A	No current plans to develop a system
II.D.7. (T)	A system that houses documents, videos and information for teachers, students, parents, district	100%	20%	25%	2015-2016

	administrators and technical support to access when they have questions about how to use or support the system.				
II.D.8. (T)	A system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents and district administrators to use data to inform instruction and operational practices.	100%	90%	95 %	2015-2016
II.D.9. (T)	A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	100%	100%	100 %	N/A

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.	0%	N/A	N/A	Current system cannot be termed comprehensive. No current plans to upgrade system.

D. **Digital Tools Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
(IM)	**Instructional Materials**	**Baseline %**	**Target %**	**School Year**
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	50%	55%	2015-2016
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	50%	55%	2015-2016
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	50%	52%	2015-2016
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	90%	95%	2015-2016
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	65%	70%	2015-2016
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students instructional materials [ss. 1006.283(2)(b)11, F.S.]	58%	60%	2015-2016 (not possible for district to increase parents' internet access at home)

- **Quality Efficient Services**

  Online Assessment Readiness:
  Districts shall work to reduce the amount of time used for the administration of computer-based assessments.

D. **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	852	1200	2015-2016
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	100%	100%	2015-2016

STEP 2 – Goal Setting:

Goal: By May 2018, 80% all schools within the district will meet federal AMO benchmarks in mathematics, English Language Arts, & Science and meet expected growth on state assessments.

Goal: Integrate History-Social Studies content standards and Visual and Performing Arts (VAPA) standards into day-to-day teaching and learning of the ELA and Mathematics Florida Standards (as applicable), ELD standards, and Next Generation Sunshine Science Standards to include an integral use of technology.

Objective: Students will utilize technology resources to enhance learning of content towards mastery of the standards. Those resources will include educational software to support analytical thinking and problem solving with relevant, real-world applications; technological math tools; the Internet for research and to enhance understanding of the standards as well as to collaborate with others; graphic organizing and presentation software to brainstorm and organize work; multimedia to enhance presentation skills; and keyboarding and word processing.

Strategies:

- Identify or develop appropriate age/grade level activities and facilitate students' successful completion of activities and mastery of objectives.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data and conduct yearly user/staff surveys to determine trends, strengths, and needs.
- Identify/Purchase software and Internet resources to be used.
- Identify and schedule needed professional development, assure its implementation through follow up and support.
- Develop plan for acquiring hardware needed to achieve student performance targets.
- Seek resources to fund the acquisition of software and hardware.

<u>Technology Integration</u>

Goal: Continue to integrate non-standard technology into classroom instruction and professional development including the use of environments such as Edmodo, Google Applications for Education, podcasting, blogs, wikis, and 1 to 1 computing.

Objective: Identify and develop support mechanisms and resources for teachers as they utilize non-standard technology in the classroom to include special devices for special education students.

Objective: Explore and determine alternate ways to support teachers, students, and parents with non-standard technology uses to support mastery of the Florida Standards in ELA and mathematics, the ELD standards, Next Generation Sunshine Science Standards, and other curricular content standards.

Strategies:

- Gulf District will work together with various vendors, as necessary, to install the technical infrastructure and create the web-based interface to be used. This includes registering new domains, creating student, teacher, and administrator accounts, building databases, and connection file services and directory services.

- Acquisition of new student laptops/Chromebooks and carts. Training will include the use of netbooks and laptops in the classroom to positively affect teacher instruction and the use of technology in the home environment.
- Teacher training will be rolled out in multiple phases throughout the academic year (initial and follow up). This will include training on refining the use of current software and hardware to meet student needs and the requirements of the standards.

Goal By May 2018, 80% of students within the Gulf District will demonstrate mastery of National Educational Technology Standards (NETS) at their appropriate grade level.

Objective: Students will work toward the operation of technology without assistance from teaching staff.

Strategies:
- Identify or develop appropriate age/grade level activities and facilitate students' successful completion of activities and mastery of objectives.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data and conduct yearly user/staff surveys to determine trends, strengths, and needs.
- Identify/Purchase software and Internet resources to be used.
- Identify and schedule needed professional development, assure its implementation through follow up and support.
- Develop plan for acquiring hardware needed to achieve student performance targets.
- Seek resources to fund the acquisition of software and hardware.

