DISTRICT
DIGITAL CLASSROOM PLAN

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

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

The district's overview component of the plan should document the district's overall focus and direction with respect to how the incorporation and integration of technology into the educational program will improve student performance outcomes.

The **general introduction/background/district technology policies** component of the plan should include, but not be limited to:

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Michael Pinnella	pinnellam@hdsb.org	850-547-6674 ext. 255
Curriculum District Contact	Pamela Price	pricep@hdsb.org	850-547-6674 ext. 238
Instructional District Contact	Pamela Price	pricep@hdsb.org	850-547-6674 ext. 238
Assessment District Contact	Pamela Price	pricep@hdsb.org	850-547-6674 ext. 238
Finance District Contact	Larry Hawkins	hawkinsl@hdsb.org	850-547-6674 ext. 240
Title I / Equity District Contact	Carmen Bush	bushc@hdsb.org	850-547-6674 ext. 253
ESE and Related Services District Contact	Donnita Butorac	butoracd@hdsb.org	850-547-6674 ext. 233
District Media Specialist	Christy English	englishc@hdsb.org	850-547-6674 ext. 252
Community Member /	Sheri Brooks	Sheribrooks39@gmail.com	850-547-3128

School Advisory Member			
District Leadership Contact	Eddie Dixon	dixone@hdsb.org	850-5476674 ext. 221

I.2 Planning Process - Summarize the process used to write this plan including but not limited to:

- How parents, school staff and others were involved;
- Relevant training and instruction for district leadership and support personnel;
- Development of partnerships with community, business and industry; and
- Integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

Holmes County District schools used the following process to develop and write our Digital Classroom Plans:

- The District Instructional Administrator contacted the members of the District DCP development team. The members of the team collaborated during work sessions to develop the plan using input that had been gathered from district School Advisory Council meetings along with information that was gathered through on site school visits and discussion with principals and technology coordinators.
- Input from parents, school staff and community members were gathered at School Advisory Council meetings that were held at each school in the district.
- District and School Staff members attended the FETC this past January. At the conference the members interacted with several companies that produce classroom technology products and gathered ideas that could be implemented in the Digital Classroom Plan.
- The District Instructional Administrator, who is also the Career and Technical Administrator, asked for input on the plan from business and industry members of CareerSource Chipola.

The technology update plan committee developed guidelines for the development, implementation, monitoring and evaluation of the Holmes District 2015-2016 Technology Plan. The committee will also assist in the implementation of the activities described in the objectives. The plan consists of a comprehensive program that effectively uses technology to help students meet or exceed the state academic content standards in all core content areas including English Language Arts, Mathematics, Science and Social Studies along with the English Language Development standards.
The District Governing Board supports the educational technology goals that provide guidance in addressing the district's technology needs. The plan also provides a clear focus to enhance the district's curricular program and improve school community technology skills needed to effectively implement the use of technology in the classroom, computer

labs, and/or library media centers. Technology curricular goals are included in each school site's plan for student achievement.

Holmes District is committed to reaching all learners, regardless of their abilities. Students with disabilities require accommodations and modifications, and our staff is devoted to utilizing flexible ways to present information such as digital books (using iPads or Tablets), text-to-speech applications, and specialized software. They also provide students with various ways to express themselves in order to increase active engagement in different settings and situations. In addition, assistive technology devices are available for students with disabilities to participate, communicate and learn more effectively in the classroom. An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The district employs a variety of assistive technology devices to augment, supplement and compliment the educational process for students with special needs. Child Study Teams identify assistive technology needs on a case-by-case basis, and teachers have access to a laptop or desktop computer in the classroom, which in some cases is connected to an interactive board. All computers have the ability to activate the "Accessibility Options" built in to the Microsoft and Mac operating system. On the higher-grade levels, students have access to a collaborative global community of learners, using tools such as online learning, podcast, wikis, social networking etc.

I.3 Technology Integration Matrix (TIM) – Summarize the process used to train, implement and measure classrooms using the TIM.

The Technology Integration Matrix provides a framework for defining and evaluating technology integration. We administer the Inventory of Teacher Technology Skills (ITTS) survey every fall. Teachers that complete this survey are required to submit their determination of where they fall on the matrix, based on their score. The levels are entry, adoption, adaptation, infusion, and transformation. Most of our teachers fall in the entry and adoption areas, but the hope is to move them into the more advanced levels of technology integration in the coming years. This tool allows our teachers and administrators to establish goals, and it helps our district professional development team target PD resources more effectively. We plan on utilizing more of the TIM tool resources as we receive training.

I.4 Multi-Tiered System of Supports (MTSS) - By using an MTSS in the planning process, the district will provide a cohesive and comprehensive approach to meeting the needs of all learners. The DCP requires districts to summarize the process used to write this plan including but not limited to:

- Describe the problem-solving process based on available district-specific data which were used for the goals and needs analysis established in the plan;
- Explain the existing system used to monitor progress of the implementation plan; and
- How the district intends to support the implementation and capacity described in the plan.

Holmes County uses the problem solving/MTSS method of developing and implementing instruction and interventions based on a three tiered model. Out MTSS model integrates core instruction (Tier 1), supplemental instruction/intervention (Tier 2), and intensive interventions (Tier 3). The procedures for conducting required general education interventions are specified in our admissions and placement manual and RtI procedures. Procedures below are documented on district-developed forms. At the end of each Tier, and Intervention Plan progress report is completed to serve as written documentation of required activities, meetings and responsible personnel. If parents are unable to attend team meetings, they are notified of the team outcomes, through the process. When parents attend meetings, their input into interventions is solicited so that there is synchronization between the school and home with respect to interventions.

Tier 1 – Core instruction and intervention utilize the general education staff to observe and analyze student data to adjust instructional techniques and provide differentiated instruction. The teacher establishes baseline data, completes a record review, uses existing databases, and conducts curriculum based assessments and/or behavior assessments. In Tier 1, we focus on core instruction provided to all students. Intervention assistance is derived from universal screening and/or teacher referral. Parents are contacted to discuss data, possible interventions, and any need for vision, hearing or speech/language. Interventions are implemented and progress monitoring data are collected to determine the effectiveness of interventions. A decision matrix is used to determine movement to Tier 2, modification of Tier 1 activities.

