



Hernando County School District (HCSB) Digital Classroom Plan 2015-2016

The Digital Classroom Plan is a required element for the State of Florida’s Department of Education. The following plan has been developed to be in accordance with s.1011.62(12)(b), F.S. The goal of this plan is to outline how HCSB will meet the unique needs of the students, schools, and school personnel within our school district. It will also provide a perspective on what we, as a school district, consider vitally important in relation to student performance outcomes, the implementation of digital learning, and how this information will be measured. *School Board approval for the Digital Classroom Plan was granted at a regularly scheduled HCSB School Board meeting on Tuesday, September 15, 2015.*

Part I. Digital Classroom Plan Overview:

I.1 District Team Profile:

The following provided input for the 2015-2016 DCP:

Title/Role:	Name:	Email address:	Phone Number:
Director of Federal Programs & Academic Services	Mrs. Michelle Kernan	kernan_m@hcsb.k12.fl.us	352-797-7000
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Title/Role:	Name:	Email address:	Phone Number:
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Supervisor of School Choice	Debbie Pfenning	pfenning_d@hcsb.k12.fl.us	352-797-7000
Principal, Eastside Elementary School	Mary LeDoux	ledoux_m@hcsb.k12.fl.us	352-797-7045
Principal, Fox Chappel Middle School	Ray Pinder	pinder_r@hcsb.k12.fl.us	352-797-7025
Principal, Central High School	John Stratton	stratton_j@hcsb.k12.fl.us	352-797-7020
President, Hernando Classroom Teachers Association	JoAnn Hartge	hartge_j@hcsb.k12.fl.us	352-237-6275

I.2 Planning Process

The planning process involved various components including input and information from various stakeholders in the community. Some of the elements of this Digital Classroom Plan were infused directly from the School District Strategic Plan and the members of that committee, including business and industry leaders within the community. We also utilized their connections with stakeholders within our SunTech Adult Education programs, H.E.A.R.T Literacy department, the Hernando County Education Foundation, as well as some of our partnerships with the Hernando County Library, Hernando County Commissioners, and the Brooksville City Council to receive input. The majority of the DCP plan was created through the creation of HCSB’s 2014-2015 DCP committee. The 2015-2016 DCP plan was created and modified by the District Academic Advisory Team. The DCP was also posted publicly as a Board Agenda item available for parent and community review and comment.

I.3 Technology Integration Matrix (TIM)

The district is in early adoption of the TIM Tools. We are currently introducing teachers to it during technology professional development offerings. Administrators and District Curriculum Coaches will be trained on the TIM Observation Tool at upcoming meetings. Observation will be done during District walk-throughs, coaching sessions, and at administrator's discretion. The Technology Uses and Perceptions Survey (TUPS) for the 2015-2016 school year will be open to staff in December 2015 and May 2016 to measure technology use in their teaching, their level of experience with technology, and their comfort with and attitudes toward technology to determine future professional development offerings and equipment purchases. The tools will be used to identify and showcase the district's highly technology integrated classrooms. Additionally, we will identify struggling technology integrated classrooms to give those teachers resources to better integrate technology, targeted professional development, and professional learning community support.

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

All schools in Hernando County use a multi-tiered system of supports to meet the academic and social-emotional/behavioral needs of every student. A three-tiered model emphasizing data-driven problem solving across four steps allows for schools to match services and supports to individual student needs in an effective and efficient manner.

Hernando County Schools identify three tiers of instruction and intervention for academic and behavioral instruction. These tiers describe the intensity of the instruction and interventions provided, not categories of students. The three tiers developed by each school-based leadership team and implemented within all Hernando County Schools are:

Tier 1- Core universal instruction and supports including differentiated instruction for all students in all settings

Tier 2 - Targeted supplemental interventions and supports provided to some students in addition to and aligned with core instruction. Students are identified as needing supplemental intervention based upon universal screening data, classroom assessments, and state-mandated summative tests.

