DISTRICT
DIGITAL CLASSROOM PLAN

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

The School Board of Highlands County (SBHC) is developing this Digital Classroom Plan (DCP) to provide a comprehensive outline of software and hardware needs to address the technology access of all students, teachers and employees of our school system. Additionally, Professional Development (PD) will be addressed in this plan.
Our focus is to provide the latest technology for students in order to enable them the best opportunities for success in academics and college and career readiness. This commitment also requires providing the most current technology for students and employees, as well as the instruction in the best ways to utilize this technology through professional development. Student performance is impacted by technology in the ability to access and analyze information, solve problems, collaborate and communicate. The goal of producing self-directed, self-motivated lifelong learners and productive members of the workforce is enhanced by this use of technology. Additionally, the effective use of technology promotes productivity of both students and educators. College and career readiness requires academic knowledge as well as practical technological skills which will be an emphasis through this grant.

I.1 District Team Profile -

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Darrell Layfield	layfield@highlands.k12.fl.us	863.471.5572
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I.2 Planning Process - Development of this DCP was accomplished with a collaboration primarily between the Curriculum Department, the Management of Information Services Department and all school based technology personnel. This collaboration consisted of upper level meetings with the heads of these two departments and the hands on staff to strategize and develop benchmarks. Technology Resource teachers within the Curriculum Department provided input based on the most current technology resources survey. (Spring and Fall 2015). A detailed needs assessment was performed at each individual school location. Technology Resource teachers held one on one meeting with school administration to determine urgent and long range

needs. The results of this assessment was then categorized by necessity with a distinct effort placed on establishing a standard requirement for each and every classroom in our district. Once adopted, the Digital Classroom Plan will be presented to the District Technology Committee for input and implementation.

I.3 Technology Integration Matrix (TIM) – Highlands will take advantage of the state providing TIM for this school year. The instructional technology team will go through the online training in October. Following that training, targeted school leaders (administrative and instructional) will be selected and encouraged to go through the online training and begin using the TIM.

I.4 Multi-Tiered System of Supports (MTSS) - Highlands County currently uses multiple programs to perform needs analysis and progress monitor students. Highlands County utilizes the 4-step problem-solving model to implement and monitor the MTSS and DIAP structures:
Step 1: Define, in objective and measurable terms, the goal(s) to be attained (what is it we want students know and be able to do).
Step 2: Identify possible reasons why the desired goal(s) is not being attained.
Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).
Step 4: Evaluate the effectiveness of the plan in relation to stated goals.

The District Leadership Team meets on a monthly basis and reviews student data at least four times per year. The District Leadership team meets monthly with school leadership to review district/school/ teacher data. The team provides support to individual school leaders through problem solving, resources, and mentoring.
The MTSS District leadership team roles include:
Assistant Superintendent: Provides a common vision for the use of data-based decision making, ensuring that the school-based teams are implementing the 4-step problem solving process, ensuring implementation of intervention support and documentation ensuring adequate professional development to support implementation. The Assistant Superintendent schedules monthly data days throughout the year to ensure that instruction/interventions are informed by student data, ensures that instructional/intervention support is provided to all schools and creates frequent opportunities to celebrate and communicate success.
Director of Elementary/Secondary Programs: Evaluates school core content standards/programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with administrators and content area specialists to identify, appropriate, evidence-based intervention strategies.
Content Area Specialists: Assists each school with screening programs that provide early intervening services for children targeted to be at risk, assists in analyzing progress monitoring data, participates in the design, delivery, and support of professional development.

The District leadership team monitors the fidelity of the MTSS process and DIAP by providing professional development and support, data support, leadership support, and program evaluation. We will be using the assessment tools developed in Florida to assess levels of implementation and educator perceptions of the fidelity of the MTSS system. These tools include the Self-Assessment

of Problem-Solving Implementation, the Benchmark of Quality, the PBIS Checklist, and the Benchmark of Advanced Tiers. Baseline Data Progress Monitoring and Reporting Network (PMRN), Florida Assessment in Instruction and Reading :(FAIR), Florida Comprehensive Assessment Test (FCAT), Screening (FLKRS), AIMSweb Progress Monitoring-PMRN, Curriculum Based Measurement (CBM), Performance Matters, AIMSweb Midyear: FAIR, Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA) End of Year: FAIR, FCAT Frequency of Data Days, monthly for data analysis Data Management Systems: A3 Academic Achievement, Performance Matters, AIMSweb,MIS Department can provide FCAT data numerous ways for data analysis.

MTSS will be supported district wide, through constant and consistent dialog as well as professional development throughout the year. The district will be a support team for decision making and planning for student academic success.

