DISTRICT
DIGITAL CLASSROOM PLAN

Hardee County Public Schools

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

I.1 District Team Profile -

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I.2 Planning Process -

(1) The Hardee School District has developed a Digital Classroom Plan Advisory Committee to carry out the District's mission, vision, core values, and goals as it relates to technology in the classroom. The committee used these resources and a variety of other resources to align to the state-supported initiative. During the initial phase of the authoring process, individuals responsible for the coordination of key areas of technology provided information to the Deputy Superintendent for inclusion into the plan. These individuals included representatives from instructional and media, ESOL assistive technology, adult literacy, instructional management systems, curriculum integration, school-based personnel, parents, and business and community leaders

(2) Train administrators on a technology integration evaluation system for classroom observations and walk-throughs; develop and implement a technology assessment for administrators and teachers to inform training needs; continue to offer a wide range of district-wide technology training opportunities; develop an e-learning means of training to support user group or individualized professional training

(3) Keep community members apprised of program developments, communicate the vision of the program within the school and the community

(4) Develop strong instructional partnerships with classroom and special area teachers by working together to plan and implement instruction and to evaluate instructional outcomes; utilize the best available models of instruction collaboration, and cooperative learning

I.3 Technology Integration Matrix (TIM) –

Hardee plans to utilize the TIM training + tools provided by DOE to maximize awareness as well as proficiency using the TIM. Instructional & administrative leaders will be selected to be trained and share with their respective teams to maximize potential benefits of using the TIM as well as ensure that staff development is relevant to the classroom setting; provide a variety of staff development opportunities; provide time to learn, practice, and incorporate new skills into classroom instruction; create an ongoing calendar of staff development opportunities tailored to meet assessed staff development needs; provide follow-up through re-teaching, one-on-one tutoring, trouble-shooting, modeling, and other forms of support.

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

The Hardee School District uses the problem solving/response to intervention (RTI) method of developing and implementing instruction and interventions based on a three-tiered model. Our RTI model integrates core instruction (Tier I), supplemental instruction/interventions (Tier II), and intensive interventions (Tier III). The procedures for conducting required general education interventions are specified in our RTI Plan. Procedures below are documented along with interventions, activities, meetings and appropriate personnel.

Tier I: Core instruction provided to all students and the utilization of the general education staff to observe, take and analyze student data to evaluate the effectiveness of the core instruction. Data is used to identify students that are not responding adequately to core instruction. A decision is made by the school RTI/Problem Solving Team which includes but is not limited to school administration, academic coaches, guidance counselors and teachers to determine if adjustments to the core instruction are necessary or supplemental instruction is indicated for some students based on universal screening and other assessment data.

Tier 2: Supplemental instruction/interventions are managed by the School RTI/Problem Solving Team. If academic or behavioral concerns are indicated by the data, a team meeting is held with parent involvement to review the current data and interventions, plan additional interventions, obtain consent for screening as necessary, and obtain social/developmental history data when appropriate. Intervention plans are formalized in writing and screenings are conducted subsequent to consent as appropriate. Designated personnel implement interventions which include frequent progress monitoring. Post intervention measures are recorded on appropriate forms. Parents are notified of a follow-up meeting to discuss observations, review results of interventions and review rate of progress to determine if the student is making adequate gains and should return to core instruction. If adequate progress

is not being made, the team makes a decision to modify Tier 2 interventions or increase intensive interventions.

Tier 3: Intensive interventions are managed by the RTI/Problem Solving Team and must include ESE district or student services district level staff. Parents are invited to a meeting where the team reviews all documentation from Tiers 1 and 2 and develops targeted intensive interventions for academic concerns. When there is a behavior concern, a review of the available data will determine if additional information is needed to identify the problem, why it is occurring, and interventions to implement. Designated personnel implement interventions which include at least weekly progress monitoring to determine the effectiveness of the intervention. Post intervention measures are recorded on appropriate forms. Parents are notified of a follow-up meeting to discuss results of interventions and review rate of progress to determine if the student should return to core instruction based on student progress, continue and/or modify Tier 2 or Tier 3 interventions.

