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:

I.1 District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:

- The digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in ss.1011.62(12)(b), F.S.;
- Development of partnerships with community, business and industry; and
- Integration of technology in all areas of the curriculum, English for Speakers of Other Languages (ESOL) and special needs including students with disabilities.

Response: The District has developed this plan taking in many of the stake holder's feedback as possible. The District Leadership Team consists of the Superintendent, Deputy Superintendent, Directors of Finance, Secondary Curriculum, Elementary Curriculum, Professional Development, Exceptional Education, Management Information Systems, Student Services and Federal Programs. Additional members include Manager of Technology, two Technology Resource Teachers, MTSS program specialist and Community Relations Manager. The Project Manager for the District's digital conversion "Digital Jackson- Students and Teachers Achieving with Technology" has built a systems approach

to involving the District Leadership Team, community, businesses and parents in the development of the Digital Classrooms Plan. Digital Jackson will support all areas of curriculum by bridging the digital divide in the classrooms, supporting resources that support all subgroups of students and providing resources to teachers to infuse and transform the instructional methods using technology.

Title/Role	**Name:**	**Email:**	**Phone:**
Information Technology District Contact	Jennifer See Elizabeth Walden	Jennifer.see@jcsb.org Elizabeth.walden@jcsb.org	850-482-1200 Ext. 211 and 335
Curriculum District Contact	Jennifer See- Secondary Carolyn Pilcher- Elementary Shawn Larkin- ESE Cathi Addison- Secondary Reading Sheryl Brock- Elementary Reading Missy Rogers- Secondary Math Michael Kilts- Federal Programs	Jennifer.see@jcsb.org Carolyn.pilcher@jcsb.org Shawn.larkin@jcsb.org Cathi.addison@jcsb.org Sheryl.brock@jcsb.org Missy.rogers@jcsb.org Michael.kilts@jcsb.org	850-482-1200
Instructional District Contact	Cheryl McDaniel- Deputy Superintendent	Cheryl.mcdaniel@jcsb.org	850-482-1200 ext. 283
Assessment District Contact	Shirl Williams- Student Services	Shirl.williams@jcsb.org	850-482-1200 ext. 216
Finance District Contact	Kathy Sneads	Kathy.sneads@jcsb.org	850-482-1200 ext. 257
District Leadership Contact	Michael Kilts- Project Manager for Digital Jackson	Michael.kilts@jcsb.org	850-482-1200 ext. 223

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.

Response: The District took a systems approach starting this process over a two years ago by attending a 1:1 Initiative Conference in September of 2013. This conference ignited Digital Jackson- Students and Teachers Achieving with Technology. The District Leadership Team and School Principal's started a book study of "Every Child, Every Day." This book gave the District insight into the needs of implementing a 1:1 initiative. The Project Manager infused Digital Jackson into the District's current dissemination plan. Information on the initiative has been delivered to over 100,000 individuals in the regional area. Digital Jackson has been featured on three television stations multiple times, print media, radio media, appeared in the District Parent Resource Calendar distributed to every student and parent in the District, discussed at three District Parent Advisory Council Meetings, eight Title I Annual Meetings, countless School Advisory Council Meetings, presented at State Conferences for FAMIS, FAEDS and FASFEPA, and discussed during every Board Meeting since November 2013. The District participates annually in the Jackson County Chamber of Commerce's First Friday Breakfast. Over 100 business and community leaders attended our meeting to discuss Digital Jackson. All of these meetings and discussions have supported the development and completion of this plan in a direct and indirect capacity.

Resource obtainment is always reviewed to ensure it supports all groups of students, or specific groups that need additional support, such as students with disabilities or ESOL students. Digital Jackson will be the transformative initiative that will fully integrate technology into the classroom instructional methodology.

The District hired two resource teachers to develop and implement professional development on integrating technology into the instructional day, how that infusion should look in the classroom, what administrators should see in the classroom, detailed trainings on products used in the classroom to support instruction such as OneNote. The devices have been used with all groups of students with specific programs on the device to support ESOL and students with disabilities.

The District held seven (7) parent night's during August 2015 on Digital Jackson and the use of funds for the Digital Classrooms plan and the use of technology in the classroom. These meeting brought in over 1000 parents and students to learn about Digital Jackson. These events were a huge success for our small community.