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			
District teacher evaluation components relating to technology (if applicable)			
BYOD (Bring Your Own Device) Policy	Use of devices in classrooms is at the discretion of teachers and school administration.	http://www.highlands.k12.fl.us/SBHC/MIS/07.18%20Student%20Personal%20Technology%20Agreement.pdf	2015
Policy for refresh of devices (student and teachers)	No formal policy or schedule for refresh. Comprehensive needs assessment conducted multiple times per year including one to prepare DCP		
Acceptable/Responsible Use policy (student, teachers, admin)	Topics include cyber safety, social media, infrastructure, classroom standards, appropriate use and more.	http://www.highlands.k12.fl.us/SBHC/MIS/MIS%20Policies%20and%20Procedures.pdf	2011
Master Inservice Plan (MIP) technology components	Integration of technology via appropriate and approved learning models is included in the MIP. The learning should be sustained and sufficiently rigorous and relevant to ensure participant learning is effective, i.e., transfers to the classroom,	http://www.highlands.k12.fl.us/SBHC/HRRPD/RTTT/Master_Inservice_Plan_09152013.pdf	2013

	administrative responsibilities, and support personal performance expectations.		
Other/Open Response			

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis

One of the primary reasons for developing a technology plan is to find ways to effectively integrate technology into the curriculum. We believe that technology should promote higher-level learning, problem solving, critical thinking skills, and collaboration across all curricular areas. As a parallel development, SBHC is continuing to refine the use of the Performance Matters to deliver and analyze progress monitoring assessments.

We will continue to raise the level of technology integration in the learning experience for all students. Teachers must become more comfortable using technology to support student learning in the classroom. We want to see a measurable impact of technology on student achievement. Students should become better readers, writers and mathematicians because of their interaction with classroom technology. Teachers should be using technology tools to assist them in making good instructional decisions for their students. The evaluation that we did as part of our technology planning effort has assisted us in identifying several areas of focus. The district technology plan will address how the district's technology effort will continue to support the curricular needs of students over the next four years – encompassing the 2014-2015 school year through the 2017-2018 school year.
Planning for high performance learning begins by focusing on student learning. The Florida Standards and NGSSS curriculum standards need to be aligned with student technology standards. As we continue the process of using standards-based instruction and aligning technology standards, the district will be better prepared to plan for staff development and infrastructure management.

Our curriculum goals are divided into four areas:

1. Integrate technology tools/equipment to support student learning and to aid teachers in the delivery of the core curriculum
2. Use assessment data to guide student learning activities and lesson plan development for all classrooms
3. Identify appropriate software and courseware to support the instructional program of the entire district
4. Continue to increase student achievement in all core content areas including Language Arts, Mathematics, Science, Social Studies and Visual and Performing Arts as well as English Language Development.

A) Student Performance Outcomes

SBHC teachers use data on student academic performance to inform instructional decisions in their classrooms. Currently, teachers and administrators use Performance Matters to track data in their classrooms. In addition, district staff uses Performance Matters to generate reports and monitor student achievement. The district collects performance data on students several times over the course of the school year. Content Area Specialists use the Item Bank Test Platform (IBTP) and UNIFY to create formative assessments for teachers. The schools rely on online/digital tools to complement instruction in the classroom. Data collected from these assessments is crucial in the decision making process.

All schools hold data chats with teachers multiple times per year to discuss student progress and develop strategies for continuous improvement.

B) Digital Learning and Technology Infrastructure

Highlands County Schools recently completed a county-wide upgrade to our network. Wireless access points were installed to gain wireless access on all campuses, and routers were upgraded to provide greater bandwidth and coverage. Upgrades are still needed on campuses to replace CAT5 cables with fiber to increase the performance of the local network. We have also adopted a classroom model of including a teacher laptop, interactive device, projector, and document camera in every classroom. These tools will give teachers the ability to improve their instruction through the use of technology and utilize all of our digital content and curriculum. New technology is purchased annually as the budget allows, and most classrooms currently have a laptop, projector, and interactive device, but many of the devices are outdated and need to be upgraded. Some teachers are using laptops that are almost ten years old, and many of our SMART Boards have delaminated and are no longer fully functional. Document cameras have been purchased for many classrooms, but some teachers are still in need of this technology. We are continuously working toward a 1:1 student to device ratio, but are far from achieving this goal. The emergence of Chromebooks as an affordable option to purchase and maintain are devices that we want to get into the hands of our students.

C) Professional Development

We believe that as important as it is to provide digital tools to teachers and students that we must provide an adequate amount of professional development to teachers in the use of those tools. Usage reports on Discovery Education, Britannica, BrainPOP, and Happy Scientist will be used to determine the amount of usage by teachers and students. Based upon reports with low usage, programs would be targeted with professional development to increase awareness of the capabilities of these specific programs. Management systems in EasyTech, Read 180, Achieve 3000, and Renaissance Learning (AR) will be used by district and school personnel to generate reports and monitor student progress. Reports will be used to analyze data and identify continued student needs.