Tier 3 - Intensive individualized interventions and supports provided to only a small percentage of students in addition to and aligned with the core instruction and supplemental interventions. Students are identified as needing intensive interventions based upon summative assessments, universal screening data, classroom assessments, and ongoing progress monitoring data.

In order to efficiently allocate resources and supports to all students based upon need, school-based leadership teams identify trends and patterns within data at the school, grade, and classroom level. These teams establish an infrastructure of tiered supports at their school in order to ensure students have access to instruction and supports of varying intensity levels. Students identified as needing supports in addition to core, universal instruction provided to all students receive supplemental and/or intensive interventions and supports delivered in small groups or individually based upon individual needs. The data collected at each tier are used to

measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained, modified, or amended.

The School Improvement Plan is both developed and monitored by the school-based leadership team, and serves as a mechanism for ensuring strong core instruction for all students. The SBLT also is charged with developing the infrastructure of MTSS within their school, including resource mapping, teaming procedures for problem solving, progress monitoring tools, resource allocation and staff professional development.

District policies and procedures establish an expectation for all schools to establish and implement a tiered system of supports using data-driven problem solving. District curriculum and behavioral teams generate and update Resource Maps across three tiers for both elementary and secondary schools, which each school can adopt or modify to fit their school’s infrastructure.

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	The District shall maintain a Student Educational Records Manual as set forth in Policy 2.25 which shall set forth specific procedures for the creation, utilization, retention and management of student / educational records. The Superintendent shall recommend revisions to this manual for Board approval as required by law and/or in connection with Board directives. Use of information resources shall be limited to legitimate educational purposes. To the extent practical, steps shall be taken to promote the safety and security of users of the Hernando County School Board online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.	<p>Board Policy: 5.70 Educational Records: (2)</p> <p>8.6 Technology Plan and Electronic Communication Use</p> <p>8.62 District Network/Website</p> <p>http://www.edline.net/files/_CKHMG_/f6555f476e6075b23745a49013852ec4/HCSBPolicyManual.pdf</p> <p>Records Manual:</p> <p>http://www.edline.net/files/_FQKfu_/7e1d49e9d62890233745a49013852ec4/RecordsManual.pdf</p>	02/15/00
District teacher evaluation components relating to	Integrates current information and communication technologies Utilizes current and emerging assistive technologies that enable students to participate in high-quality	<p>Board Policy: 6.4 ASSESSMENT AND EVALUATION OF EMPLOYEES</p> <p>http://www.edline.net/files/_CKHMG_/</p>	02/15/00

technology (if applicable)	communication interactions and achieve their educational goals. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding	f6555f476e6075b23745a49013852ec4/HCSBPolicyManual.pdf EVALUATION MANUAL for INSTRUCTIONAL PERSONNEL: http://www.edline.net/files/05ad26bec0ef1463745a49013852ec4/Evalmanualinstrpersrevised2014.pdf	5/2014
BYOD (Bring Your Own Device) Policy	BYOD is an acronym for Bring your Own Device, “device” includes but is not limited to a privately/owned laptop, tablet computing device, net book, notebook, e-Reader, iPod touch and/or smart phone. The District encourages students to use their own devices to further enhance their education in accordance with the following guidelines:	Board Policy: 8.622 SAFE TECHNOLOGY ACCEPTABLE TERMS AND USAGE FOR STUDENTS (STATUS), Bring Your Own Device (BYOD): ftp://ftp.hcsb.k12.fl.us:2121/SchoolBoard/Chapter8/Policy8.622SafeTechAcceptableTermsforStudents.pdf	09/02/14
Policy for refresh of devices (student and teachers)	Goal 3: 4 Year Hardware Replacement Plan for Instructional/Administration. Short-term: <ul style="list-style-type: none"> • Continue the yearly hardware inventory needs assessment/evaluation. • Continue to repurpose computers owned by the district that are < 3 years old. • Provide equitable and uniform access to technology in the classroom. Long-term: <ul style="list-style-type: none"> • Evaluate replacement using a cyclic process 	School District Of Hernando County 2012-2015 Technology Plan: District Technology Goals-Administrative Leadership http://www.edline.net/files/a3e46baa746c313745a49013852ec4/DistrictTechPlan201215.PDF	
Acceptable/Responsible Use policy (student, teachers, admin)	Students: Although the School Board authorizes Internet services to its students, the School Board directs that appropriate restrictions are implemented to assure that use of the District’s network is utilized in accordance with legitimate educational purposes. Student use of the District’s computers, network, and Internet services (“Network”) will be governed by this policy and subject to the Student Code of Conduct.	Board Policy: 8.6.22 SAFE TECHNOLOGY ACCEPTABLE TERMS AND USAGE FOR STUDENTS (STATUS), Student Network and Internet Acceptable Use and Safety Agreement ftp://ftp.hcsb.k12.fl.us:2121/SchoolBoard/Chapter8/Policy8.622SafeTechAcceptableTermsforStudents.pdf	09/02/14 09/02/14