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

Response: The District partnered with PAEC during the Spring of 2014 and Summer of 2015 to implement 5 courses on integrating technology in the classroom using Intel Teach America elements and the Technology Integration elements from USF. This was expanded to providing detailed classes in July 2015 on specific programs to use in the classroom to support technology integration such as OneNote, Online Applications, Streaming Video Services, MovieMaker, and Kahoot. The two technology resource teachers dedicate 3 days a week to training and mentoring teachers in the classroom and after-school on integrating

technology in the classroom. Many schools are using professional learning communities to discuss and collaborate on technology usage in the classroom.

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.

Response: The Director of Students Services, the Director of Exceptional Student Education and the MTSS program specialist work together to develop and implement a meaningful system of supports for students. Each school has a MTSS Team that provides services at the school level. The District is revamping its data analysis process to support the improvement of its schools incorporating student achievement data and early warning signs data. Digital Jackson will play a key role in the MTSS process as improving student achievement, and student engagement will decrease negative behaviors from early warning signs. Attendance will improve, suspensions will decrease and retentions will decrease as a result of the full integration of technology into the classroom.

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	**Multiple Policies are related to student safety, security and privacy**	**http://esb.jcsb.org/com/browse.aspx** **Board Policy 3.50: Public Information and Inspection of Records** **Board Policy 5.70: Student Records** **Board Policy 8.70: Management Information Systems**	**3.50- 2010** **5.70- 2003** **8.70- 2003**
District teacher evaluation components relating to technology (if applicable)	**Marzano Model is the adopted model for the District**	**Domain 1: Student Engagement** **Domain 2: Planning and preparing for Use of Technology**	**2012**
BYOD (Bring Your Own Device) Policy	**Policy currently in place prohibits a BYOD initiative. A revision request has been made to change this prohibition.**	**Board Policy 5.37:**	
Policy for refresh of devices (student and teachers)	**District Technology Plan- Acquisition Section 5**	**http://images.pcmac.org/Uploads/JacksonCountySB/JacksonCountySB/Divisions/DocumentsCategories/Documents/Tech%20Plan%202015.pdf**	**2011**
Acceptable/Responsible Use policy (student, teachers, admin)	**Use of internet policy, with Acceptable Use Policy**	**Board Policy 8.60 Telecommunication Plan and Electronic Communication Use** **JC-067 Form is completed by each student**	**Board Policy Adopted 2003** **AUP**

	and Signature of form required for each student and is notarized		**Updated Summer 2012**
Master Inservice Plan (MIP) technology components	**Integration of technology is a part of the plan- Several Courses available**	**http://board.jcsb.org/attachments/19f95f89-8e74-4ebd-98da-b70db21ac948.pdf**	**August 2015**
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
B) Digital Learning and Technology Infrastructure
C) Professional Development
D) Digital Tools
E) Online Assessments

- **Highest Student Achievement**

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

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

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

A. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.1.	ELA Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.2.	Math Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.3.	Science Student Achievement – 5th and 8th Grade	71%	83 %	2019-2020
II.A.4.	Science Student Achievement – Biology	75%	90 %	2019-2020
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	70.2%	82.0 %	2019-2020
II.A.10.	Acceleration Success Rate	92%	95 %	2019-2020
A. Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.11. (D)				
II.A.12. (D)				
II.A.13. (D)				
II.A.14. (D)				

- **Quality Efficient Services**

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

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

B. **Infrastructure Needs Analysis (Required)**		**Baseline from 2014**	**Actual from Spring 2015**	**Target**	**Date for Target to be Achieved** ***(year)***	**Gap to be addressed** ***(Actual minus Target)***
II.B.1.	Student to Computer Device Ratio	4:1	3:1	1:1	2016-2017	3:1
II.B.2.	Count of student instructional desktop computers meeting specifications	1,518	1,653	1040	2016-2017	No Gap
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	541	613	600	2014-2015	No Gap
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	0	NA	NA
II.B.5.	Count of student large screen tablets meeting specifications	168	2545	6589	2016-2017	6421
II.B.6.	Percent of schools meeting recommended bandwidth standard	0%	100%	100%	2015-2016	100%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	100%	2014-2015	0%

B. Infrastructure Needs Analysis (Required)		Baseline from 2014	Actual from Spring 2015	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
II.B.8.	District completion and submission of security assessment *	N/A	N/A	N/A	N/A	N/A
II.B.9.	District support of browsers in the last two versions	N/A	Yes	Yes	2015-2016	No Gap

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: 29% Adoption: 35% Adaption: 23% Infusion: 7% Transform: 6%	Entry: 5% Adoption: 5% Adaption: 5% Infusion: 70% Transform: 15%	2019-2020
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 0% Adoption: 0% Adaption: 0% Infusion: 0% Transform: 0%	Entry: 5% Adoption: 10% Adaption: 20% Infusion: 55% Transform: 10%	2019-2020

C. Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.3. (D)	Number of Teachers Completing Digital Jackson Training Modules	0% (2013)	100%	2016-2017
II.C.4. (D)	Number of Teachers Utilizing Technology Resource Teachers to Model Strategies in the Classroom	0% (2013)	80%	2019-2020

- **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.