D) Digital Tools

Highlands County schools currently use a variety of digital tools which allow teachers and students to engage in: researching information, communicating and collaborating, critical thinking, problem solving and decision making using 21st Century skills. Highlands is implementing the following digital tools:

- Google Apps for Education -Google Apps for Education is a free set of communication and collaboration tools that includes email, calendar, and documents. More than 30 million students, teachers, and administrators in schools around the world use Google Apps for Education. Many students will use these tools in college and in the workforce — 7 of the 8 Ivy League universities and 5 million businesses use Google Apps. These apps are collaborative, customizable, free, secure and usable on any device. The tools build teamwork and enhance learning.
- Smart Advantage 2015 – combines interactive devices (SMART board/responders) with program software (Notebook 15) to create a meaningful learning environment. The use of these tools helps students and teachers construct and reinforce individual learning which contributes to the learning of others.

- BrainPOP, Discovery Education, Britannica and Happy Scientist - Online animated resources which allow students to link learning activities to the world beyond the instructional setting. BrainPOP engages students by illustrating complex concepts, providing students and teachers access to quizzes, game play and activities. Discovery Education is comprised of instructional content and online resources including an assignment builder, quiz builder and writing prompt builder along with other tools to accelerate student achievement. Britannica is a digital tool for students and teachers to gather and evaluate content from articles, images, videos, dictionaries, magazines and web's best sites.
- Happy Scientist is a web based subscription owned by Robert Krampf. Mr.Krampf performs science demonstrations in chemistry, physics, life sciences, earth sciences and astronomy.
- Achieve 3000 –an online application which provides differentiated instruction. It is designed to develop the literacy capacities of learners through anytime, anywhere learning. It has solutions for preparing for the rigor of new high-stakes assessments or building a cross-curricular path to college and career readiness. Achieve3000 differentiates lessons at 12 levels of English and 7 levels of Spanish to ensure all learners engage at their individual reading levels, accelerating reading gains, boosting mastery of state and Common Core Standards and performance on high-stakes tests, and preparing them for college and career—and beyond.
- Google Apps for Education is a free set of communication and collaboration tools that includes email, calendar, and documents. More than 30 million students, teachers, and administrators in schools around the world use Google Apps for Education. Many students will use these tools in college and in the workforce — 7 of the 8 Ivy League universities and 5 million businesses use Google Apps. These apps are collaborative, customizable, free, secure and usable on any device. The tools build teamwork and enhance learning.
- Odysseyware - This online learning experience provides secondary students the opportunity to recover previously failed courses/credits needed for grade level advancement. It provides a prescriptive learning path that is customized based upon the students proficiencies in each course. Additionally, this program is used as the core curriculum in an alternative school setting, allowing students to continue their learning, while working their way back into a traditional classroom. They are able to return to their home schools prepared and on track for academic success.
- EasyTech - A complete digital literacy curriculum which features self-paced lessons to practice skills, reinforce concepts, and quizzes to check for understanding. It provides instruction for core technology skills including mouse basics, keyboarding, word processing, database and presentation applications. Students also learn the importance of cyber-safety and develop skills as responsible digital citizens.
- Renaissance Learning/Accelerated Reader (AR) - a computerized reading management program. It is a unique system for motivating children to read and for tracking achievement. Each school establishes its own incentive program to promote the use of AR which encourages students' reading skills.

These tools have shown continued success in our district over the years. Most of these are literally a digital tool in the teacher's toolbox to address different needs and to engage students. Teachers move from Entry to Transformation by incorporating these into their daily lessons.

Item	Description	Who	Grades	Subjects

III.D.1. Discovery Ed	This program has high usage level with teachers and students in our distict. Discovery Education accelerates school districts' digital transition through comprehensive standards-based content, professional development, formative assessment, and community engagement proven to positively impact student achievement.	Teachers & Students	K-12	All subjects
III.D.2. Brainpop	Students will utilize brainpop to build on prior knowledge of curriculum topics in a constructive learning environment. They will be engaged in animated movies, learning games, interactive quizzes, primary source activities, concept mapping and more. These activities are linked to Florida Standards. Teachers can incorporate Brainpop into their traditional, blended or flipped learning settings. They can introduce new concepts and illustrate complex concepts through the use of the Brainpop activities.	Teachers & Students	K-12	All subjects
III.D.3. Britannica Online	Teachers and students Search, favorite, and share content, translate articles into one of 50 languages, or look up unfamiliar words in the pop-up *Merriam-Webster™ Dictionary*.	Teachers & Students	K-12	All subjects
III.D.4. SMART Advantage	We are a SMART district. Heavily invested in SMART technologies. The SMART Advantage program allows us to use the latest notebook software. With this license the software becomes hardware agnostic allowing us to leverage non-SMART hardware.	Teachers & Students	K-12	All subjects
III.D.5. Happy Scientist	Teachers & students will use the Happy Scientist resource to explore the science standards through informational videos and interactive experiments. The videos allow the students the ability to follow step-by-step to perform the experiments themselves.	Teachers & Students	K-12	Science