	<p>All Staff: The School Board provides and maintains electronic resources (including, but not limited to, computers, networks, software, Internet access, electronic mail, conferences, bulletin boards, databases, facsimile machines, phones, two-way radios and pagers) to support the Strategic Plan and curriculum of the schools and to conduct the business of the District. Staff use of the District’s equipment will be governed by this and other School Board Policies, and any applicable employment contracts and collective bargaining agreements.</p>	<p>Board Policy: 8.6.23 SAFE TECHNOLOGY ACCEPTABLE TERMS AND USAGE FOR STAFF (STATUS-STAFF), Staff Network and Internet Acceptable Use and Safety Agreement ftp://ftp.hcsb.k12.fl.us:2121/SchoolBoard/Chapter8/Policy8.623SafeTechAcceptableTermsforStaff.pdf</p>	
Master Inservice Plan (MIP) technology components	<p>This district’s Master In-Service Plan describes the training opportunities that link student achievement and school improvement to quality professional development.</p> <p>3003001 Applying Technology in the Classroom 3100201 Overview of Assistive Technology 3003004 Updating Technology Skills</p>	<p>Board Policy: 2.25 SCHOOL BOARD ADOPTED PLANS http://www.edline.net/files/_CKHMG_/f6555f476e6075b23745a49013852ec4/HCSBPolicyManual.pdf</p> <p>HCSD Master In-Service Plan: http://www.edline.net/files/_CKJaq_/ba99b77a37d4b7b53745a49013852ec4/MasterInServicePlan2014-15.pdf</p>	<p>02/15/00</p> <p>9/2014</p>
Other/Open Response	<p>HCSD will work to re-prioritize distribution of instructional materials, new technologies, and technology upgrades and will now strive to distribute new/additional resources to our DA schools first.</p>	<p>2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN (DIAP): http://www.edline.net/files/_CVDWt_/a1f2140ef3c7d5753745a49013852ec4/DIAP.pdf</p>	<p>10/30/2014</p>

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

A. Student Performance Outcomes (Required)		Baseline		Target	Date for Target to be Achieved (year)
		2013-2014	2014-2015		
II.A.1.	ELA Student Achievement	60%	TBD from school year 2014-15	TBD 2016	2016
II.A.2.	Math Student Achievement	57%	TBD from school year 2014-15	TBD 2016	2016
II.A.3.	Science Student Achievement – 5 th and 8 th Grade	53% 47%	57 % 50 %	59 % 52 %	2016 2016
II.A.4.	Science Student Achievement – Biology	69%	64 %	66 %	2016
II.A.5.	ELA Learning Gains	73%	TBD from school year 2014-15	TBD 2016	2016
II.A.6.	Math Learning Gains	69%	TBD from school year 2014-15	TBD 2016	2016
II.A.7.	ELA Learning Gains of the Low 25%	66%	TBD from school year 2014-15	TBD 2016	2016
II.A.8.	Math Learning Gains of the Low 25%	62%	TBD from school year 2014-15	TBD 2016	2016
II.A.9.	Overall, 4-year Graduation Rate	74.1%	77%	80%	2016
II.A.10	Acceleration Success Rate	84.8%	80%	85%	2016