Tier 2 – Supplemental Instruction/interventions are managed by the MTSS/problem solving team. The teacher may complete a referral form if behavioral concerns are identified, and submit it to the facilitator. A team meeting is held with parent involvement to review the intervention referral, plan interventions, obtain social developmental history data, when appropriate. Intervention plans are formalized in writing, and screenings are conducted, as appropriate. Designated personnel implement interventions which include weekly progress monitoring. Post intervention measures are recorded on appropriate forms. Parents are notified of another meeting which is held to discuss observations, review results of interventions and review rate of progress to determine if the student is making adequate gains. A decision matrix is used to determine movement to Tier 3, or modification of Tier 1 or 2 activities.

Tier 3 – Intensive interventions are managed by the MTSS/problem solving team, and must include ESE district or student services district staff. Parents are invited to a meeting where the team reviews all documentation from Tiers 2 and 3, and develops targeted intensive individual interventions individual interventions for academic concerns. A formal PBIP is developed for behavioral concerns. Designated personnel implement interventions which include weekly progress which is held to determine one of three actions: (1) continue and/or modify Tier 2 or Tier 3 interventions, (2) request further information from Tiers 1, 2 or 3 before finalizing decisions, or (3) make a formal referral for evaluation to determine if the student is an exceptional student.

I.5 District Policy - The district should provide each of the policies listed below and include any additional digital technology relevant policy in the "other/open" category. If no district

policy exists in a certain category, please use "N/A" to indicate that this policy is currently non-applicable. (This does not preclude the district from developing and including a relevant policy in the future.)

These policy types are suggestions, please complete as they are available or add additional if necessary.

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	Acceptable Use policy outlines the safeguards in place and the appropriate usage of network resources to ensure safety, security, and privacy	Code of Conduct: http://www.hdsb.org/parents	8-5-14
District teacher evaluation components relating to technology (if applicable)	N/A	N/A	N/A
BYOD (Bring Your Own Device) Policy	Allows students & staff the capability to access the wireless network using their own technology devices, to enhance learning activities.	Code of Conduct: http://www.hdsb.org/parents	8-5-14
Policy for refresh of devices (student and teachers)	N/A	N/A	N/A
Acceptable/Responsible Use policy (student, teachers, admin)	Outlines the policies and rules governing the use of the district's computer & telecommunications equipment & services	Students – Code of Conduct: http://www.hdsb.org/parents Staff – Personnel Handbook: http://www.hdsb.org/staff	Students - 8-5-15 Staff – 8-18-15
Master Inservice Plan (MIP) technology components	Identifies faculty instructional proficiency needs, including the use of instructional & assistive technology	http://www.paec.org/mip.pdf	Valid 2012-2017

Other/Open Response			

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 –

The district's needs are based on the 2013-14 and 2014-2015 district wide data as shown below due to some of the 2014-2015 data being suppressed at this time.

Reading 55% proficient
Math 50% proficient
Civics 59% proficient (2% decrease)
Science Grades 5 and 8 50% (7% increase)
Biology 57% proficient (3% decrease)
Algebra I 60% proficient
US History 63 % proficient (4% increase)
Writing Percent Scoring 3.5 or Above: Grade 4 41%, Grade 8 50%, Grade 10 53%

The 2014-2015 goal was to increase the percent scoring proficient by 10% in reading and mathematics. The percent at this time has not been released.

Our seven school grades for 2014 were, Bethlehem High School – C, Bonifay Elementary School – A, Bonifay Middle School – C, Holmes County High School p C, Ponce de Leon Elementary School – D, Ponce de Leon High School – C, and Poplar Springs High School – C. The district grade remained a C from the previous year. The district will continue to focus on strengthening foundation skills in the core academic areas.

Breaking the 2013-2014 AMO data even further, it shows that there is a large gap between African American students and students with disabilities compared to White and Economically Disadvantaged students. To address these gaps, it is our goal to work closely with our 21st Century after school program to target our district students in need to ensure that these students are receiving the additional academic remediation daily that they need to succeed. These programs are located on our campuses which will give then access to all of the materials and technology that the students are exposed to each day, but in a more individualized program.

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, Holmes District is continuing to refine the use of the Online Assessment Reporting System and reports available through the Holmes District Website as online repositories of classroom and district assessments.

We will continue to raise the level of technology integration I 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 measureable 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 Digital Classroom Plan planning effort has assisted us in identifying several areas of focus. The district Digital Classroom Plan will address how the district's technology effort will continue to support the curricular needs of the students over the next four years – encompassing the 2015-2016 school year through the 2018-2019 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 English Language Arts, Mathematics, Science, Social Studies and Visual and Performing Arts as well as English Language Development.

Holmes District teachers use data on student academic performance to inform instructional decisions in their classrooms. Currently, teachers use the FOCUS and Performance Matters systems to track data in their classrooms. In addition, district staff uses the district's data warehouse to generate reports and monitor student achievement. The district collects performance data on students several times over the course of the school year. Many teachers use the Performance Matters test item banks to generate classroom developed assessments to further monitor students' progress.

B) Digital Learning and Technology Infrastructure –

After reviewing what we have in place in our district it was determined that we would still need the following items: enterprise grade wireless access points, managed switches, and their appropriate licenses.

C) Professional Development -

During the 2014-2015 school year only 34%, approximately 103 employees completed the Inventory of Teacher Technology Skills. This was a 13 percent increase over the 2013-2014 data. A district survey of the digital classroom professional development needs of our employees showed that they desired training not only in how to use digital equipment in the classrooms, but how to plan effect lessons using technology in their classrooms.

D) Digital Tools –

After reviewing the types of digital tools that each school had in place to monitor student progress, it was determined that the district needed to provide a district wide digital tool for each school. Many digital tools were reviewed by the DCP and it was determined that Performance Matters would meet the needs of each school and our district. For the 2015-2016 school year, students will be able to access online progress monitoring and with teacher guidance they will be able to review their own data collected from district and state assessments, teachers and administrators will be able to access online progress monitoring assessments and data resulting from the district and state assessments. We are working toward moving to parental access at this time.

E) Online Assessments –

Increase bandwidth and number of computers available for administering online assessments and to allow students better access to virtual instructional programs. A spreadsheet will be developed prior to the spring testing season that outlines the number of computers available for testing, the number of students testing, and the timeline required to complete testing. This will help the district gauge the number of available computers related to testing and help us determine if more computers and/or labs are needed.