III.D.6. Odysseyware	Using Odysseyware, teachers direct students to recover needed credits through this Online Learning Community. Standards based lessons are presented with assignments, quizzes and tests.	Teachers & Students -	6-12	All subjects
III.D.7. *Renaissance (HGM, LPH)	Most elementary and a couple secondary rely on Accelerated Reader as part of the reading program. These monies go to support Title II purchases.	Teachers & Students	6-12	Reading
III.D.8. EasyTech (Learning.com)	Purchased through a rural district grant, not from DCP. EasyTech is a self-paced digital literacy curriculum for grades K-8 that provides interactive lessons to help students develop the digital literacy skills they need to succeed in school and confidently take online assessments.	Teachers & Students	6-8	Technology
III.D.9. Read 180 (Partial)	Engaging Topic Software, with high-interest videos, builds background to help students form mental models. The Topic Software provides personalized reading instruction and practice to address each student's needs. - See more at: http://www.hmhco.com/products/read-180/instructional-rigor/range-and-quality-texts.htm#sthash.aP3ZJBVv.dpuf	Teachers & Students	6-8	Reading
III.D.10. Gmetrix/Certiport	Using Gmetrix & Certiport, teachers assign online lessons and projects to prepare students for Microsoft certification tests.	Teachers & Students	9-12	Microsoft Office Products and Adobe
III.D.11. Achieve3000	Used to develop the literacy capacities of students. Students work on a grade-level topic precisely matched to the Lexile level, which allows them to build reading strategies.	Teachers & Students	9-12	Intensive Reading
III.D.12. Document Cameras	Teachers and students utilize document cameras to share instructional materials and exemplary work. Combined with other applications, the device can also be	Teachers and Students	K-12	All Subjects

	used as an assessment tool to produce instant and diversified data to drive effective instruction. The document camera can also be used as a collaborative tool that provides opportunities for students to work with others remotely, and allow for asynchronous instruction by producing instructional resources that students can access independently at their own pace.			
III.D.13. Projectors	Teachers use the projectors to present instructional resources. Students use the device to share exemplary work and collaboratively evaluate activities.	Teachers and Students	K-12	All Subjects
III.D.14. Interactive Devices	Students and teacher collaborate and engage in hands-on instructional activities. Interactive device also provides a flexible arrangement allowing different kinds of self-directed learning.	Teachers and Students	K-12	All Subjects
III.D.15. Printers	Students and teachers use printers to access instructional resources when other electronic tools are unavailable for use. Students can share activities produced through the use of technology with others who do not have access to tools to access the electronic activity.	Teachers and Students	K-12	All Subjects
III.D.16. Docks	Provides teachers with the flexibility to quickly transition the classroom technology and allow diversified instructional activities to students.	Teachers	K-12	All Subjects
III.D.17. Chrome Device License	Allows teachers to have classroom devices catered to the instructional needs of the students. Increases the efficiency and reliability of student devices in all classroom activities.	Teachers and Students	K-12	All Subjects

E) Online Assessments

Highland County Schools have been successful at online testing all required grades and subjects in a timely manner. Through the DCP we will upgrade computers that are upgradeable to meet testing specifications and we will replace all computers that are unable to be upgraded. We have many computers with XP operating system. Our district is trying to eradicate the use of this operating system since it will no longer be supported by Microsoft affecting the security of the computers/laptops. Through the DCP we will convert computers to the Chromium OS and utilize device kiosk mode. Tests using this strategy have been successful. In the event this proves unsuccessful we will replace computers with low-cost off lease computers.

Highest Student Achievement
Curriculum department members meet with school administration to review each school's individual data twice per year. Content Specialists assist schools in reviewing this data and assist teachers in guiding instruction in their classrooms. Teacher representatives from each school also review the data throughout the year to make county-wide decisions with our curriculum pacing.

Planning for high performance learning begins by focusing on student learning. The Florida Standards and NGSSS curriculum standards need to be aligned with student technology standards. As we continue the process of using standards based instruction and aligning technology standards, the district will be better prepared to plan for staff development and infrastructure management.

