DIGITAL CLASSROOM PLAN
Hamilton County School District

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.

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   District Team Profile

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Isaac Goyette	isaac.goyette@hamiltonfl.com	386-792-7825
Curriculum District Contact	Kip McLeod (HS) Lee Zamora (Elem)	kip.mcleod@hamiltonfl.com lee.zamora@hamiltonfl.com	386-938-8104 386-792-8002
Instructional District Contact	Kip McLeod (HS) Lee Zamora (Elem)	kip.mcleod@hamiltonfl.com lee.zamora@hamiltonfl.com	386-938-8104 386-792-8002
Assessment District Contact	Phyllis Harris	phyllis.harris@hamiltonfl.com	386-792-8116
Finance District Contact	Mary Loughran	Mary.loughran@hamiltonfl.com	386-792-7818
District Leadership Contact	Tom Moffses	tom.moffses@hamiltonfl.com	386-792-7802

I.2   Planning Process -

Information was provided to all PTO organizations for additional input at initial school open house meetings for feedback, additions, and corrections. As this is a living document that will continue to be updated, changed, and/or modified, as partnership needs dictate, Florida Department of Education requirements, and technology needs change.

The Hamilton County School District is committed to reaching all learners, regardless of their abilities. Students with disabilities require accommodations and modifications, and our staff is devoted to utilizing flexible ways to present information such as digital books (using I-Pads), text-to-speech applications, and specialized software. They also provide students with various

ways to express themselves in order to increase active engagement in different settings and situations. In addition, assistive technology devices are available for students with disabilities to participate, communicate, and learn more effectively in the classroom. An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

The district employs a variety of assistive technology devices to augment, supplement and compliment the educational process for students with special needs. Child Study Teams identify assistive technology needs on a case-by-case basis, and teachers have access to a laptop or desktop computer in the classroom, which in many cases is connected to an interactive board. All computers have the ability to activate the "Accessibility Options" built in to the Microsoft and Mac operating system. On the higher-grade levels, students have access to a collaborative global community of learners, using tools such as online learning, podcasts, wikis, social networking, etc. Some of the most common hardware assistive technologies that you will find in the classroom include:

> iPads, projectors, Elmo's, laptops, notebooks, and Smart-boards. These items are crucial for instruction in both large group and small group instruction. The uses of iPads/computers in the classroom are a crucial tool for active engagement in a digital learning environment. These devices enable the learner to not only communicate, but answer questions where they were unable to in the past

> We will accomplish this vision by creating a technological environment that allows all learners equal access to interact and collaborate successfully. We believe that the use of technology as a part of the curriculum should focus on supporting higher-level learning, problem solving, critical thinking skills, and collaboration.

> The Hamilton County School District has identified several long-term goals for integrating technology into all aspects of the educational system. These goals will guide the technology planning process and the implementation of the plan during the duration of this plan.
> These goals are:
> 1. Increase access to technology for students, faculty, and staff.
>
> 2. Integrate technology into the curriculum aligned with the Florida State Standards (FSS) (content and performance standards).
>
> 3. Integrate technology to automate department paperwork and processes across the district.
>
> 4. Provide ongoing staff development for the implementation and use of technology.
>
> 5. Provide ongoing communication with and between the Board, other administration, teachers, staff, students, parents, and the community.

6. Establish district standards for infrastructure, procurement, hardware, software, and communications; including upgrade and maintenance.

7. Identify the resources necessary to implement the technology plan.

8. Establish an ongoing process as a means to evaluate the effective implementation of the technology plan.

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

- Make technology a part of learning activities: Technology is most effective when integrated as one component into learning environments and used as a tool for active construction of knowledge and skills by students. It should promote higher levels of critical and creative thinking and problem solving. In addition, computer devices need to be in classrooms and other locations where students and teachers have easy access throughout the day.

- Provide ongoing staff and curriculum development: Intensive staff and curriculum development are critical to realize the potential of new learning technologies. An ongoing update of technology plans and staff skills will be needed.