- **Highest Student Achievement**

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

After completing the suggested activities for determining the student performance outcomes described in the DCP guidance document, complete the table below with the targeted goals for each school grade component. Districts may add additional student performance outcomes as appropriate. Examples of additional measures are District Improvement and Assistance Plan (DIAP) goals, district Annual Measurable Objectives (AMOs) and/or other goals established in the district strategic plan.

Data are required for the metrics listed in the table. For the student performance outcomes, these data points should be pulled from the school and district school grades published at http://schoolgrades.fldoe.org. Districts may choose to add any additional metrics that may be appropriate below in the table for district provided outcomes.

A. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.1.	ELA Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.2.	Math Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.3.	Science Student Achievement – 5th and 8th Grade	5th – 52% 8th - 47%	65%	2018
II.A.4.	Science Student Achievement – Biology	57%	65%	2018
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	73.2%	80 %	2016
II.A.10.	Acceleration Success Rate	86 %	95%	2016
A. Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.11. (D)	District ELA Assessment	57%	65%	2018
II.A.12. (D)	District Math Assessment	48%	65%	2018
II.A.13. (D)	District Science Assessment	52%	65%	2018
II.A.14. (D)				

- **Quality Efficient Services**

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

For the infrastructure needs analysis, the required data points can and should be pulled from the Technology Readiness Inventory (TRI). The baseline should be carried forward from the 2014 plan. Please describe below if the district target has changed. Districts may choose to add any additional metrics that may be appropriate.

B. **Infrastructure Needs Analysis (Required)**		**Baseline from 2014**	**Actual from Spring 2015**	**Target**	**Date for Target to be Achieved** ***(year)***	**Gap to be addressed** ***(Actual minus Target)***
II.B.1.	Student to Computer Device Ratio	1:5	1:4	1:1	2020	1:3
II.B.2.	Count of student instructional desktop computers meeting specifications	700	1000	1040	2018	40
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	20	200	430	2016	230
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	0	0	0
II.B.5.	Count of student large screen tablets meeting specifications	12	175	235	2016	60
II.B.6.	Percent of schools meeting recommended bandwidth standard	0%	0%	100%	2020	100%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	90%	98%	100%	2016	2%

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	N

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved *(year)*	
II.B.10. (D)						
II.B.11. (D)						
II.B.12. (D)						

* Districts will complete the security assessment provided by the FDOE. However under s. 119.07(1) this risk assessment is confidential and exempt from public records.

- **Skilled Workforce and Economic Development**

  Professional Development:
  Instructional personnel and staff shall have access to opportunities and training to assist with the integration of technology into classroom teaching.

Professional Development should be evaluated based on the level of current technology integration by teachers into classrooms. This will measure the impact of the professional development for digital learning into the classrooms. The Technology Integration Matrix (TIM) can be found at: http://fcit.usf.edu/matrix/matrix.php. Average integration should be recorded as the percent of teachers at each of the five categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

C. **Professional Development Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 75% Adoption: 11% Adaption: 8% Infusion: 5% Transform: 1%	Entry: 5% Adoption: 20% Adaption: 25% Infusion: 45% Transform: 5%	2020
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 77% Adoption: 16% Adaption: 4% Infusion: 2% Transform: 1%	Entry: 5% Adoption: 20% Adaption: 25% Infusion: 45% Transform: 5%	2020

C. Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.3. (D)	Classroom Technology Training	10%	100%	2020
II.C.4. (D)	Educational Application Training	10%	100%	2020

- **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.

EasyTech

Provided by HEC, NEFEC and PAEC to member districts through the Rural Schools Program, Learning.com's EasyTech solution helps students develop the technology skills needed for college and the workforce. EasyTech is a complete digital literacy curriculum that features self-paced lessons and games to practice skills; activities and journals to reinforce concepts; and quizzes to check for understanding. EasyTech's curriculum helps students develop digital literacy skills including computer fundamentals, keyboarding, word processing, charts and graphs, presentation software, Internet research, and more in the context of real-world challenges. EasyTech also provides comprehensive online safety instruction to help ensure students know how to protect themselves and make good choices online.

EasyTech includes:

- Detailed instruction for core technology skills: keyboarding, word processing, and web browsing
- Grade-appropriate, guided instruction with immediate feedback and automatic scoring
- Online safety instruction and compliance reporting that exceeds E-Rate requirements
- Lessons that reflect current representations of technology and software
- Next-Generation Assessment preparation sequence with pre-tests and prescription
- Addresses ISTE Standards-S for grades K-8
- Available in English and Spanish for our LEP students
- Content is web-delivered with no downloads or software installs required
  Student app for iPad®, Android®, and Kindle Fire® tablet devices

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.	0%	0%	100%	2020
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	0%	0%	100%	2020
II.D.3. (S)	A system that supports student access to online assessments and personal results.	0%	0%	100%	2020
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	0%	0%	100%	2020
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	0%	0%	100%	2020

D. **Digital Tools Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved *(year)***
	Teachers/Administrators Access and Utilization (T)	**% of Teacher/ Admin access**	**% of Teacher/ Admin Utilization**	**% of Teacher/ Admin access**	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100%	80%	100%	2020
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	0%	0%	100%	2020
II.D.3. (T)	A system that supports the assessment lifecycle from	0 %	0 %	100%	2020

	item creation, to assessment authoring and administration and scoring.				
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100 %	90%	100 %	2020
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%	75%	100%	2020
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	0%	0 %	100 %	2020
II.D.7. (T)	A system that houses documents, videos and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	0%	0%	100 %	2020
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.	0%	0%	100%	2020

II.D.9. (T)	A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	100%	65%	100%	2020

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.	35%	15 %	75 %	2020

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%	75%	2020
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	40 %	75%	2020
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	0%	75 %	2020
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	40 %	75 %	2020

II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	30%	75%	2020
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students instructional materials [ss. 1006.283(2)(b)11, F.S.]	0 %	75%	2020
D. **Digital Tools Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.D.7. (IM)				
II.D.8. (IM)				
II.D.9. (IM)				

- **Quality Efficient Services**

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

Online assessment (or computer-based testing) will be measured by the computer-based testing certification tool and the number of devices available and used for each assessment window.