Goal: Promote ethical and safe use of technology in the classroom by students and staff.

Objective: Distribute curriculum to teachers and make available on the district website.

Strategies:
- Implement and refine structured lessons that cover the ethical use of technology in the classroom.
- Present information to staff and parents a minimum annually about ethical use of technology and their responsibility to monitor their children/students' use of technology.
- Implement and refine the district acceptable use policy.
- Incorporate training on ethical and safety issues as part of district staff development dealing with technology.

Goal: Provide expanded access to technology for all students.

Objective: The district will maintain a minimum standard of 8 computer workstations for every regular education classroom and a minimum of 4 computer workstations for every special education classroom.

Objective: Students have opportunities to explore technology without structured lessons.

Objective: The district will continue to create ways for students without connectivity at home to acquire access.

Strategies:
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.

- Facilitate students' successful completion of curriculum and technology activities and mastery of objectives during expanded access times.
- Identify funding sources for providing district-funded hardware for all students.
- Monitor implementation of minimum computer standard to ensure that no classroom falls below the standard.

Goal: By May 2018, 90% students will be digitally literate by the end of 4th grade as defined by the Florida Department of Education.

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

Objective: Students will work with various technologies to develop a familiarity with problem solving.

Strategies:
- The infusion of technology in all curriculum guides to make classroom instruction more student-centered and give students more responsibility for their learning.
- Implementation of blended learning environments as appropriate throughout the district.
- Implementation of online student learning environments.
- Student participation in extended learning opportunities/programs.
- Equitable and accessible hardware and software technologies purchases.

Goal: Educators will attain the skills and knowledge necessary to effectively use educational technology to create more rigorous learning environments to assist students to master the Florida Standards and Next Generation Sunshine State Standards by personalizing learning through the collection of student data to support differentiated instruction and to manage the online assessment environments.

Objective: Classroom instruction models will be designed to support the rigorous expectations of the new learning and assessment environment to support student readiness for the types of questions and performance based activities found on the state assessments.

Strategies:
- Use of formative and summative assessments to individualize instruction.
- Plan and budget for research based hardware and software.
- District professional development on state assessments including security, effective educational technology usage, UDL, the use of rubrics, student choice, authentic and relevant student centered project based learning.
- Online access to curriculum.
- Current broadband, voice, and data networks available in all learning/working environments.
- Creation of School Professional Development Plans.
- Continued adaptations to curriculum for students with IEP's using assistive technologies (including training).

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

Objective: Parents will receive access and an understanding of the district's online system.

Strategies:

- Availability of parent portal tutorials.
- Notifications of district events on district website and through online/phone notification system.

Infrastructure

Goal: The district will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology and to support the district learning and administrative goals.

Objective: The district will support and maintain LANs/WAN for both hardware and software and will increase bandwidth to support mobile computing initiatives to assure all users maintain connectivity.

Strategies:

- The district will purchase and deploy multimedia computers, tablets, laptops, and peripheral devices for staff/student use.
- Installation and maintenance of fiber throughout the district.
- High speed connectivity that supports instructional and administrative needs.
- Updated security, back up, and disaster recovery plans.
- Continued IT training for IT team.
- Evaluate, plan, and budget for new and replacement infrastructure and learning hardware and software.
- Maintain current district hardware and software licenses.
- Maintenance of appropriate memory/capacity of district hardware/software.
- Support Blended Learning Environments will be supported by IT as appropriate.

Goal: Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings, such as community centers.

Objective: The district will add and/or replace computer hardware in all buildings to provide easy access for all users.

Strategies:

- The district will expand hardware deployment to include not only multimedia computers with Internet access in classrooms but also tablet devices, laptops, etc., in order to meet the demands of online testing.
- The district will upgrade operating systems and/or replace devices that do not meet minimum operating specifications as recommended by FSA.