Highlands County focuses on five major curriculum goals:
Knowledge of Florida Standards
Structure of Class Time
Effective Instruction
Interventions
Engagement in Content

Highlands County teachers use data on student academic performance to inform instructional decisions in their classrooms. In grades K-8 science Highlands County has created district wide common assessments based on body of knowledge. We use GradeCam to administer and record data from these assessments. Grade levels review this data at progress monitoring meetings throughout the year. We also use Performance Matters to review science achievement data on Science FCAT 2.0, Biology EOC, and Baseline assessments. The data from these assessments is collected and analyzed at the district level several time a year. It is also collect and analyzed at the school and individual teacher level.

In Math and Reading the district uses Performance Matters, PMRN, Achieve 3000, READ 180, and i-Ready to track student achievement data. The district collects performance data on our students 3 times a year for the teacher, administration, and district to analyze and make decisions to guide instruction. Highlands County also uses district wide common assessments in math and reading in grades K-5. Reading coaches from every school meet monthly to review data, plan instruction and PD. Math representatives from every school and math coaches from selected schools meet quarterly to review data, plan instruction and PD.

Highlands County school have access to the following digital resources at the appropriate levels: iReady, Go Math, Big Ideas Math, HMH Core Explorations Math, Math XL, Teengagement, Brain Pop, Read 180, SpringBoard, HMH Collections, News ELA, Achieve 3000, United Streaming, Encyclopedia Britanica, Happy Scientist, Pearson Interactive Science, Science Fusion, iCivics, Reading Street, HMH Social Studies/History, and Digital Calculators.

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	42 %	47 %	2016
II.A.4.	Science Student Achievement – Biology	57 %	62%	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	61.8%	63%	2014-2015
II.A.10.	Acceleration Success Rate	90.6%	93%	2014-2015
A. Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.11. (D)	i-Ready EOY Diagnostic Reading – Proficiency K-5	44%	49%	2016
II.A.12. (D)	i-Ready EOY Diagnostic Reading – Growth K-5	61%	66%	2016
II.A.13. (D)	i-Ready EOY Diagnostic Math – Proficiency K-5	46%	51%	2016
II.A.14. (D)	i-Ready EOY Diagnostic Math – Growth K-5	63%	68%	2016
II.A.15. (D)	Middle School Civics	50%	60%	2016

- **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	2.93:1	2.26:1	2:1	2016	.26:1
II.B.2.	Count of student instructional desktop computers meeting specifications	2664	3227	3614	2016	387
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	1495	2210	2510	2016	300
II.B.4.	Count of student web-thin client computers meeting specifications	NA	NA	NA	NA	NA
II.B.5.	Count of student large screen tablets meeting specifications	NA	NA	NA	NA	NA
II.B.6.	Percent of schools meeting recommended bandwidth standard	0%	0%	100%	2019	100%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	100%	NA	NA

B. Infrastructure Needs Analysis (Required)		Baseline from 2014	Actual from Spring 2015	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
II.B.8.	District completion and submission of security assessment *	N/A	N/A	N/A	N/A	N/A
II.B.9.	District support of browsers in the last two versions	N/A	Y	Y	2016	Y

* 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

Though the DCP our teachers and administrators will have access to many high quality professional development sessions for the 2014-2015 school year. When planning and delivering professional development we will utilize our adopted Master Inservice Plan located at:
http://www.highlands.k12.fl.us/SBHC/HRRPD/RTTT/Master_Inservice_Plan_09152013.pdf
Thanks to a partnership with FLDOE and learning.com we will be able to offer the sessions below.

- Digital Literacy: Why Students Need it and How to Teach it In this workshop, teachers and administrators will gain a deep understanding of digital literacy and why it is critical to student success on Next-Generation assessments, state-specific standards, in college, and beyond. Participants will learn to use the tools in the Learning.com platform to create lessons and projects that integrate all available resources to help students develop digital literacy skills.
- Integrating a Project-Based Approach: Getting Started with Inquiry Developed as an introduction to a project-based approach to teaching and learning, this workshop will show how this approach helps strengthen critical thinking and problem-solving abilities to prepare students for success. Participants will learn how to implement Inquiry effectively and create their own project-based curriculum that integrates technology into core instruction.
- Getting Started: Learning.com for Administrators Designed specifically for those in an administrative capacity, this workshop will provide a comprehensive overview of Learning.com's solutions. Participants will gain a deep understanding of the Learning.com platform, curriculum items, and all administrative functions, as well as best practices to ensure a successful implementation.
- Technology in the Classroom: Advanced Implementation and Integration This workshop will help teachers build strong and supportive implementation plans for true technology integration. Participants discover proven strategies to incorporating technology into their day-to-day classroom practices, evaluating their district's technology standards and goals, deciding what curriculum should be introduced and reinforced, and determining how to best implement Learning.com solutions.