E. **Online Assessments Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	577	700	2020
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	0 %	10%	2020
E. Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.E.3. (D)	Computers	577	700	2020
II.E.4. (D)	Laptops	0	168	2018
II.E.5. (D)				

STEP 2 – Goal Setting:

Provide goals established by the district that support the districts mission and vision. These goals may be the same as goals or guiding principles the district has already established or adopted.

These should be long-term goals that focus on the needs of the district identified in step one. The goals should be focused on improving education for all students including those with disabilities. These goals may be already established goals of the district and strategies in step three will be identified for how digital learning can help achieve these goals.

Districts should provide goals focused on improving education for all students, including those with disabilities. These goals may be previously established by the district.

Goals Examples:

EXAMPLES

- Highest Student Achievement: All schools will meet AMO benchmarks and meet expected growth on state assessments.
- Seamless Articulation and Maximum Access: All students will have opportunities for industry certifications and are prepared to enter postsecondary with the skills necessary to succeed.
- Skilled Workforce and Economic Development: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.
- Quality Efficient Services: All school sites will be safe and effective environments to support developing students.

Enter district goals below:

The district and site strategic and master plans call for addressing needs in English Language Arts, Mathematics, Science, History-Social Science, Visual and Performing Arts, and English Language Development.

Mathematics

Goal: By May 2018, 90% of students in grades 3rd – 8th will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards claims as measured by the state assessment, special education assessments, and IEP goals in mathematics.
Objective: Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of mathematics content towards mastery of the Florida mathematics standards and the eight standards of mathematics practice.
Objective: 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: Students will learn to use a variety of technological math tools.

Objective: Students will use the Internet for research and to enhance their understanding of Florida Standards of mathematics as well as to collaborate with others in mathematics.
Objective: Students will use graphic organizing and presentation software to brainstorm and organize their work.
Objective: Students will use multimedia to enhance their presentation skills
Strategy

- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data to determine trends, strengths, and needs.
- Facilitate students' successful completion of activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development, hardware or software.
- Identify software and Internet resources to be used.
- Purchase needed software.
- Identify and schedule needed professional development.
- Develop plan for acquiring hardware needed to achieve student performance targets.

Language Arts
Goal: By May 2018, 90% of students in grades 3rd – 10th will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards claims as measured by the state assessment, special education assessments, and IEP goals in language arts.
Objective: Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of ELA content towards mastery of the Florida ELA standards (which include the college and career anchor standards).
Objective: Students will use educational software that supports the Florida ELA standards and specifically, analytical thinking and problem solving with relevant, real-world applications.
Objective: Students will learn keyboarding and word processing (as stated in the Florida ELA content standards).
Objective: Students will use the Internet for research and to enhance their understanding of Florida ELA standards as well as to collaborate with others in ELA.
Objective: Students will use graphic organizing & presentation software to brainstorm and organize their work.
Objective: Students will use multimedia to enhance their presentation skills.
Strategy: see Mathematics

English Language Development
Goal: By May 2018, 90% of students in grades 3rd – 10th will demonstrate required growth annually towards proficiency on the state annual measurable objectives as measured by the FSA ELA.
Objective: Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of ELD content towards mastery of the ELD

standards (which correlate to the Florida ELA standards and college and career anchor standards).
Objective: Students will use educational software that supports the ELD standards.
Objective: Students will use the Internet for research and to enhance their understanding of the ELD and Florida ELA standards as well as to collaborate with others in ELD and ELA.
Objective: Students will use graphic organizing and presentation software to brainstorm and organize their work.
Objective: Students will use multimedia to enhance their presentation skills.
Strategy: see Mathematics

Science
Goal: By May 2018, 90% of students in grades 5 and 8 and Biology students will demonstrate a 3-5% growth annually towards proficiency in the science standards as measured by district create progress monitoring tools.
Objective: Integrate Next Generation Science content standards into day-to-day teaching, learning and application of the Florida ELA and Mathematics content standards (as applicable) to include an integral use of technology.
Objective: 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.
Objective: Students will use educational software that supports the science standards.
Objective: Students will use the Internet for research and to enhance their understanding of science and next generation science standards as well as to collaborate with others regarding science.
Objective: Students will use graphic organizing and presentation software to brainstorm and organize their work.
Objective: Students will use multimedia to enhance their presentation skills.
Objective: Explore the Florida standards and how teachers can begin to use them during science instruction, specifically technology integration.
Objective: Integrate Florida Standards with Next Generation Sunshine Science Standards (units of study).
Strategy: see Mathematics

History-Social Science

Goal: Integrate History-Social Science content standards into day-to-day teaching and learning of the ELA and Mathematics Florida content standards (as applicable) to include an integral use of technology.
Objective: Students will use the Internet for research and to enhance their understanding of Florida Standards.
Objective: Students will use graphic organizing & presentation software to brainstorm and organize their work.
Objective: Students will use educational software that supports analytical thinking.
Objective: Students will use multimedia such as scanners, digital still and video cameras to enhance their presentation skills.

Objective: Students will utilize technology resources that are part of the adopted textbook to enhance their learning of Florida Standards.
Objective: Explore the Florida Standards and how teachers can begin to use them during Florida Standards instruction, specifically technology integration.
Strategy: see Mathematics

Visual and Performing Arts
Goal: Integrate Visual and Performing Arts (VAPA) standards into day-to-day teaching and learning of the ELA and Mathematics Florida Standards (as applicable), ELD standards, and Next Generation Sunshine Science Standards to include an integral use of technology.
Objective: Develop classroom instructional resources (lesson plans, Promethean flipcharts, etc.) to support implementation of quality visual and performing arts lessons in the classroom.
Objective: Offer training for teacher(s) so that they can refine their skills in using video and multimedia to enhance their instructional program.
Objective: Identify hardware and software to be used in the classroom to support integration of the arts across the curriculum; select a group of pilot teachers and work with them with field specialists to support integration.
Strategy: see Mathematics

Technology Integration
Goal: Continue to integrate non-standard technology into classroom instruction and professional development including the use of environments such as Edmodo, Google Applications for Education, Blending Learning, and Flipped Classroom as well as Prezis, podcasting, blogs, and wikis throughout the 2015-2020 school years.
Objective: Identify and develop support mechanisms and resources for teachers as they utilize non-standard technology in the classroom to include special devices for special education students and students in the dual language program.
Objective: Explore and determine alternate ways to support teachers, students, and parents with non-standard technology uses to support mastery of the Florida Standards in ELA and mathematics, the ELD standards, Next Generation Sunshine Science Standards, and other curricular content standards.
Objective: Explore and determine alternate ways to support teachers, students, and parents with 1 to 1 computing needs around the clock. (Consider the concepts of flipped classrooms, blended learning, STEM, STEAM, Google Apps for Education, Edmodo, Wiki, Code, PBL, The Cloud, etc.).
Strategy