The required Hardee County School District procedures, policies and forms and the RTI/Problem Solving Team procedures shall be followed. Our philosophy is one of prevention through intervention versus a refer-test model. Persons who may refer a student to the RTI/Problem Solving Team include parent, teacher, ESE Director and the school administrator.

If one of the following is identified while following the RTI/Problem Solving procedures, the team will determine that an initial evaluation is necessary.

(1) The student shows a negative response to all interventions attempted.

(2) The student exhibits a positive response to interventions, but progress halts or the student regresses when the Tier 3 interventions are faded (the frequency, duration and intensity of the interventions are decreased). In this scenario, the intensity of the interventions required to maintain satisfactory progress is significantly above what the general education setting can provide.

Referrals for students suspected of having speech sound, fluency, or voice disorders, the problem-solving team may determine that general education interventions are not appropriate. The student's problem-solving team should make this decision on an individual basis.

A parent who has a student who wants to request an evaluation shall contact the ESE Director (responsible person) who shall assist the parent in completion of the referral packet by providing forms and suggestions when discussing the case.

The Hardee County School District takes very seriously its obligations to locate, identify and evaluate out-of-school children who may be disabled. We have a long tradition of emphasis on early identification and programming. Through the Child Find component of FDLRS, a student may be referred for evaluation by the district, by phone or letter as a follow-up to child find efforts, i.e. screenings. Likewise, any agency may refer a student to the ESE Director for consideration of referral. The referral packet is subjected to a case review for compliance and quality.

A parent who is home schooling a student may request an evaluation by contacting the ESE Director (responsible person) who shall assist the parent in completion of the referral information and providing the parent with information regarding evaluations provided by the school district through the child find process.

I.5 District Policy -

Type of Policy	Brief Summary of Policy	Web Address	Date of Adoption
Student data safety, security and privacy	The district follows the National Institute of Standards and Technology *Cybersecurity Framework* to reduce cyber risks to the District's technological infrastructure and data. Through considerations within the five functions (Know, Prevent, Detect, Respond, and Recover), the District organizes its security processes to meet expectations and needs	www.hardee.k12.fl.us	January, 2015
District teacher evaluation components relating to technology (if applicable)	Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication and productivity	www.hardee.k12.fl.us	January, 2015
BYOD (Bring Your Own Device) Policy	All learners will be encouraged, supported and empowered to apply their own personally-owned technology in teaching and learning	www.hardee.k12.fl.us	January, 2015
Policy for refresh of devices (student and teachers)	Equitable access achieved by the implementation of a five-year cycle of replacement and upgrade for desktop, laptop and Chromebooks	www.hardee.k12.fl.us	January, 2015
Acceptable/Responsible Use policy (student, teachers, admin)	The District reserves the right to monitor, review, and inspect communications, files, and/or messages residing on or sent using the District's computers/networks.	www.hardee.k12.fl.us	January, 2015
Master Inservice Plan (MIP) technology components	Technology facilitators will contribute to the shared vision for campus integration of technology and will lead in the ongoing evaluation of the effectiveness of the instructional technology program	www.hardee.k12.fl.us	January, 2015
Funding	Fully pursue funding avenues through e-rate, grants, capital and operating funds; explore additional grant opportunities and alternative sources of funding; explore the possibility of purchasing a variety of low-cost computing devices	www.hardee.k12.fl.us	January, 2015

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

(A) Student Performance Outcomes:

Implement and refine a process for the continuous development and revision of the 21st Century curriculum that is both innovative and rigorous for all students

- Create clearly defined, standards-based, articulated curriculum for all students in grades kindergarten – 12th
- Improve the curriculum portal with curriculum m aps to provide for more effective articulation and pacing, to include strategies for differentiation, accommodations, and modifications to meet the needs of all students including those with language barriers and disabilities
- Focus on the intentional and ongoing alignment of a standards-based curriculum to meet the needs of all students
- Ensure that students with Limited English Proficiency demonstrate proficiency in English and develop higher levels of academic achievement in all subject areas