- Promote the location and use of information to solve problems: Effective use of and improved access to technology are factors in the rapid expansion of knowledge today. Therefore, the ability to find and use information to solve meaningful problems is an essential outcome of education for today and tomorrow. Technology will enable schools, teachers, parents, and citizens to change toward helping people "learn how to learn" on a life-long basis.

- Accommodate individual learning styles for all students: Restructuring of information into interactive multimedia provides assistance to learn with individual styles and paces customized to our needs. It allows us to present and understand information using text, images, and sound to overcome traditional learning difficulties.

- Facilitate communication and teamwork: Computer networks can facilitate student, teacher, and family communication and promote teamwork through voicemail, electronic mail, electronic bulletin board systems, file-sharing, and database sharing.

To achieve our vision for technology, we will focus on several projects:
1. Student computing – We will ensure that every student has access to a computing device (as funding permits) when they need it with devices and policies differentiated by level and learner needs, to ensure access to information, increased collaboration, and multiple forms of student expression of learning.

2. Staff computing – We will provide all staff with the appropriate technology needed (as funding permits) for high quality planning, instruction, and data use, as well as

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collaborative learning, including mobile computing for teachers and school administrators.

3. School learning spaces – We will create learning spaces that work for individual, small group, and large group instruction, and equip them with the right technology (as funding permits) for collaborative projects and creative problem solving.

4. Networks and servers – We will upgrade our networks and servers (as funding permits) so that students and staff can access resources when and where they need them.

5. Student information systems – We will improve our student data systems (as funding permits) to help students and staff tailor learning based on students' strengths and needs.

6. Professional learning for staff – We will implement ongoing, relevant, and collaborative professional learning for staff (as funding permits) around instructional technology.

7. Support for all – We will provide students, staff, and families with high-quality technical support and strategies (as funding permits) for authentic engagement.

Thoughtful and innovative use of technology is a key tool for our district, as we stay focused on providing the very best instruction to every student.

I.3   Technology Integration Matrix (TIM) –
During the 2015-16 school year, TIMs will be implemented in the District. Mentor teachers will be trained first about the TIMs matrix for understanding how to use it to evaluate technology integration in the classroom. The mentors will work with extended staff through ongoing professional learning communities to determine needs through a gap analysis. Once all staff are knowledgeable, the district will align its teacher evaluation system with TIM technology and incorporate FDOE/FCIT TIM tools.

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

The Hamilton County School District uses the Multi-Tiered System of Supports (MTSS) including both Response to Intervention (RtI) and Positive Behavior Supports (PBS). RtI/PBS is a problem solving method of developing and implementing instruction and intervention on a three-tiered model. The RtI/PBS Tier 1 model integrates research based core instruction to every student, Tier 2, provides supplemental instruction/interventions, and Tier 3 consists of more intensive interventions.

Every student in Hamilton County is exposed to core instruction, which is research and evidence-based. Within Florida's MTSS/RtI/PBS framework, this core represents Tier 1, and includes differentiated instruction and behavioral support. To assess student learning and proficiency in Tier 1, and to inform instructional decisions, the District analyzes Tier 1 information at regular intervals through universal screening and progress monitoring. Universal screenings are standard assessments given to all students, which are used to identify proficiency in different subject areas and allow for the analysis of group and individual performance. Universal screening occurs three (3) to four (4) times a year. The effectiveness of instruction is

also analyzed through classroom based progress monitoring. Progress monitoring uses data from sources such as curriculum based measurements, focus lesson assessments, and STAR. It is estimated that approximately 80% of students will demonstrate mastery of established benchmarks. The school based leadership team meets to analyze data and uses a decision matrix to determine movement to Tier 2 and/or modification of Tier 1 activities and supports.

Tier 2 represents supplemental instruction for the 15 to 20% of the class who has academic/behavioral concerns that are not being addressed by the core curriculum.   Tier 2 interventions target skill deficits and are provided in addition to and aligned with the core curriculum. Tier 2 instruction includes at least 30 minutes of supplemental intervention two (2) to three (3) days per week over a seven (7) to ten (10) week period. Progress monitoring occurs every two weeks and includes a minimum of three data points. The data is presented in graph form to be analyzed by the teacher and school based leadership team. The school based leadership team uses a decision matrix to determine movement to Tier 3 and/or modification of Tier 2 activities and supports.