Quality Efficient Services

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	3:1	3:1	2:1	2018	1:0
II.B.2.	Count of student instructional desktop computers meeting specifications	2,360	4,694	6,700	2016	-2,006
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	4,597	* 3,805	4,900	2016	-1095
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	0	N/A	0
II.B.5.	Count of student large screen tablets meeting specifications	470	1,145	1,315	2016	-170
II.B.6.	Percent of schools meeting recommended bandwidth standard	90%	90%	92%	2016	2%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	100%	2015	0%

*The number shown here is lower than 2014 because of the number of laptops that were on Windows 7 on the survey date.

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	N/A

B. Infrastructure Needs Analysis (District Provided)		Baseline from 2014	Actual from Spring 2015	Target	Date for Target to be Achieved (year)	Gap to be addressed (Actual minus Target)
II.B.10. (D)	Count of teacher mobile computers not meeting 4-year refreshment plan	1622	1763	0	August 2017	-1763
II.B.11. (D)	Count of teacher desktop computers not meeting 4-year refreshment plan	191	190	0	August 2017	-191
II.B.12. (D)	Count of admin mobile computers not meeting 4-year refreshment plan	136	154	0	August 2017	-154
II.B.13. (D)	Count of admin desktop computers not meeting 4-year refreshment plan	379	405	0	August 2017	-405

Skilled Workforce and Economic Development

C. Professional Development Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved	
				(year)	
II.C.1.	Average Teacher technology integration via the TIM	Entry:	20	15	2016
		Adopt:	35	30	2016
		Adapt:	25	25	2016
		Infusion:	15	20	2016
		Transform:	5	10	2016
II.C.2.	Average Teacher technology integration via the TIM (Elementary Schools)	Entry:	24	19	2016
		Adopt:	34	29	2016
		Adapt:	24	26	2016
		Infusion:	14	18	2016
		Transform:	4	8	2016
II.C.3.	Average Teacher technology integration via the TIM (Middle Schools)	Entry:	24	18	2016
		Adopt:	32	25	2016
		Adapt:	24	25	2016
		Infusion:	13	20	2016
		Transform:	7	12	2016
II.C.4.	Average Teacher technology integration via the TIM (High Schools)	Entry:	16	8	2016
		Adopt:	40	35	2016
		Adapt:	24	26	2016
		Infusion:	13	17	2016
		Transform:	7	14	2016
II.C.5.	Average Teacher technology integration via the TIM (Combination Schools)	Entry:	10	7	2016
		Adopt:	29	25	2016
		Adapt:	29	27	2016
		Infusion:	20	24	2016
		Transform:	12	17	2016

HCSD Master In-Service Plan:

http://www.edline.net/files/_CKJaq_/ba99b77a37d4b7b53745a49013852ec4/MasterInServicePlan2014-15.pdf

Technology Professional Development Calendar: See Appendix A

Seamless Articulation and Maximum Access

D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	Target	Date for Target to be Achieved (year)
	Student Access and Utilization (S)	% of student access	% of student utilization	% of student access	% of student utilization	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum. Curriculum Maps & FloridaStudents.org	100 %	25 %	100 %	50 %	2016
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans. Edline	100 %	36 %	100 %	45 %	2016
II.D.3. (S)	A system that supports student access to online assessments and personal results. Edgenuity, Performance Matters, Success Maker, Pearson Realize, Math XL, etc.	100 %	60 %	100 %	75 %	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.	100 %	25 %	100 %	25 %	2016
II.D.5. (S)	A system that provides secure, role-based access to its features and data. SSO	100 %	32 %	100 %	50 %	2016