In addition to the learning.com solution the district will provide professional development in the area of instructional technology. Our students and teachers have access to a variety of online resources that support day-to-day classroom activities. These resources cross all curriculum areas. By providing substitutes and paying stipends, teachers learn to incorporate these tools into everyday teaching. Discovery Education Streaming includes instructional videos, skill builders, games, audio files, images, writing prompts, and encyclopedia reference materials that support multiple learning styles. Model lessons provide examples of how to integrate content into the classroom and meet the expectations of 21st-century skills. Teachers and students have access to BrainPOP. BrainPOP supports individual, team, and whole-class learning. BrainPop is used at school and in informal learning environments, with characters that

help introduce new topics and illustrate complex concepts. Visual Thesaurus is an interactive dictionary and thesaurus which creates word maps that blossom with meanings and branch to related words. Its innovative display encourages exploration and learning. You'll understand language in a powerful new way. In addition to those listed above, Gaggle, Encyclopedia Britannica and The Happy Scientists are other examples of online resources available to students and teachers. Teachers will receive professional development in creating interactive lessons and engaging student learning with those lessons. The district also supports a MOODLE server for teacher professional development along with offering online classes to students. Some teachers utilize Edmodo.

DCP funds will not be used to provide professional development. Professional development in all areas is a high priority with all programs supported by the district.

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: % Adoption: % Adaption: % Infusion: % Transform: %	Entry: 75% Adoption: 11% Adaption: 10% Infusion: 3% Transform: 1%	2015-2016
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: % Adoption: % Adaption: % Infusion: % Transform: %	Entry: 75% Adoption: 11% Adaption: 10% Infusion: 3% Transform: 1%	2015-2016

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

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.	50 % Estimate	This number being determined	60%	2015-2016
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	50%	This number being determined	60%	2015-2016
II.D.3. (S)	A system that supports student access to online assessments and personal results.	50%	This number being determined	60%	2015-2016
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	5 %	This number being determined	10%	2015-2016
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	50%	This number being determined	60%	2015-2016

D. **Digital Tools Needs Analysis (Required)**		**Baseline** (to be established in 2015)	**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved** *(year)*
	Teachers/Administrators Access and Utilization (T)	**% of Teacher/ Admin access**	**% of Teacher/ Admin Utilization**	**% of Teacher/ Admin access**	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100 %	This number being determined	100 %	2015-2016
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	This number being determined	50%	2015-2016
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	This number being determined	50%	2015-2016
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	This number being determined	This number being determined	This number being determined	2015-2016
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.	100%	This number being determined	100%	2015-2016
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	100%	This number being determined	100%	2015-2016
II.D.7. (T)	A system that houses documents, videos and information for teachers,	0%	This number	50%	2015-2016

	students, parents, district administrators and technical support to access when they have questions about how to use or support the system.		being determined		
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%	This number being determined	100%	2015-2016
II.D.9. (T)	A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Num %	This number being determined	Num %	2015-2016

D. **Digital Tools Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
	Parent Access and Utilization (P)	**% of parent access**	**% of parent utilization**	**% of parent access**	
II.D.1. (P)	A system that includes comprehensive student information which is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	50%	This number being determined	60%	2015-2016

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)	50%	60%	2015-2016

II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	50%	60%	2015-2016
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	50%	60%	2015-2016
II.D.4. (IM)	Percentage of the materials in answer two above that are accessible and utilized by teachers	50%	60%	2015-2016
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	50%	50%	2015-2016
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students instructional materials [ss. 1006.283(2)(b)11, F.S.]	70%	75%	2015-2016

- **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.

D. **Online Assessments Needs Analysis (Required)**		**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved** ***(year)***
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	2494	3014	2016
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	0 %	50%	2016

STEP 2 – Goal Setting:

Goal 1: Through the use of digital tools and resources students will show growth in the areas of Mathematics, Science, Civics and Language Arts. Teachers will have access to and will use various digital tools in the instruction of students.
Objective: Increase student achievement in Language Arts
Strategy: Students will use educational software that supports the Florida ELA standards and specifically, analytical thinking and problem solving with relevant, real-world applications.
Objective: Increase student achievement in Mathematics
Strategy: Students will use educational software that supports use of the eight standards of mathematical practice and specifically, analytical thinking and problem solving with relevant, real-world applications.
Objective: Increase student achievement in Science
Strategy: Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of science content towards mastery of the next generation science standards.