Tier 3 interventions represent specific individualized instruction to approximately 5% of the students who are not meeting established baseline goals and standards identified in Tiers 1 and 2. Students at this level receive more intensive instructional interventions, which are provided in addition to and aligned with the core instruction and Tier 2 interventions.   Behavioral interventions may include classroom observations by qualified individuals or rating scales. A request for a formal Functional Behavior Assessment may be initiated.   Interventions at this Tier are more intense, frequent, and of longer duration than Tier 2 interventions. These interventions occur a minimum of thirty (30) minutes a day, five (5) days a week for a period of nine (9) to twelve (12) weeks. Progress monitoring may occur a minimum of once per week if the school based leadership team decides it is necessary. After comparing the progress monitoring data to the goal(s) for the student, the team will recommend:

1. Continuation of current interventions and progress monitor,

2. Discontinue interventions and implement alternative interventions and progress monitor

3. Recommend alternative intervention and progress monitor. The school based leadership team may consider possible referral to Exceptional Education Services (ESE). The problem solving process will continue if the student does or does not qualify for ESE services.

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	**Acceptable use 8.33**	**http://bit.ly/1SldOSV**	**7/13/15**
District teacher evaluation components relating to technology (if applicable)	**Formal evaluation for all teachers**	**N/A**	**Pending final draft**
BYOD (Bring Your Own Device) Policy	**N/A**	**N/A**	**N/A**
Policy for refresh of devices (student and teachers)	**N/A**	**N/A**	**2017-18**
Acceptable/Responsible Use policy (student, teachers, admin)	**Acceptable use 8.33**	**http://bit.ly/1SldOSV**	**7/13/15**
Master Inservice Plan (MIP) technology components	**Professional development for all district staff**	**N/A**	**July 2015; updated annually**
Other/Open Response	**N/A**	**N/A**	**N/A**

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

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

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

■ **Highest Student Achievement**

Student Performance Outcomes:
Districts shall improve classroom teaching and learning to enable all students to be digital learners with access to digital tools and resources for the full integration of the Florida Standards.

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-29 % 8th-17%	5th-50 % 8th-45%	2017-18
II.A.4.	Science Student Achievement – Biology	39 %	45 %	2017-18
II.A.5.	ELA Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	

B. Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
II.A.9.	Overall, 4-year Graduation Rate	55 %	60 %	2015-16
II.A.10.	Acceleration Success Rate	65 %	71 %	2015-16
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	1.79:1	1.54:1	1:1	2018	.54:1
II.B.2.	Count of student instructional desktop computers meeting specifications	309	338	338	NA	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	212	369	1,340	2018	971
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	484	461	461	NA	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	100%	100%	100%	NA	0
II.B.7.	Percent of wireless classrooms (802.11n or higher)	30%	89%	100%	2018	11%

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

B. Infrastructure Needs Analysis (District Provided)	Baseline		Target	Date for Target to be Achieved *(year)*	
II.B.10. (D) District Wireless Capacity – Upgrade number of access points	88		180	2018	
II.B.11. (D) District Core Switching Upgrade	0		2	2018	
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: 70% Adoption: 20% Adaption: 10% Infusion: 0% Transform: 0%	Entry: 10% Adoption: 25% Adaption: 50% Infusion: 10% Transform: 5%	2018
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 85% Adoption: 10% Adaption: 5% Infusion: 0% Transform: 0%	Entry: 10% Adoption: 25% Adaption: 50% Infusion: 10% Transform: 5%	2018

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.