Develop and implement innovative, research-based instructional delivery models that meet the needs of all students

- Continue to implement research-based instructional delivery models
- Emphasize differentiation and individualization of instruction through innovative, research-based instructional practices
- Provide increased opportunities for students to participate in rigorous courses that award high school and/or college credit through partnerships with higher education
- Challenge and accelerate student learning at all levels through various innovative learning opportunities

Develop and implement innovative assessments across all grade levels and content areas that are aligned to 21st Century critical thinking skills

- Develop and implement consistent use of Common Core-aligned rubrics to assess informational, argumentative, and narrative writing in all content areas
- Continue to utilize the data from a variety of sources to evaluate students' college and career readiness
- Develop and implement research-based formative and summative assessment protocols in all grade levels and content areas across the district to support student achievement and data-driven decision making in all grade levels
- Provide a data warehouse and reporting tool to enhance continuous improvement efforts throughout the district

(B) Digital Learning and Technology Infrastructure

Utilizing technology comprehensively to develop proficiency in 21st century skills

- Laptops and Google Chromebooks assist students in preparing for 21st century challenges
- Videoconferencing supports core subjects and 21st century skills
- Instant messaging turns chatting into learning
- Competing and collaborating online to build knowledge and skills

Utilizing technology comprehensively to support innovative teaching and learning

- Builds conceptual understanding of core content
- Engages and motivates students
- Fosters inquiry and innovation
- Applies knowledge and skills to interdisciplinary challenges
- Creates and transforms knowledge for meaningful purposes

Utilizing technology comprehensively to create robust educational support systems

- Adoption of district, state, and national technology standards
- Utilizing technology to make informed educational decisions

(C) Professional Development

Provide innovative, ongoing professional development for administrators, instructional coaches, school counselors, and teachers to ensure 21st century learning in every classroom

- Utilize effective and innovative professional development models
- Continue and expand professional expertise and techniques for teaching and assessing
- Provide training and resources to teachers in order to help them integrate technology into curriculum, instruction, and assessment
- Develop a comprehensive training initiative to equip teachers to disaggregate formative and summative assessment data to inform instructional decision-making

(D) Digital Tools

- Implement, train, & utilize Google apps for education. We recently migrated to Google apps for education district wide and are working to build advocacy for this powerful tool set.
- Implement, train & utilize Schoology LMS. Hardee along with several other Heartland Educational Consortium members have decided to move forward with Schoology to give your students and instructional staff an up to date fully capable digital tool / LMS to serve as a framework piece in the digital classroom where teachers and students can work collaboratively in a digital environment and utilize current technology and devices to enhance digital learning.
- The Hardee County School District focuses on placing technology in the hands of students in order to provide a learning experience that is hands-on, relevant, and

appropriate for a 21st century learning environment. At a minimum, all students will have access to a personal electronic device in which they either bring from their home, a device that they check-out from the school, or a device that they share with another student. These devices will eventually be available in every classroom in the district.

(E) Online Assessments

- Reduce time administering, managing, & organizing online assessments to help increase time available for students to participate in learning activities in and out of the classroom**.** We plan to increase available devices used for student assessments to allow for an overall reduction in time spent administering online assessments. The funding provided by the DCP has and will continue to be instrumental in the ability to acquire modern technology for student use.

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	39%	42%	2015-2016
II.A.4.	Science Student Achievement – Biology	46%	50%	2015-2016
II.A.5.	ELA Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
B. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.9.	Overall, 4-year Graduation Rate	64.3%	68%	2015-2016
II.A.10.	Acceleration Success Rate	37%	40%	2016-2017

- **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	1.6:1	1.2:1	1:1	2018-2019	0.2:1
II.B.2.	Count of student instructional desktop computers meeting specifications	1932	2123	2100	2015-2016	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	645	830	750	2015-2016	0
II.B.4.	Count of student web-thin client computers meeting specifications	50	736	2500+	2016-2017	1800+
II.B.5.	Count of student large screen tablets meeting specifications	650	800	750	2015-2016	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	50% [*]	50% [*]	70%[*]	2017-2018	[**]
II.B.7.	Percent of wireless classrooms (802.11n or higher)	95%	98%	100%	2015-2016	~2%

[*] Approximate % of speed compared to recommended speeds per student:
http://www.fldoe.org/core/fileparse.php/5658/urlt/0097849-device-bandwidthtechspecs.pdf
[**] Based on current usage of existing bandwidth we will increase as usage approaches a higher percentage of available bandwidth.