- Holmes District will work together with various vendors, as necessary, to install the technical infrastructure and create the web-based interface Holmes District users will use. This includes registering new domains, creating student, teacher, and administrator accounts, building databases, and connection file services and directory services.
- Acquisition of new student tablets, laptops/HP Streams and carts. Training will include the use of tablets, netbooks and laptops in the classroom to positively affect teacher instruction and the use of technology in the home environment.
- Teacher training will be rolled out in multiple phases throughout the academic year (initial and follow up). This will include training on refining the use of current software and hardware to meet student needs and the requirements of common core standards.

- Pilot projects will be rolled out in multiple phases throughout the academic year (initial and follow up). This will include training on new environments and devices for students and staff, and to understand how 1 to 1 computing and the numerous environments can and will affect teacher instruction in the classroom and student assignments for completion at home.

Goal By May 2018, 90% of students within the Holmes District will demonstrate mastery of National Educational Technology Standards (NETS) at their appropriate grade level.
Objective: All students will receive a copy of the NETS. (Primary, K-2, will receive "student-friendly" NETS standards.)
Objective: Students demonstrate NETS proficiency.
Objective: Upper grade students operate technology without assistance from teaching staff.
Strategy: see Mathematics

Goal: Promote ethical use of technology in the classroom by students and staff.
Objective: Implement and refine structured lessons that cover the ethical use of technology in the classroom.
Objective: Distribute curriculum (lessons) to teachers and make available on the district website.
Objective: Incorporate training on these issues as part of district staff development dealing with technology.
Objective: Implement and refine the district acceptable use policy. Policy is included in the HR Resource booklet and the student handbook.
Strategy

- Review and refine structured lessons on ethical use of technology for students.
- Present information to staff and parents a minimum of 1 time per year about ethical use of technology and their responsibility to monitor their children/students' use of technology during preschool trainings and at the first Title I Family Night each year.
- Facilitate students' successful completion of curriculum and technology activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development.

Goal: Promote Internet safety in the classroom by students and staff.
Objective: Implement structured lessons that deal with Internet safety in the classroom.
Objective: Distribute lessons to teachers.
Objective: Incorporate training on these issues as part of district staff development dealing with technology.
Objective: Implement and refine the district acceptable use policy. Policy is included in the HR Resource booklet and the student handbook.
Strategy

- Review and refine structured lessons on ethical use of technology for students.
- Present information to staff and parents a minimum of 1 time per year about ethical use of technology and their responsibility to monitor their children/students' use of technology during preschool trainings and at the first Title I Family Night each year.
- Facilitate students' successful completion of curriculum and technology activities and mastery of objectives.

- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development.

Goal: Provide expanded access to technology for all students.
Objective: The district will maintain a minimum standard of four computer workstations for every regular education classroom and a minimum of five computer workstations for every special education classroom.
Objective: Students have opportunities to explore technology without structured lessons.
Objective: The district will continue to create ways for students without connectivity at home to acquire access.
Objective: Students performing below grade level standards will be given access to district adopted software to assist in accelerating their learning.
Strategy

- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Publicize access to students and parents.
- Facilitate students' successful completion of curriculum and technology activities and mastery of objectives during expanded access times.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation. Assess need for additional professional development, hardware or software.
- Identify funding sources for providing district-funded hardware for all students.
- Monitor implementation of minimum computer standard to ensure that no classroom falls below the standard.

Goal: Students will attain the educational technology and information literacy skills that will support an educational learning environment in which they will have rigorous access to the Florida State Standards and Next Generation Sunshine State Standards and will demonstrate mastery through administration of on-line formative, performance based, and summative assessments leading to successful preparation and measurement of college and career readiness standards required of the workplace of the 21st century.
Objective: Students will work with various technologies to develop a familiarity with problem solving
Objective: The infusion of technology will be included in all curriculum guides per the Florida State Standards and Next Generation Sunshine State Standards.
Objective: Students will be digital literate by the end of 8th grade as defined by the Florida Department of Education.
Objective: Students will communicate, collaborate and problem solve with students worldwide.
Objective: Students will be actively involved in their learning goals.
Objectives: Students will have equitable access to technology hardware and software.
Strategy/Activity

- The infusion of technology in all curriculum guides to make classroom instruction more student centered and give students more responsibility for their learning
- Implementation of blended learning environments as appropriate throughout the district
- Increase the number of 1:1 computing environments as appropriate throughout the district
- Development of new district courses as appropriate, including College and Career Readiness
- Implementation of online student learning environments

- Plan and budget for new and replacement hardware and software
- Implementation of student personalized learning environments and appropriate training of (name) grade online technology literacy assessment
- Student participation in extended learning opportunities/programs
- Equitable and accessible hardware and software technologies purchases

Goal: Educators will attain the skills and knowledge necessary to effectively use educational technology to create more rigorous learning environments to assist students to master the Florida Standards and Next Generation Sunshine State Standards by personalizing learning through the collection of student data to support differentiated instruction and to manage the on-line assessment environments.
Objective: 1: The management and security of assessment sessions will be planned and implemented to maintain the administration process and specific problem determination procedures will be developed to resolve technical problems.
Objective: Classroom instruction models will be designed to support the rigorous expectations of the new learning and assessment environment to support student readiness for the types of questions and performance based activities found on the state assessments.
Objective: District personnel will make use of available tools to best utilize data to drive instruction and make decisions.
Objective: District personnel will have access to up to date hardware and software appropriate for discipline and working environment.
Strategy/Activity
- Personnel participation in local, state, national and global online professional learning communities
- Use of formative and summative assessments to individualize instruction
- Facilitate the use of online webinars, video conferencing
- District professional development on state assessments including security
- Plan and budget for research based hardware and software
- District professional development on effective educational technology usage, UDL, the use of rubrics, student choice, authentic and relevant student centered project based learning
- Evaluation of educational technology as part teacher evaluation system
- Implementation of district walkthroughs
- Online access to curriculum
- Current broadband, voice, and data networks available in all learning/working environments
- District access to online research-based resources
- Timely access to technical support
- Dialogue of the utilization of data to drive instruction
- Creation of District Professional Development Plan
- Continued adaptations to curriculum for students with IEP's using assistive technologies (including training for personnel)

Goal: The school district will increase parental involvement in the educational process through the use of the district's available technology.
Objective: Parents will receive access and an understanding of the district's online system, FOCUS.