Goal 2: Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings.
Objective: The district will adhere to the minimum classroom standards by providing an efficient laptop, interactive white board, projector, document camera and speakers in all classrooms.
Strategy: Purchase necessary equipment to maintain the minimum standard
Objective: The district will expand hardware deployment in order to meet the demands of online testing.
Objective: The district will upgrade operating systems and/or replace devices that do not meet minimum operating specifications are recommended by FSA.
Strategy: Purchase necessary software and equipment.
Objective: The district will support and expand LANs/WAN.
Strategy: Purchase necessary equipment and provide installation
Objective: The district will maintain a software inventory that is easily accessible and up to date.
Strategy: Purchase digital tools that meet the needs of teachers and students

Goal 3: Successfully administer online assessments at all schools in a timely manner.
Objective: Each school will have the minimum number of computers to administer the Florida Standards Assessment
Strategy: Create an infrastructure that supports the needs of digital learning and online assessments. Upgrade or replace if necessary computers that don't meet the minimum requirements for the Florida Standards Assessment.

STEP 3 – Strategy Setting:

STEP 3 – Strategy Setting:
We believe that in order for teachers to deliver digital content effectively they must have a minimum set of hardware and software tools. Highlands County has established a minimum standard for each classroom. Through this plan we will upgrade teacher equipment so that they not only have the minimum standard but that what they do have is of the best quality possible.
We will continue to raise the level of technology integration in the student learning experience for all students. Using educational technology tools will become a regular part of how students and teachers work on core curriculum learning. We want to see a measurable impact of technology on student achievement. Students should become better readers, writers and mathematicians because of their interaction with classroom technology. Teachers will use technology tools to assist them in making targeted instructional decisions for their students. The evaluation that we did as part of our technology planning effort has assisted us in identifying several areas of focus that will serve as the cornerstone of the technology plan for the district.

We are responsible to all stake holders to provide our schools the hardware and infrastructure necessary to administer online assessments on time and with high efficiency. **Goal Addressed**	**Strategy**	**Measurement**	**Timeline**
Through the use of digital tools and resources students will show growth in the areas of Mathematics, Science and Language Arts. Teachers will have access to and will use various digital tools in the instruction of students.	Supply teachers and students with high quality digital content aligned to the Florida Standards	Progress monitoring assessments and Florida Standards Assessment results	2015-2016

Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings.	Ensure that all teachers have hardware that adheres to the classroom standard (Laptop, Interactive Device, Projector, Doc camera)	Purchased equipment based on needs assessment	2015-2016
Successfully administer online assessments at all schools in a timely manner.	Create an infrastructure that supports the needs of digital learning and online assessments	Upgrade or replace computers as planned	2015-2016

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

With the goal of high performance learning, standard alignment will be a focus. The Florida Standards and SGSSS curriculum standards need to be aligned with student technology standards. The use of standards based instruction will help focus the content in both staff development and infrastructure management. Although there are no specific expenditures in this area, we believe that all students and teachers will benefit from the expenditure in the other areas shown below.

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.	NA	NA	NA

B) Digital Learning and Technology Infrastructure

Through the DCP we will be purchasing new laptops and upgrading certain newer models to include a minimum of 4GB of RAM and the Windows 7 operating system. We will also be purchasing new SMART boards that will replace older delaminated SMART boards. The new boards use a different technology for touch interaction and will eliminate the previous problem of delamination and allow for multi-touch collaborative activities. Document cameras will be purchased for classrooms that do not currently have this technology, and outdated projectors will be replaced with newer models. Chromebooks will be purchased with the management console to pair the devices with digital content courses and begin implementing them with the rest of our district technology. Our district also recognizes the need for classroom teachers to occasionally print resources for teachers. To control costs and to provide consistent support, printers will be purchased through this plan.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	Chromebooks	6/2016	$54,812.19	District	Goal 2
B.2.	Teacher Laptop (Ram/OS)	6/2016	$1,840	District	Goal 2
B.3.	Laptop SSD Upgrade	6/2016	$5,000	District	Goal 2

Evaluation and Success Criteria for B) Digital Learning and Technology Infrastructure: Success of the expenditures will be proof or purchase and delivery of items. A detailed needs assessment was conducted on the specific classrooms targeted by these purchases.

B. **Infrastructure Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.	Purchase Orders	Setup and Delivery to Classrooms
B.2.	Purchase Orders	Setup and Delivery to Classrooms
B.3.	Purchase Orders	Setup and Delivery to Classrooms

SBHC intends to use the Heartland Educational Consortium (HEC) technology group as a third party reviewer or our DCP and purchases. HEC is made up of representatives from DeSoto, Glades, Hardee, Highlands and Okeechobee Counties. The technology representatives from these districts are well versed in the needs of the schools. We discuss at lengths issues, strategies, successes, etc. that we face on a daily basis. Draft HEC, DCP review document located in Appendix 1