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

D. **Digital Tools Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** *(year)*
	Student Access and Utilization (S)	**% of student access**	**% of student utilization**	**% of student access**	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100 %	100 %	100 %	2016
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	30 %	65 %	65 %	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.	TBD %	TBD %	TBD %	2016
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100 %	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.	100 %	100 %	100 %	2016
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	100 %	100 %	2016
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 %	50 %	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.	20 %	50 %	50 %	2016
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and	100 %	60 %	100 %	2016

	instructional resources to provide new ways of viewing and analyzing data.				
II.D.7. (T)	A system that houses documents, videos and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	0 %	0 %	50 %	2016
II.D.8. (T)	A system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents and district administrators to use data to inform instruction and operational practices.	100 % (does not have a parent component, yet.)	100 %	100 % including parents	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 %	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.	40 %	20 %	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 %	100 %	2017
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	100 %	100 %	School Year
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	1168	1,800	2018
II.E.2. Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	0%	100%	2017
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 Hamilton County School District strategic and master plans addressing focused resources on the academic needs in ELA, Math, Science, History/Social Science, Visual and Performing Arts, and English Language Development for all learners. Items that are critical, include:

1. Increasing community and parental involvement in school.
2. Increased rigor and student achievement.
3. Student retention by increasing student daily average classroom attendance.
4. Decreased student dropout rate.

In addition, the following items will be addressed:

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

2. 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.

3. Skilled Workforce and Economic Development: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.

4. Quality Efficient Services: All school sites will be safe and effective environments to support developing students.

STEP 3 – Strategy Setting:

EXAMPLES			
Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Highest student achievement	Students in the Hamilton County School District will demonstrate a 3-5% growth annually towards proficiency on the Florida State Standards claims as measured by the state assessment, special education assessments, and IEP goals.	• AMO Growth • State standardized testing data • Performance Matters tracking	2015 and ongoing
Highest student achievement.	Supply teachers and students with lexile appropriate digital readers. Transition from paper novels to digital in order to increase the choice selection of content appropriate classroom libraries to support ELA/literacy standards.	• 50% digital novel selection of assigned ELA material.	2015 and ongoing
Seamless Articulation and Maximum Access	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	2015 and ongoing
Seamless Articulation and Maximum Access	Create an infrastructure that supports the needs of digital learning and online assessments	• Bandwidth amount • Wireless access for all classrooms	2015 and ongoing
Professional Development	Classroom support and digital skills for use by all teachers through professional development.	• TIMs feedback, surveys.	2015 and ongoing
Skilled Workforce and Economic Development.	All schools will evaluate and implement technology and provide programs and interventions to ensure a seamless, focused progression through school and exit prepared for college and careers.	• Digital implementation of iStation, Go Math, Journey's ELA, Pearson K-2 ELA/Math, Accaletics, Collections ELA.	FY 2015-2018

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

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

A. Student Performance Outcomes	Baseline	Target
III.A.3.	Increase percentile rank of reading proficiency at all Hamilton Elementary Schools.	26th	30th
III.A.4.	Increase percentile rank of students in the bottom quartile for performance at all Hamilton Elementary Schools.	49th	55th
III.A.5.	Reduce the percent of third grade students at the intensive level for reading performance at the Hamilton Elementary Schools.	50.2% currently identified as intensive	35%
III.A.6.	Increase the science proficiency of 5th grade students at all Hamilton Elementary Schools.	29%	50%
III.A.7.	Increase the percentage of 6th grade students on grade level to support their transition to Hamilton County High School.	50% (60 students out of 120 are Level 3+)	65%
	Increase student certification in all CAPE courses at HCHS.	50% of enrolled students	75%

B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at
http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf. These
specifications are recommendations that will accommodate the requirements of state
supported applications and assessments.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

B.	**Infrastructure Implementation**				
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	Purchase and Implement Dell Secure Works Appliance, Firewall Monitoring, and Domain Controller Monitoring	June 2016	$15,000	District	II.B.1 II.B.2 II.B.3 II.B.4 II.B.8
III.B.2.	Purchase and implement 420 new student Dell laptop devices	February 2016	$180,000	All Schools	II.B.3
III.B.3.	Purchase and implement 30 wireless access for mobile computing via busing transportation	July 2016	$30,000	District/All schools	II.B.5
III.B.4.	Purchase and implement wireless access points	May 2016	$75,000	District	II.B.6 II.B.7 II.B.10 II.B.11