Objective: Parents will be informed of all district events.
Objective: Educators will have access to tools to communicate with parents.
Strategy/Activity

- Placement of parent portal on district's website
- Availability of parent portal tutorials
- Notifications of district events on district website and through online/phone notification system
- Use of district/schools websites to inform community of schools happenings
- Parent access to student reports
- Parent access to teacher class pages
- Implementation of district email services and Web 2.0 tools

Goal: All stakeholders will use district technology in a safe, responsible and ethical manner.
Objective: The district will take Internet safety measures at all times.
Objective: The district will teach responsible use of digital content regularly.
Strategy/Activity

- All stakeholders will sign the district's Acceptable Use Policy
- Uninterrupted district filtering methods
- Regular Internet Safety Learning opportunities for all stakeholders
- Identification of Internet Safety resources for stakeholders

Goal: Students will attain the educational technology and information literacy skills that will assist them in achieving the Florida Standards and Next Generation Sunshine State Standards to succeed in the workplace of the 21st century.
Objective: The district will work towards a multi-media computer/tablet ratio of 1:1 to provide access as needed for staff and students.
Objective: The district will provide high-speed access to the Internet and expand opportunities for student and staff access for distance learning, communication, and research-based activities.
Objective: The district will ensure curriculum supports technology literacy (word processing, database, spreadsheets and presentation software) as essential integration to curriculum for all students.
Objective: The district will ensure curriculum supports 21st century workplace readiness skills and prepares our students to meet the needs of a global society and become life-long learners.
Objective: The district will investigate and implement digital textbooks and eBooks as required by s. 1006.40 (3) F.S.
Objective: The district will implement online course management systems (such as Moodle) to allow students ready access to course materials and provide opportunities for online learning.
Objective: The district will encourage the development of new teaching and learning strategies which include the use of Web 2.0 tools as well as interactive whiteboards, tablet and portable computing devices, and mobile computing environments to address the needs of all learners, with heightened awareness of the needs of special needs and English language learners.
Objective: The district will implement Florida Standards to prepare students for college and 21st century careers.

Goal: Educators will attain the skills and knowledge necessary to effectively use educational technology to assist students to achieve the Florida Standards and Next Generation Sunshine State Standards.
Objective: The district will provide application-specific staff development training for key technology personnel, increase training opportunities for technical staff in core content areas, and networking to meet our district's growing and evolving needs.
Objective: The district will utilize site-based, professional learning communities to provide professional development training which is customized for the needs of their specific school.
Objective: The district will provide content-specific training through after school workshops, site-based workshops, and "anytime, anywhere" online training (such as webinars, training videos, etc.) which support use of district software.
Objective: The district will implement orientation/training programs for staff specifically designed to provide support for online testing.
Objective: The district will encourage district administration to participate in technology-specific professional development programs which support the implementation of 21st Century learning environments.
Objective: The district will provide direction and support for school-based Professional Learning Communities as a forum for collegial learning and sharing.
Objective: The district will provide continuing and sustained professional development activities through the district and by approved professional development providers to support continuing, effective and relevant staff development programs.
Objective: The district will review and revise content area curriculum guides to reflect the inclusion of 21st century workplace skills.
Objective: The district will encourage that Professional Improvement Plans for all staff members include the individualized development of skills necessary to infuse technology into daily practices.
Objective: The district will ensure staff members instruct students in the use of safe and ethical computer/Internet usage through professional development training on same.
Objective: The district will maintain technology resource website to provide increased classroom-based access to technology of all staff members.

Infrastructure
Goal: The district will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology.
Objective: The district will support and maintain LANs/WAN for both hardware and software.
Objective: The district will increase bandwidth to support mobile computing initiatives to assure all users "stay connected."
Objective: The district will support "managed wireless" access at all school locations.
Objective: The district will purchase and deploy multimedia computers, tablets, laptops, and peripheral devices for staff/student use.
Objective: The district will provide Internet access for staff/student use.

Objective: The district will implement technology-related security upgrades which support a more security learning environment for staff, students, and community members using our facilities (cameras, swipe card entry, etc.)
Objective: The district will offer professional development training on technology tools: LCD projectors, interactive white boards, tablet devices, and other peripherals to all staff members.

Goal: Use technology to provide improved record keeping and assessment.
Objective: District will continue to implement the district data management system and use the Report Manager on the Holmes District website that track student progress towards standards mastery.
Objective: District will provide a web-based classroom management system that is accessible to administrators, teachers, students and parents.
Objective: Utilize FOCUS System that features a **s**tandards-based grade book that reports to students and parents.
Objective: Pre-populate student information for parents to verify, change, and/or delete.
Objective: Identify platform for online report card and develop Florida Standards report card.

Goal: A technology infrastructure will be established and maintained to support the district's instructional and administrative goals.
Objective: District locations will have appropriate hardware/software to support district learning and administrative goals.
Strategy/Activity

- Installation and maintenance of fiber throughout the district
- High speed connectivity that supports instructional and administrative needs
- Stakeholders' access to technical Support via an Online Tech Request System
- Updated security, back up, and disaster recovery plans
- Continued IT training for Supervisor of Technology, Network Administrator and IT team
- Evaluate, plan, and budget for new and replacement infrastructure and learning hardware and software
- Maintain current district hardware and software licenses
- Maintenance of appropriate memory/capacity of district hardware/software
- Increase the use of Cloud Computing as appropriate
- Support Blended Learning Environments will be supported by IT as appropriate

Goal: Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings, such as community centers.
Objective: The district will add and/or replace computer hardware in all buildings to provide easy access for all users.
Objective: The district will expand hardware deployment to include not only multimedia computers with Internet access in classrooms but also tablet devices, laptops, etc., in order to meet the demands of online testing.
Objective: The district will upgrade operating systems and/or replace devices that do not meet minimum operating specifications are recommended by FSA.
Objective: The district will support and expand LANs/WAN.