D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	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	% of Teacher/Admin Utilization	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides. Curriculum Maps and Cpalms	100 %	50 %	100 %	75 %	2016
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans. Google, Office 365, Cpalms	100 %	57 %	100 %	75 %	2016
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring. Edivate	100 %	66%	100 %	80%	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. ERO and Edivate	100 %	100 %	100 %	100 %	2015
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. Edline	100 %	100 %	100 %	100 %	2015
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses,	100 %	100 %	100 %	100 %	2015

	assessments and instructional resources to provide new ways of viewing and analyzing data. Performance Matters, Instructional Maps					
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 %	25 %	100 %	25 %	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. Edline	100 %	100 %	100 %	100 %	2015
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. SSO	100 %	57 %	100 %	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	75 %	100 %	2016
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	75%	100 %	2016
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	75%	100 %	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.]	100 %	100 %	2016
D. Digital Tools Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
II.D.7. (IM)	Cape online digital tools curriculum and testing licensing for all students grades 3 – 8	100 %	100 %	2016

Quality Efficient Services

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	Computers 4073	Computers 4423	2016
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	78%	85%	2016

Step 2 - Goal Setting:

Goal 1: To support the integration of technology into the curriculum to improve student performance aligned with the District Improvement and Assistance Plan (DIAP).

Goal 2: All teachers and administrators will have the support required to become literate in technology integration to enhance student engagement.

Goal 3: Continue to provide a state-of-the-art district wide technology infrastructure to promote effective utilization of available services by students, teachers, administrators, and the educational community at large.

Goal 4: At least 80% of teachers and at least 60% of students will use a Single Sign-On (SSO) system to access District software annually by 2016-17.

Goal 5: All Hernando County schools will maintain and demonstrate readiness to support computer-based assessment and digital classroom learning through maintaining and upgrading the network and enterprise wireless.

Step 3 - Strategy Setting:

Goal Addressed	Strategy	Measurement	Timeline
Goal 1: To support the integration of technology into the curriculum to increase student engagement.	Offer technology professional development and professional learning communities to teachers.	Increased scores in desired areas of the TIM (higher levels of technology integration).	2015 and ongoing
Goal 2: All teachers and administrators will have the support required to become technology literate in order to increase student engagement.	Utilize Curriculum Coaches and technology literate staff already on district staff to increase Technology PD Opportunities for staff.	Increased scores in desired areas of the TIM (higher levels of technology integration).	2015 and ongoing

<p>Goal 3: Continue to provide a state of the art district wide technology infrastructure to promote effective utilization of available services by students, teachers, administrators, and the educational community at large.</p>	<p>Purchase upgrades to systems.</p>	<p>Inventory and readiness surveys completed by District Technology Staff. Completion of state surveys like Florida Innovates Survey, etc. Consistent monitoring of technology resources.</p>	<p>2015 and ongoing</p>
<p>Goal 4: At least 80% of teachers and at least 60% of students will use a Single Sign-On (SSO) system to access District software annually by 2016-17.</p>	<p>Offer Instructional Technology training and education on the district Single Sign-On system to teachers. Teachers will train students.</p>	<p>Observation of student use in classroom settings. Usage reports pulled from administrative account of district Single Sign-on system.</p>	<p>2017 and ongoing</p>
<p>Goal 6: All Hernando County schools will maintain and demonstrate readiness to support computer-based assessment through the network and enterprise wireless solution.</p>	<p>Continue to monitor and maintain computer systems utilized for computer-based assessments.</p>	<p>Inventory and readiness surveys completed by District Technology Staff. Certifications of testing locations completed by District Technology Staff.</p>	<p>2015 and ongoing</p>

Part III. Digital Classrooms Plan - Allocation Proposal:

A) Student Performance Outcomes:

A. Student Performance Outcomes		2013-2014	Baseline	Target
III.A.1	ELA Student Achievement	60%	TBD from school year 2014-15	TBD 2016
III.A.2	Math Student Achievement	57%	TBD from school year 2014-15	TBD 2016
III.A.3	Science Student Achievement	59%	57%	59%
III.A.4	Overall, 4-year Graduation Rate	74.1%	76%	78%
III.A.5	Acceleration Success Rate	84%	TBD from school year 2014-15	TBD 2016

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	Education Enterprise Agreement with Microsoft renewal	December 2015	\$133,660	District	II.B.2. & II.B.3.
III.B.2	Purchase and implement of additional student device for testing, unless tablets are chosen, available for school administration discretion when not used for computer based testing. Schools will have choice of purchasing tablets, notebooks, laptops, desktops, monitors, and mobile charging stations to fit their needs. Funds allocated in Estimated Cost will be allocated to schools based on school percentage of students in the district.	February 2016	\$264,000	All Schools	II.B.3. II.E.1. II.E.2.
III.B.3	Purchase of 14 Gigabyte, Power Over Ethernet switches to increase wireless bandwidth speed and device capacity at the school with the most mobile devices based off of the Spring 2015 Technology Resources Inventory.	June 2016	\$56,000	WWK8	II.B.6.
III.B.4	Purchase of mobile and desktop computers to refresh all teacher and admin computers	August 2017	Other Funding Source	All schools	II.B.10. (D) II.B.11. (D) II.B.12. (D) II.B.13. (D)

Brief description of other activities	Other funding source
III.B.3 Purchase of Gigabyte Switches	A portion of the 2014 DCP Rollover Funds of \$80,796 will also be allocated to this purchase
III.B.4 Technology refresh for teachers/admins computers	No funding available this year

Infrastructure Evaluation and Success Criteria

Deliverable from above	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1	Upgrade and monitor systems to make sure more current Operating System and Productivity software is in place.	All current computer systems used for instructional purposes updated to current specifications for online assessments, which would include computers that could not be counted in the Spring 2015 Survey (II.B.2. & II.B.3.) due to their outdated operating systems at the time.
III.B.2	Use of asset tracking and monitoring software installed. Inventory tracking and number of FSA/EOC sessions also monitored.	Meet Student 2:1 ratio by 2018. Also will increase the amount of computers available for computer-based assessment and the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments through less sessions.
III.B.4	Use of asset tracking and monitoring software installed. Inventory tracking also monitored.	Schools will meet or exceed State recommendations for wireless bandwidth.

C) Professional Development:

C. Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.C.1.	Technology Professional Development courses held at district office two days a month, two classes per day, thirty seats per class	May 2016	N/A	All schools in district	II.C.1. II.C.2. II.C.3. II.C.4. II.C.5.
III.C.2.	Substitutes to cover for teachers attending Technology Professional Development courses	May 2016	\$116,650	All schools in district	II.C.1. II.C.2. II.C.3. II.C.4. II.C.5.

III.C.3.	Mileage stipend for teachers attending Technology Professional Development	May 2016	\$6,500	All schools in district	II.C.1. II.C.2. II.C.3. II.C.4. II.C.5.
III.C.4.	Professional Development in Microsoft Office 365 and OneNote to train the trainers	January 2016	\$3,105	All schools in district	II.C.1. II.C.2. II.C.3. II.C.4. II.C.5.
III.C.5.	Purchase of Technology Integration Matrix (TIM) Tools to track progression of technology integration and determine professional development opportunities.	December 2015	\$0 (Purchased by DOE of 2015-2016)	District	II.C.1. II.C.2. II.C.3. II.C.4. II.C.5.