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	Yes	Yes	15-16	N

B. Infrastructure Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved *(year)*
II.B.10. (D)	Upgrades to bandwidth at schools to reduce the gap between current & suggested DOE bandwidth guidelines.	Per DOE bandwidth documentation via fldoe.org	http://www.fldoe.org/core/fileparse.php/5658/urlt/0097849-device-bandwidthtechspecs.pdf	2017-2018
II.B.11. (D)	Updates & upgrades to core networking infrastructure in 4 elementary schools.	Current equipment unable to meet current needs.	Modern switching / networking to handle the growing needs of our schools.	2016-2017

* 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: 52% Adoption: 33% Adaption: 12% Infusion: 2% Transform: 1%	Entry: 42% Adoption: 35% Adaption: 15% Infusion: 5% Transform: 3%	2016-2017
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 52% Adoption: 33% Adaption: 12% Infusion: 2% Transform: 1%	Entry: 42% Adoption: 35% Adaption: 15% Infusion: 5% Transform: 3%	2016-2017

C. Professional Development Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved *(year)*
II.C.3. (D)	Technology professional development is sustained, ongoing, and includes coaching, modeling best practices, district-based mentoring, study groups, and online professional development	20%	85%	2017-2018
II.C.4. (D)	The district staff will have participated in high quality, ongoing professional development that includes emerging technology issues, technology skills, universal design, and research-based models of technology integration	25%	85%	2020-2021

- **Seamless Articulation and Maximum Access**

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

D. Digital Tools Needs Analysis (Required)		**Baseline** (to be established in 2015)	**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved** *(year)*
	Student Access and Utilization (S)	**% of student access**	**% of student utilization**	**% of student access**	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100 %	25 %	100 %	2016-17
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	50 %	75 %	75 %	2016-17
II.D.3. (S)	A system that supports student access to online assessments and personal results.	50 %	75 %	75%	2016-17
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	0 %	0 %	0 %	2016-17
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	75 %	75 %	85 %	2016-17

D. **Digital Tools Needs Analysis (Required)**		**Baseline** (to be established in 2015)	**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved** *(year)*
	Teachers/Administrators Access and Utilization (T)	**% of Teacher/ Admin access**	**% of Teacher/ Admin Utilization**	**% of Teacher/ Admin access**	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100 %	35 %	100 %	2016-2017
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	75 %	100 %	2016-2017
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 %	0 %	100%	2016-2017
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 %	0 %	100 %	2016-2017
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%	25 %	100 %	2016-2017
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	100%	45%	100 %	2016-2017

	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.	100 %	20 %	100 %	2016-2017
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%	20%	100 %	2016-2017
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 %	90 %	100 %	2016-2017

D. **Digital Tools Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
	Parent Access and Utilization (P)	**% of parent access**	**% of parent utilization**	**% of parent access**	
II.D.1. (P)	A system that includes comprehensive student information which is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	100%	50 %	100 %	2016-2017

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	65	2017-2018
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	20	60	2017-2018
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	50	75	2016-2017
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	85	100	2016-2017
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	90	100	2016-2017
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.]	20	50	2016-2017

- **Quality Efficient Services**

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

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	1114	1798+	2015-2016
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments* (* Secondary schools)	25%	50%	2015-2016
E. Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.E.3. (D)	Increasing available devices to meet required assessments while reducing time needed	1114	Adding 684+ new student devices for online testing / student use	2015-2016

E. Brief description of other activities	**Other funding source**
Purchase 600 additional student devices (Google Chromebooks) for use with online assessments and digital learning. This has been completed and gets us within 100 devices of our current 15-16 goal of 1798. DCP funds from this allocation will be used to fund the remaining 100 Chromebooks to meet our goal.	District funds.