Objective: The district will evolve and expand "Bring Your Own Device" at secondary level.
Objective: The district will maintain a hardware/software inventory that is easily accessible and up to date.
Objective: The district will move towards implementation of devices, such as Apple TV, to provide access to additional resources beyond the textbook.
Objective: The district will introduce varied platforms—Windows-based, Mac-based, Android-based—as needs are identified to support an ever-evolving, technology-rich environment.
Objective: The district will support policies for student/staff computer and Internet use.
Objective: The district will maintain records regarding student notification and permissions regarding the use of student's personal information on school-based Websites.
Objective: The district will provide resources for students, parents and staff regarding web-based information, such as acceptable websites, community/ school websites and/or websites that enhance or support curriculum goals.
Objective: The district will support web-based tutorial and learning programs, which provide necessary assessment, challenge, and remediation opportunities for all students regardless of ability.
Objective: The district will investigate grant opportunities available to fund programs, which provide additional, school supported "off-hour" access to our district's technology to increase family/municipal/community involvement and increase student achievement.
Objective: The district will support and expand our district website to include more involvement by individual schools and teachers to provide more informational items, such as daily homework, projects, and long-term assignments.

STEP 3 – Strategy Setting:

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

Examples of Strategies:

EXAMPLES			
Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	• Purchase Instructional Materials in digital format	50% of purchases in 2015-16
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best	• Fully implement system across nine components • Integrate instructional	2015 and ongoing

	education for each student.	materials into system	
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	• Bandwidth amount • Wireless access for all classrooms	2014-2019

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Highest Student Achievement in English Language Arts	• Review of Assessment Data to Determine Trends, Strengths and Needs • Development of Access Plan to Ensure the Availability of Technology	• Ensuring the Purchase of Instructional Materials in Digital Formats	2015 and ongoing
Highest Student Achievement in Mathematics	• Review of Assessment Data to Determine Trends, Strengths and Needs • Development of Access Plan to Ensure the Availability of Technology	• Ensuring the Purchase of Instructional Materials in Digital Formats	2015 and ongoing
Highest Student Achievement in Science	• Review of Assessment Data to Determine Trends, Strengths and Needs • Development of Access Plan to	• Ensuring the Purchase of Instructional Materials in Digital Formats	2015 and ongoing

	Ensure the Availability of Technology		
Highest Student Achievement in Social Studies	• Review of Assessment Data to Determine Trends, Strengths and Needs • Development of Access Plan to Ensure the Availability of Technology	• Ensuring the Purchase of Instructional Materials in Digital Formats	2015 and ongoing
Seamless Technology Integration	• Install Adequate Infrastructure • Acquisition of Tablets and HP Streams	• Wireless Access Across the District • Bandwidth Amounts	2015 and ongoing
Teacher Acquisition of Skills and Knowledge Necessary to Effectively use Educational Technology	• Utilize Site Based Professional Learning Communities • District will Provide Continuous and Sustained Professional Development	• Integration of Instructional Materials into Systems	2015 and ongoing

In addition, if the district participates in federal technology initiatives and grant programs, please describe below a plan for meeting requirements of such initiatives and grant programs.

We know that simply adding technology to a learning environment does not ensure that it will be integrated effectively. We believe that the use of technology in the curriculum should support higher-level learning, problem solving and critical thinking skills and directly support the student's mastery of Florida Standards and NGSS standards across all content areas. Holmes District uses FOCUS as a data management/reporting system for the classroom, the reporting functions of other software programs used in the district, and the district's data warehouse where teachers and principals can access and generate additional reports.
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. This 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 2015-2016 school year through the 2017-2018 school year.

Planning for high performance learning begins by focusing on student learning. Florida Standards must be aligned with student technology standards. The Holmes District Technology Plan supports the district's curriculum goals.

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

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

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

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

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

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

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

A) Student Performance Outcomes

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

EXAMPLES			
A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.1	Increase percent of fourth grade mathematics students performing at Sunshine Elementary school.	45%	48%
III.A.2	Improve graduation rates at Sandy Shores High school.	78%	80%

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.	Use virtual classes to expand educational offerings that are not otherwise available to a district of our size.	28%	80%
III.A.4.	Use virtual classes to offer remediation and credit recovery opportunities.	19%	75%
III.A.5.	Improve district wide graduation rates.	78%	85%
III.A.6.	Improve FSA ELA scores district wide.	44%	75%
III.A.7.	Improve FSA Math scores district wide.	41%	75%

B) Digital Learning and Technology Infrastructure

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

Implementation Plan for B) Digital Learning and Technology Infrastructure:

EXAMPLES					
B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.X.	Purchase and implement wireless access points	May 2015	$4,000	All fourth grade classes at Sunshine Elementary school.	II.B.7
III.B.X.	Purchase and implement 100 new student laptop devices	February 2015	$6,000	All fourth grade classes at Sunshine Elementary school.	II.B.3

B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	Purchase and implement wireless access points, switches, and licenses	June 2016	$40,000.00	District Wide	II.B.7
III.B.2.	Purchase Storage	June 2016	$15,000.00	District Wide	II.B.7
III.B.3.	Purchase Servers	June 2016	$17,000.00	3 Schools	II.B.7
III.B.4.	Purchase Bandwidth Monitor	June 2016	$5,070.00	1 School	II.B.6
III.B.5	Purchase Cabling for Infrastructure	June 2016	$12,000.00	District Wide	II.B.7
III.B.6.	Integrate 7 sets of HP Streams (25 per school) and 7 charging carts	June 2016	$57,000.00	District Wide	II.B.3 II.B.4 II.B.5

					II.B.6 II.B.7
III.B.7.	Integrate 4 sets of iPads (15 per school) and 4 charging carts	June 2016	$24,000.00	District Wide	II.B.3 II.B.4 II.B.5 II.B.6 II.B.7

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

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

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

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.