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

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

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

B. Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	IT staff will install and update network security software related to user authentication.	Correct Auditor General Finding XX
III.B.2.	IT Staff will purchase, image, and deploy 350 new laptops to each 5th, 6th, and 8th grade student.	100% student digital deployment in grades 5, 6, and 8.
III.B.3.	IT staff will install new wireless devices on busing to provide transportation FTE student data and student academic use.	Daily transmittal of student transportation data to Skyward for accounting purposes and student usage for homework and reading inititive.
III.B.4.	Installation of new wireless devices to meet the 1:15 state requirement for wireless devices for student use.	100% implementation to meet state wireless requirements.

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.

The NEFEC district technology inventory and infrastructure needs document was sent via separate correspondence to FLDOE.

C) Professional Development

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	Participation in MIP training held by the District and our consortia partner	June 2016	$0	District/All Schools	II.C.1 II.C.2
III.C.2.	All principals and assistant principals, IT, curriculum director, and Federal Programs Supervisor will complete FDOE /FCIT TIM Tools training	June 2016	$0	District/All Schools	II.C.1 II.C.2
III.C.3.	Professional Development for Office365 for classroom integration	June 2016	$0	District/All Schools	

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 segments utilizing PD360 completed in information technology targeted areas by teaching staff	Title II, cost $12,000

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.	Participation in MIP training held by the District and our consortia partner	Percent of average teacher technology integration at the entry level will be reduced and increased at the adoption level
III.C.2.	All principals and assistant principals, IT, curriculum director, and Federal Programs Supervisor will complete FDOE /FCIT TIM Tools training	Percent of average teacher technology integration at the entry level will be reduced and increased at the adoption level
III.C.3.	Professional Development for Office365 for classroom integration	Percent of average teacher technology integration at the entry level will be reduced and increased at the adoption level

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.	ACT Aspire. Validation of instruction with periodic classroom testing aligned to Florida State Standards. Subjects covered include: English, Math, Reading, and Science for grades 3-12.	2015-16	10,000	District	II.D.1,2,3 (S) II.D.1,2,3,9 (T)
III.D. 2.	ELA AR360 differentiated literacy solutions for grades PK-12, and ELL intervention and enrichment. AR360 greatly accelerates lexile reading levels by providing uniform screening differentiated learning experiences.	2015-16	50,000	District	II.D.1,2,3 (S) II.D.1,2,3,5,6,8(T)
III.D. 3.	Purchase and implement *Performance Matters* to provide administrators and teachers with a digital platform to develop assessments that includes student access to online assessments	2016	15,000	District	II.D.1,2,34,5(S) II.D.1,2,3,5,6,8, 9(T)
III.D. 4.	Purchase and implement *Safari Montage* to provide administrators and teachers with a digital teaching and learning platform to create, integrate, and share instructional materials	2016	15,000	District	II.D.2,4,5 (S) II.D.7,8,9 (T)

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 *ACT Aspire* on district wide implementation. *Act Aspire* will provide support as needed throughout the school year.	100% implementation in all schools across the district for grades 3-12.
III.D.2.	The IT department will work with *Renaissance Learning* on district wide implementation. *Renaissance Learning* will provide support as needed throughout the school year.	100% implementation in all schools across the district for grades K-12.
III.D.3.	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.4.	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

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

Implementation Plan for E) Online Assessments:

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.X.	Purchase additional computers for 9-12 for online assessment and 1:1 deployment.	December 2016	$255,000	Hamilton County High School	II.E.1 II.E.2
III.E.X.	Increased wireless in all schools to reduce the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	June 2016	$75,000	All Schools	II.E.1 II.E.2

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.	IT Staff will purchase, image, and deploy 350 new laptops to each $9^{th} - 12^{th}$ grade student.	100% student digital deployment in grades 9, 10, 11, and 12.
E.2.	Installation of new wireless devices to meet the 1:15 state requirement for wireless devices for student use.	100% implementation to meet state wireless requirements