STEP 2 – Goal Setting:

Highest Student Achievement

Strategies will be used to integrate technology into curriculum and instruction to improve student achievement. The process of curriculum integration increases the degree to which instructional technology is embedded within teaching and learning and mirrors our curriculum development process. Our belief is that the integration of technology into instruction must be synchronized with the creation of curriculum and teaching methodology. To create a separate process for the development of technology integration, we must move away from the idea of technology as a curricular "add-on." To alleviate the discrepancy, the school district has adopted the following guidelines:

- Adoption of specific content and skill standards
- Construction of curriculum through the use of curriculum mapping software
- Development of assessments that measure the degree to which learners understand the curriculum
- Identification of instructional methods meeting the needs of learners which includes the integration of technology
- Consideration of environmental and learning needs including interventions, classroom culture, and student culture

In a sincere effort to improve student achievement across the curricula including technology literacy of all learners, an integrated curriculum will include the following teaching strategies:

- Students construct knowledge through a variety of processes such as social networking, human interaction, and differentiated learning environments
- Students will select from a variety of tools, processes, and information sources that will enhance their own learning
- Staff and students will engage in responsible and appropriate behaviors when utilizing technology
- Technology will be made available for all students on an equitable basis and will help in eliminating barriers for all learners
- Curriculum will be designed to offer more global opportunities for creative and collaborative problem-solving
- Students will access a collaborative global community of learners using tools such as online learning, podcasts, wikis, and social networking
- Innovation will be utilized in partnership with community resources such as local industries to keep current with global technology needs
- All school district entities will share the same vision for the integration of technology in teaching and learning
- The school district will have structures in place to support innovative practices that increase student and staff engagement. These innovations will be continuously assessed and supported
- Students and staff will have access to curricular materials and resources
- Teachers will become facilitators as students are provided opportunities for increased ownership of their own learning

- Creative thinking will be encouraged through the use of technology
- Students will understand and apply problem-solving conventions within systems, applications, and the learning of new technologies
- Students will demonstrate knowledge after locating, organizing, analyzing, evaluating, and synthesizing information from a variety of sources

Seamless Articulation and Maximum Access

No industry or organization can remain competitive today without making comprehensive use of technology as a matter of course in all of its operations and school systems are no different. All students require a robust education and a different type of education that most students are receiving today. The vision of learning that we embrace focuses on teaching students to become critical thinkers, problem solvers, innovators, effective communicators, and self-directed learners. This vision responds to the demands for citizens who are globally aware, civically engaged, and who are economically and financially literate and fluent in information, media, and technology skills. Employers, educators, and the general public strongly believe that students must be proficient in 21st century skills such as these to succeed in society. Educational technology must be utilized comprehensively to develop proficiency in 21st century skills, to support innovative teaching and learning and to create robust educational support systems.

Skilled Workforce and Economic Development

Although the ultimate responsibility for the integration of information skills and computer skills rests with the media specialists and technology professionals, an effective instructional program relies on their collaboration with teachers, administrators, students, support staff, and parents all working together to support desired outcomes for student achievement. This collaboration impacts teaching and learning by supporting the instructional process through planning, implementation, and evaluation. Instructional units developed through collaboration expand classroom walls to encompass the media center, computer labs, and other outside resources. If implemented in a correct manner, students are destined to become self-directed lifelong learners, complex thinkers, quality producers, collaborative workers, and community contributors.

Quality Efficient Services

The Hardee County School District is committed to creating safe, respectful, and inclusive learning environments where all community members work together to promote academic excellence, civil behaviors, and social competence. All staff, students, and parents working in a cohesiveness manner help create safe schools.

Psychological safety provides for the social and emotional well-being of students and works to create positive school climates through measures such as asset development, bullying prevention, Positive Behavior Supports, and early identification and intervention of at-risk students.