B. **Infrastructure Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1. Invoice from the purchase of wireless access points, switches, cabling and licenses	Determine the percentage of coverage	100% of coverage in all classrooms
III.B.2. Invoice from the purchase of storage	Ensure the smooth operation of online assessments, virtual classroom and streaming video	Gather feedback for teachers and staff about their online experiences
III.B.3. Invoice from the purchase of servers	Ensure the smooth operation of online assessments, virtual classroom and streaming video	Gather feedback from teachers and staff about their online experiences
III.B.4. Invoice from	Ensure the smooth operation of online assessments, virtual	Gather feedback from teachers and staff about their online experiences

the purchase bandwidth montior	classroom and streaming video	
III.B.5 Invoice from the purchase of cabling for infrastructure hardware	Ensure the smooth operation of online assessments, virtual classroom and streaming video	Gather feedback from teachers and staff about their online experiences
III.B.6 Invoice from the purchase of the HP streams and charging cart	Verifying that equipment was received and payment was made	HP Streams are placed in each school and are being used by students and teachers to deliver instruction
III.B.7 Invoice from the purchase of the iPads and charging carts	Verifying that equipment was received and payment was made	iPads are placed in each school and are being used by students and teachers to deliver instruction

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, ss.1011.62(12)(b), F.S., requires districts to submit a third-party evaluation of the results of the district's technology inventory and infrastructure needs. Please describe the process used for the evaluation and submit the evaluation results with the DCP.

C) Professional Development

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

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

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

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

Holmes District Schools Master In-service Plan can be located at http://www.paec.org/mip.pdf on PAEC's website

Implementation Plan for C) Professional Development:

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

EXAMPLES					
C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.X.	X# high school teachers participate in professional development aligned with MIP.	May 2015	$X	Sandy Shores High School	II.C.1.
III.C.X.	X# teachers participate in book study and lesson studies on digital learning	May 2015	$X	Sandy Shores High School	II.C.2.

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	20 teachers who facilitate our virtual and remedial course will participate in professional development aligned with MIP.	June 2016	$3000.00	District Wide	II.C.4(D)
III.C.2.	Content area/grade level teachers will be given release time to observe in highly effective digital classrooms.	June 2016	$5000.00	District Wide	II.C.1 II.C.2
III.C.3.	Content area /grade level teachers will be given release time to plan and collaborate to develop lessons incorporating technology.	June 2016	$2500.00	District Wide	II.C.1 II.C.2

III.C.4.	20 teachers who participate in Schoology-Intel On-line Training	June 2016	$4000.00	District Wide	II.C.3(D) II.C.4(D)
III.C.5	Content area/grade level teachers will be given training for Performance Matters	June 2016	$10,000.00	District Wide	II.C.3(D) II.C.4(D)
II.C.6	2 teachers from each school, and 1 district administrator and 2 technology directors will attend the FETC conference	June 2016	$15,000.00	District Wide	II.C.3(D) II.C.4(D)

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

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

Evaluation and Success Criteria for 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. Invoice from Edgenuity Training	Verification of Edgenutiy teachers in attendance at training	Virtual and remedial course are being used in the district
III.C.2. Sign-in Sheets Record of Substitutes for teachers at training	Verification of attendance on site visit	Record of collaboration with teachers on visit and at site school
III.C.3.	Evaluation of lesson plans and	Lesson Plan objectives were met

Sign-in Sheet Record of Substitutes for teachers at training	lessons taught	
III.C.4. Attendance Record and Completion Record of On-line Schoology-Intel Training	Verification of completion and observation of lesson(s) taught with lesson plan	Lesson Plan objectives were met
III.C.5 Sign-in Sheet Record of Substitutes for teachers at training	Verification of use of program through district	Evidence of data driven lesson planning of core teachers
III.C.6 Attendance Record and Completion Record of Professional Development Follow-Up	Verification of sharing new ideas and resources at faculty meeting	Use of new ideas and resources imbedded in lesson plans

D) Digital Tools

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

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

Implementation Plan for D) Digital Tools:

EXAMPLES					
D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.X.	Integrate X sets of instructional materials into the digital tools system	September 2014	$X	Sunshine Elementary school	II.D.2 (S)
III.D.X.	Offer X additional CAPE digital tool certifications from approved list	2014-15	$X	Sandy Shores High School	II.D.1 (D)

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	Purchase online courses for Holmes Virtual School Program and Holmes Credit Recovery.	June 2016	$32,000.00	District Wide	II.D.2(S)
III.D.2.	Purchase Performance Matter for all schools	June 2016	$20,400.00	District Wide	II.D.1(S) II.D.3(S) II.D.3(T) II.D.5(T)
III.D.3.	Integrate Aerospace Career Academy at 4 high schools	June 2016	$12,618.00	4 schools	II.D.2.(S)
III.D.4.	Purchase 35 printers and 49 LCD projectors	June 2016	$14,700.00	District Wide	II.D.1.(IM) II.D.2.(IM) II.D.5(IM)
III.D.5.	Purchase 20 document cameras	June 2016	$4000.00	4 schools	II.D.4(IM)
III.D.6.	Integrate Footsteps2Brilliance in 1 elementary school pilot	June 2016	$5,000.00	1 school	II.D.3(S) II.D.5(S)

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

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

Evaluation and Success Criteria for D) Digital Tools:

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

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1. Invoice verifying that licensing was received	Verifying that virtual and remedial courses were received and payment was made.	Virtual and remedial courses are being used in all high schools in the district.
III.D.2. Invoice verifying that licensing was received	Verifying that program was received, inservice was held and payment was made.	Performance Matters is being used by administrators and classroom teachers to track student data and plan for instruction accordingly
III.D.3. Invoice verifying that Aerospace Career Academy was purchased for four high schools	Verifying that three high schools are offering the Aerospace Career Center and payment was made.	Aerospace Career Center program is being used in three high schools in the district.
III.D.4. Invoice from the purchase of the printers and projectors	Verifying that equipment was received and payment was made	Printers and projectors are placed in each school and are being used by students and teachers to deliver instruction
III.D.5. Invoice from the purchase of the	Verifying that equipment was received and payment was made	Document cameras are placed in each school and are being used by students and teachers to deliver instruction

document cameras		
III.D.6. Invoice verifying that licensing was received	Verifying that virtual product was received and payment was made.	Program is being used in one elementary pilot school.

E) Online Assessments

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

Implementation Plan for E) Online Assessments:

EXAMPLES					
E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.X.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	September 2014	$X	Sandy Shores High School	II.E.1
III.E.X.	Purchase 100 additional student devices for assessments	February 2015	$X	Sandy Shores High School	II.E.1 and II.E.2

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

III.E.3.					
III.E.4					

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

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

Evaluation and Success Criteria for E) Online Assessments:

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

E. **Online Assessment Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.		
E.2		