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.	ERO course sign-ups, total seats reserved, and actual attendance	Course attendance and gains in TIM reflected in TIM Observations
III.C.2.	Teachers requesting substitutes to attend Technology Professional Development confirmed signed up in ERO	Teachers able to attend Technology Professional Development and confirmed attended
III.C.3.	Teachers confirmed attended Technology Professional Development in ERO request In-County Mileage Reimbursement	Teacher who have attended Technology Professional Development are reimbursed for in-county travel
III.C.4.	ERO course sign-ups, total seats reserved, and actual attendance	Course attendance, district trainers able to facilitate Microsoft Office 365 and OneNote Professional Development, and gains in TIM reflected in TIM Observations
III.C.5.	Observations and surveys done with the TIM Tools.	Relevant data collected to determine district status within the Technology Integration Matrix and professional development opportunities identified and addressed.

D) Digital Tools:

D. Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.D.1	Maintain Single Sign On portal and digital tools integration.	Continual Maintenance	Other Funding Source	District	II.D.1. (S) to II.D.5. (S) II.D.1. (T) to II.D.9. (T) II.D.1. (P) II.D.1. (IM) to II.D.6. (IM)
III.D.2	Educate all stakeholders about Single Sign On availability and use	Continual Training	Other Funding Source	District	II.D.1. (S) to II.D.5. (S) II.D.1. (T) to II.D.9. (T) II.D.1. (P) II.D.1. (IM) to II.D.6. (IM)
III.D.3	Purchase of 20,000 CAPE digital tools curriculum and certification licenses	May 2015	Other Funding Source	District	II.D.7. (IM)
III.D.4	Establishment of an Instructional Technician that provides technology professional development to teachers, administrators, and staff. To include the creation of online content, classroom modeling, and classroom walkthroughs using the TIM Tool.	January 2016	\$80,000	District	II.C.1. II.C.2. II.C.3. II.C.4. II.C.5.
Brief description of other activities			Other funding source		
III.D.1 System maintenance and integration			Maintained through Capital Budget		
III.D.2 Communication through district website			Maintained through Capital Budget		
III.D.3 CAPE Digital Tools Purchase			RTTT PD for Digital Learning Grant		
III.D.4 Instructional Technician			Digital Classroom Plan Funds		

D. Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria

III.D.1.	Systems routinely monitored via software and digital tools are added to SSO as they become available	Systems are online and accessing tools
III.D.2.	Information is posted and utilization is monitored	SSO utilization increase
III.D.3.	Purchase of CAPE Digital Tool approve and purchase order completion	Students have access to CAPE curriculum and certification tests
III.D.4	Creation of position, provide professional development and online content for all schools within the district.	Digital classroom and instructional technology infusion will show positive gains across the district by hiring an Instructional Technician that provide technology professional development to teachers, administrators, and staff. To include the creation of online content, classroom modeling, and classroom walkthroughs using the TIM Tool.

E) Online Assessments:

E. Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.E.1.	Continue process of restricting other bandwidth and/or burst bandwidth speeds during testing windows	August 2015	None Anticipated	District	II.E.1.
III.E.2.	Additional student devices available if needed for assessments from purchase in III.B.2	February 2016	None Anticipated	District	II.E.1. II.E.2.
Brief description of other activities			Other funding source		
III.E.1. Bandwidth controlled through the firewall			Maintained through Capital Budget		
III.E.2. Equipment from III.B.2, which will be for both classroom use and testing when needed.					

E. Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.E.1	Firewall and Router monitoring during testing windows	Testing sites prioritized in Internet traffic have prompt connectivity and response time

III.E.2	Additional devices with FSA/EOC software installed and certified for testing use	Less testing sessions scheduled
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Appendix A