STEP 3 – Strategy Setting:

Goal Addressed	Strategy	Measurement	Timeline
Highest Student Achievement	Identify/Develop appropriate age/grade level activities	Purchase instructional materials in digital format	40% of purchases in 2015-2016, increasing each year
Highest Student Achievement	Review assessment data & conduct user surveys	Progress monitoring data Survey results	Quarterly Annually
Highest Student Achievement	Identify/Purchase software and Internet resources	Acquisition of software Catalog of resources available	Expanded annually Updated annually
Highest Student Achievement	Creation of School Professional Development Plans	Implemented plan	Annually
Highest Student Achievement & Technology Integration	Needed professional development	Successful implementation of skills/strategies learned	Ongoing
Highest Student Achievement & Technology Integration	Seek resources to fund acquisition of software/hardware	Grant applications, & RFPs	Ongoing
Technology Integration/Infrastructure	Install infrastructure	Bandwidth Wireless access in all classrooms	2015 (currently upgrading)
Technology Integration/Infrastructure	Acquire laptops, Chromebooks, computers, tablets & peripheral devices	Purchase of 25 each, desktops and laptops per school annually	2014-2019
Technology Integration	Monitor minimum computer standards	Monitoring reports	Annually
Ethical/Safe use of Technology	Implement lessons	Curriculum developed or adopted	Annually
Ethical/Safe use of Technology	Present information to parents and teachers	Documentation of workshop attendance and feedback	Annually
Technology and Information Literacy Skills	Infusion of technology in curriculum & implementation of blended learning environments	Improvement as measured by the TIM	Annually use of TIM beginning in 2015-2016
Infrastructure	High speed connectivity	1GB connection to desktop	2018
Infrastructure	Wireless Access	WAP in all classrooms	2015-2016

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

A. **Student Performance Outcomes**		**Baseline (2013-2014)**	**Target**
III.A.3.	Increase percentage of students in the district demonstrating proficiency in ELA	60%	65%
III.A.4.	Increase percentage of students in the district demonstrating proficiency in mathematics	64%	70%
III.A.5.	Increase percentage of students in the district demonstrating proficiency in Science	53%	58%
III.A.6.	Increase percentage of students in the district making learning gains in ELA	70%	75%
III.A.7.	Increase percentage of students in the district making learning gains in mathematics	69%	75%

B) Digital Learning and Technology Infrastructure

Implementation Plan for B) Digital Learning and Technology Infrastructure:

B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	Purchase and implement 25 computers to upgrade lab to facilitate computer-based assessment and instruction	January 2016	$15,000	WHS/Gulf	II.E.1
III.B.2.	Purchase and implement 25 computers to upgrade lab to facilitate computer-based assessment and instruction	January 2016	$15,000	PSJHS/ Gulf	II.E.1
III.B.3.	Purchase and implement 25 computers to upgrade lab to facilitate computer-based assessment and instruction	January 2016	$15,000	WES/Gulf	II.E.1
III.B.4.	Purchase and implement 3 iPad carts to facilitate computer-based assessment and instruction	January 2016	$42,883	PSJES/Gulf	II.E.1
III.B.5	Purchase and implement 3 iPad carts to facilitate computer-based assessment and instruction	January 2016	$42,883	WES/Gulf	II.E.1

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.	Purchase and implement 75 computers to upgrade labs to facilitate computer-based assessment and instruction	Acceptable ratio of students to computers as evaluated by Technology Resource Inventory and third-party evaluator
III.B.2.	Purchase and implement 3 iPad carts to facilitate computer-based assessment and instruction	Acceptable ratio of students to computers as evaluated by Technology Resource Inventory and third-party evaluator

The district's technology inventory, including the current level of infrastructure as well as infrastructure needs are reviewed and evaluated by a third party. The evaluation of the results of is attached.

C) Professional Development

Implementation Plan for C) Professional Development:

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	NA				

Brief description of other activities	**Other funding source**
Training for teachers on new technology purchased, software implemented ethics and safety.	District resources
Utilization of digital learning support resources and professional development activities specific to instructional design and developing digital content and assessments. Training to prepare teachers to enable student developed digital products	Panhandle Area Educational Consortium
Key personnel will attend the FETC	District Instructional Leadership and Faculty Development Grant

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.	NA	

D) Digital Tools

Implementation Plan for D) Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D. 1.	NA				

Brief description of other activities	**Other funding source**
Google Aps for Education	Grants & District Resources

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.	NA	

E) Online Assessments

Implementation Plan for E) Online Assessments:

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.	Successful implementation of 75 additional student computers and 6 additional 25 count iPad carts to facilitate computer-based assessment	January 2016	$130,766	All Schools/ Gulf	II.E.1

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.	Technology Resource Inventory	Acceptable ratio of students to computers
E.2.		