C) Professional Development

The district has in place a district technology specialist, seven district technology resource teachers, content area specialists in math, reading and science and several school level curriculum coaches, all of whom provide excellent professional development for our schools. Additionally, the SBHC is fortunate to be in the Heartland Educational Consortium (HEC). Through curriculum and technology meetings we have been able to collaborate with member districts for guidance in creating our DCP. HEC is a vital source of information and professional development in many areas including technology. SBHC provides a budget for substitutes and teacher salaries to deliver professional development

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

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 delivered by technology resource teachers, specialists and teacher leaders. This ranges from formal one day trainings to mini-training held during teacher lunches.	Internal general funds. Title I and Title II

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.	NA	NA

D) Digital Tools

The following table shows the digital tools that will be purchased. Specific digital tools will allow teachers and students to engage in many important areas including researching information, communicating and collaborating, problem solving, critical thinking and decision making using 21st century skills. Additionally, the intervention programs will enable select students to utilize and develop effective reading strategies thereby increasing success in all curricular areas.

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.	Discovery Education Streaming	6/2016	$28,265.00	District	Goal 1
III.D.2.	Brain Pop	6/2016	$14,760.00	District	Goal 1
III.D.3.	Britannica Online	6/2016	$9,000.00	District	Goal 1
III.D.4.	SMART Advantage	6/2016	$10,473.65	District	Goal 1
III.D.5.	Happy Scientist:Robert.Krampf	6/2016	$2,700.00	District	Goal 1
III.D.6.	Odyssey ware	6/2016	$44,000.00	District	Goal 1
III.D.7.	*Renaissance(LPH,HGM)	6/2016	$8,155.00	District	Goal 1
III.D.8.	EasyTech (Learning.com)	6/2016	$20,000.00	District	Goal 1
III.D.9.	Read 180 (Partial)	6/2016	$8,400.00	District	Goal 1
III.D.10.	Gmetrix/Certiport	6/2016	$10,000.00	District	Goal 1
III.D.11.	Achieve 3000	6/2016	$46,000.00	District	Goal 1
III.D.12.	Document Cameras	6/2016	$5,720	District	Goal 2
III.D.13.	Projectors	6/2016	$29,960	District	Goal 2
III.D.14.	Interactive Devices	6/2016	$42,000	District	Goal 2
III.D.15.	Printers	6/2016	$14340.18	District	Goal 2
III.D.16.	Docks	6/2016	$10,080	District	Goal 2
III.D.17.	Chrome Device License	6/2016	$10,000	District	Goal 2

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.	Promote the use of resource through professional development.	Increase on usage reports
III.D.2.	District Technology Resource Teachers monitor usage by teachers and students at each school. Teachers are able to monitor student performance on activities and quizzes.	Student success is shown by the quizzes and activities that students complete across subject areas within the program.
III.D.3.	Promote the use of resource through professional development.	Increase on usage reports
III.D.4.	Upgrade all teacher computers to most current version	Check version number using Lansweeper. Goal 100% new version
III.D.5.	Promote the use of resource through professional development.	Increase on usage reports
III.D.6.	Course Completion	3%-5% increase in reading scores for students in the program
III.D.7.	Promote use through reading classes	5% increase in students taking AR quizzes 5% increase in students passing AR quizzes
III.D.8.	Promote use and provide professional development	Student usage at middle schools
III.D.9.	Improved Reading Scores	3%-5% increase in reading scores for students in the program
III.D.10.	Teachers monitor student progress through the management system as the program evaluates the student's preparation and success in courses.	Students pass Certification tests in Word, PowerPoint, Excel, PhotoShop.
III.D.11.	Teachers monitor student progress with monthly reports which indicate students' change in lexile level.	Student success on FSA Reading Test.
III.D.12.	Teachers will utilize in instruction and with the GradeCam program	Evidence of use in lesson plans and classroom observations
III.D.13.	Used for classroom instruction	Evidence of use in lesson plans and classroom observations
III.D.14.	Used for classroom instruction	Evidence of use in lesson plans and classroom observations
III.D.15.	Used for classroom instruction	Evidence of use in lesson plans and classroom observations

III.D.16.	Used for classroom instruction	Evidence of use in lesson plans and classroom observations
III.D.17.	Used for classroom instruction	Evidence of use in lesson plans and classroom observations

E) Online Assessments

Through the DCP, we will upgrade computers (where able) to meet testing specifications and will replace all computers which are unable to be upgraded. Our district has had success with Chromebooks. We have found that using the computer based testing apps available from the App store can significantly reduce support time needed for testing. The steps below will raise the number of computers meeting the minimum specifications.

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.	Add 6 Chromebook carts	3/2016	$51,000	District	Goal 3
III.E.2.	Add 2 whole new labs	3/2016	$8,400	District	Goal 3

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.	Purchase Orders	Setup and delivery to target schools
E.2.	Purchase Orders	Setup and delivery to target labs