2015-2016 Technology Professional Development Plan

Month	Resource	Facilitator(s)	Implications / Application		
			Instruction/ Productivity	Assessment (Formative/Summative)	Information Management
September 9-28-15 (Beginner) 9-29-15 (Intermediate) 9-30-15 (Advanced)	Google Drive, Contacts & Calendar Google Docs & Sheets Google Slides & Forms	Nadia King Tina Deets Jesse Diaz	<ul style="list-style-type: none"> • Writing across the curriculum (Modeling and collaborative) • Graphic organizers for representing information • Collaborative project/mini research • Webquest Tasks • Computer Scavenger Hunts • Graphing (Sheets) • Interactive instruction (Slides) 	<ul style="list-style-type: none"> • Writing across the curriculum (formative and summative) • Online exit tickets, responding to EQ • Task based formative assessment (Slides) • Collaborative mini research presentation (Slides) 	<ul style="list-style-type: none"> • Collaborative Lesson Planning • Lesson development and sharing • Document & Calendar sharing * • Record keeping* (Sheets) • Scheduling* (Sheets) • Sharing information and resources with colleagues, students and parents (Slides)

Month	Resource	Facilitator(s)	Implications / Application		
			Instruction/ Productivity	Assessment (Formative/Summative)	Information Management
October 10-8-15 (AM/PM) 10-16-15 District Inservice (AM/PM)	Socratic & Plickers	Jesse Díaz	<ul style="list-style-type: none"> • Can be used as before reading strategies • Determining background knowledge prior to reading or researching • Used in conjunction with higher level questioning at computer station 	<ul style="list-style-type: none"> • Standard specific assessment • Formative assessment • Short written responses 	<ul style="list-style-type: none"> • Reports connected to skills and standards for informing instructional decisions • Immediate feedback / addressing misconceptions based on formative data
November 11-16-15	Google Classroom	Jesse Diaz	<ul style="list-style-type: none"> • Blended instruction • Graphic organizers for presenting information • Collaborative project/mini research 	<ul style="list-style-type: none"> • Homework submission • Online exit tickets • Discussion & Exit questions 	<ul style="list-style-type: none"> • Classroom Management • Assignment submission and management
December	Reserved for high demand PD or special requests	TBD			

Month	Resource	Facilitator(s)	Implications / Application		
			Instruction/ Productivity	Assessment (Formative/Summative)	Information Management
January	Office 365 & OneDrive	TBD	<ul style="list-style-type: none"> • Writing across the curriculum (Modeling and collaborative) Interactive instruction (PowerPoint) • Collaborative mini research presentation (PowerPoint) • Graphing (Excel) • Home licensing and installation 	<ul style="list-style-type: none"> • Homework submission • Online exit tickets • Discussion & Exit questions 	<ul style="list-style-type: none"> • Sharing information and resources with colleagues, students and parents • Collaborative Lesson Planning • Lesson development and sharing • Document sharing* • Record keeping* (Excel) • Scheduling* (Excel)
February	OneNote	TBD	<ul style="list-style-type: none"> • Blended instruction • Graphic organizers for presenting information • Collaborative project/mini research 	<ul style="list-style-type: none"> • Homework submission • Online exit tickets • Discussion & Exit questions 	<ul style="list-style-type: none"> • Classroom Management • Assignment submission and management

Month	Resource	Facilitator(s)	Implications / Application		
			Instruction/ Productivity	Assessment (Formative/Summative)	Information Management
March	Office 365 & OneDrive	TBD	<ul style="list-style-type: none"> • Writing across the curriculum (Modeling and collaborative) Interactive instruction (PowerPoint) • Collaborative mini research presentation (PowerPoint) • Graphing (Excel) • Home licensing and installation 	<ul style="list-style-type: none"> • Homework submission • Online exit tickets • Discussion & Exit questions 	<ul style="list-style-type: none"> • Sharing information and resources with colleagues, students and parents • Collaborative Lesson Planning • Lesson development and sharing • Document sharing* (Excel) • Record keeping* (Excel) • Scheduling* (Excel)
April	OneNote	TBD	<ul style="list-style-type: none"> • Blended instruction • Graphic organizers for presenting information • Collaborative project/mini research 	<ul style="list-style-type: none"> • Homework submission • Online exit tickets • Discussion & Exit questions 	<ul style="list-style-type: none"> • Classroom Management • Assignment submission and management
May	Reserved for high demand PD or special requests	TBD			