STEP 3 – Strategy Setting:

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

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Highest student achievement	Supply students and teachers with modern devices to use in the classroom to help enable a digital learning environment	Purchase additional Chromebooks and management licenses for schools	2015-2016
Highest student achievement	Build and maintain modern infrastructure the will support not only the digital tools needed today but lay the foundation for tomorrows digital learning	Purchase and setup / install new networking infrastructure to handle both wired and wireless devices	2016-2017
Highest student achievement	Bridge the digital divide in today's classrooms by increasing instructional support focused on technology adoption and integration in the classroom	Increase instructional support staff with direct impact on digital instruction and technology integration	2016-2017

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by ss.1011.62(12)(b), F.S. In this section of the DCP, districts will outline specific deliverables that will be implemented in the current year that are funded from the DCP Allocation. The five components that are included are:

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

This section of the DCP will document the activities and deliverables under each component. The sections for each component include, but are not limited to:

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

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

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

A) Student Performance Outcomes

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

A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.3.	Increase the percentage of district students who score proficient (level 3) on FSA ELA.	TBD from school year 2014-15	TBD 2016
III.A.4.	Increase the percentage of district students who score proficient (level 3) on FSA Math.	TBD from school year 2014-15	TBD 2016
III.A.5.	Increase the percentage of district students who score proficient (level 3) on Algebra I EOC.	TBD from school year 2014-15	TBD 2016

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 additional Chromebooks for student use in the classroom & with online assessments. (Quantity 100)		$20,000	Dispersed to schools based on district assessed need.	II.E.3 (D)
III.B.2.	Purchase & implement updated switching / networking for 4 elementary sites & one secondary. (Leverage E-Rate program to maximize efficiency of funding to allow purchase of new networking infrastructure that would be otherwise unaffordable)		$255,000	District	II.B.11 (D)
III.B.3.	Purchase 4 Chromebook carts with energy efficient power management for device charging and secured storage.		$5,200	Dispersed to schools based on district assessed need.	II.E.3 (D)

B. Brief description of other activities	**Other funding source**
Purchase 600 additional student devices (Google Chromebooks) for use with online assessments and digital learning. This has been completed and gets us within 100 devices of our current 15-16 goal of 1798. DCP funds from this allocation will be used to fund the remaining 100 Chromebooks to meet our goal.	District funds.

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 orders	Setup and implementation in classrooms / schools
III.B.2.	Purchase orders	Setup and implementation in classrooms / schools
III.B.3.	Purchase orders	Setup and implementation in classrooms / schools

Hardee District Schools plans to utilize the Heartland Educational Consortium technology group (HEC) as the third party evaluator for our DCP related purchases. The HEC technology group is made up of district technology leaders who are ready and willing to ensure the best decisions are made for our districts.

C) Professional Development

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

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

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

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

Implementation Plan for C) Professional Development:

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

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	Digital learning advocate roles: Instructional support staff to help integrate technology and devices into the classroom and enhance digital learning potential.		$50,000	District and schools	II.B.-E.

Evaluation and Success Criteria for C) Professional Development:

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

C. **Professional Development Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	Technology surveys, use of TIM tool, review of PD and technology integration with increased access to classroom technology for both students and instructional staff	Increase in overall technology integration within the classroom as well as increased familiarity and use by instructional staff

D) Digital Tools

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

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

Implementation Plan for D) Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D. 1.					
III.D. 2.					
III.D. 3.					
III.D. 4.					

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

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

Evaluation and Success Criteria for D) Digital Tools:

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

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.		
III.D.2.		
III.D.3.		
III.D.4.		

E) Online Assessments

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

Implementation Plan for E) Online Assessments:

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

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

Brief description of other activities	**Other funding source**
Hardee County Schools is currently in the process of reducing time needed for delivery of online assessments by increasing the amount of available student devices by several hundred this year alone with plans to continue to grow our available device count. We have successfully reduced the time needed to deliver assessments at our Senior High by 50% and will continue to implement this process at the Junior High with the goal of a significant reduction in time needed to deliver online assessments.	District funds

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.		
E.2.		