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

D. **Digital Tools Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved *(year)***
	Student Access and Utilization (S)	**% of student access**	**% of student utilization**	**% of student access**	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100%	0%	100%	2015-2016
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100%	100%	100%	2015-2016
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100%	100%	100%	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.	100%	0%	100%	2015-2016
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100%	100%	100%	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%	100%	100%	2015-2016
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	100%	100%	2015-2016
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	100%	100%	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.	100%	100%	100%	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%	100%	100%	2015-2016
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and	100%	0%	100%	2015-2016

	instructional resources to provide new ways of viewing and analyzing data.				
II.D.7. (T)	A system that houses documents, videos and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	100%	0%	100%	2015-2016
II.D.8. (T)	A system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents and district administrators to use data to inform instruction and operational practices.	100%	100%	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.	100%	100%	100%	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.	100%	NA%	100%	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)	75%	95 %	2016-2017
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	50%	95%	2019-2020
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	60%	95%	2019-2020
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100%	100%	2015-2016
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	100%	100 %	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.]	100%	100%	2015-2016
D. **Digital Tools Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.D.7. (IM)				
II.D.8. (IM)				
II.D.9. (IM)				

- **Quality Efficient Services**

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

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

E. **Online Assessments Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved *(year)***
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	4183	5000	2016-2017
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	83%	100%	2016-2017
E. Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.E.3. (D)				
II.E.4. (D)				
II.E.5. (D)				

STEP 2 – Goal Setting:

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:

Develop a systems approach to improve student achievement, increase access and success of acceleration options, improve teacher effectiveness, improve curriculum, improve digital resource availability and proper use, improve administrator effectiveness and align and coordinate resources with fiduciary conservatism using Digital Jackson- Students and Teachers Achieving with Technology (DJ-STAT) as the cornerstone of meeting the District's Vision of "Building a Better Community…One Student at a Time."

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 education for each student.	• Fully implement system across nine components • Integrate instructional materials into system	2014 and ongoing
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**
DJ-STAT	Implement a 1:1 Environment	Computer Inventory Report- Spring 2016 and Spring 2017	January 2015- K-3 August 2015- 4-8 August 2016- 9-12
DJ-STAT	Technology Resource Teachers for each school (Amended from 2014)	School and District Staffing Plans Professional Development Plan Payroll	August 2016
DJ-STAT	Administrator Technology Training	PAEC Leadership Marzano Training FASA Training	June 2016

DJ-STAT	Realignment of Resources for Fiduciary Conservatism	Use of Digital Classrooms funds, RTTT PD Funds, Title I, Title II, Title VI, Local Half-Cent Sales Tax, Instructional Materials and Supplies	June 2016
DJ-STAT	Infuse Technology Integration Matrix as a tool to support teachers with Professional Development and Individual Goal Setting in Marzano's Framework to improve teacher effectiveness and positively impact student achievement	Technology Resource Teachers Training Logs, Administrator Training Logs, Student Achievement Results, Graduation Rate, Teacher Effectiveness Results	June 2019
DJ-STAT	Utilize resources currently available and through realignment to build effective curriculums in digital format to support improved integration of technology into the instructional day positively impacting student achievement and teacher effectiveness.	Student Achievement Results, Graduation Rate, Teacher Effectiveness Results, Technology Resource Teachers time and effort, Curriculum Resource Teachers time and effort, purchases of digital content, access to digital content.	June 2019
DJ-STAT	Improve access and success rates of acceleration options (Dual Enrollment, AP). Improve technology industry certification programs through a detailed analysis of	Business survey results, Regional needs analysis from Chipola Workforce Board, industry certification offerings in technology	June 2019

	business needs in the region and develop and curriculum track.		

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.

The District utilizes its E-Rate funds to provide internet access and infrastructure support. Title I, Title II and Title VI federal entitlement programs support professional development for teachers and curriculum resource teachers to assist in integrating technology into the instructional day.

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

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

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

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

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

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

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

A) Student Performance Outcomes

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

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 (2015)**	**Target**
III.A.3.	Increase the percent of K-2 students performing in the 50th percentile or higher on Stanford 10 in reading.	49%	54%
III.A.4.	Increase the percent of K-2 students performing in the 50th percentile or higher on Stanford 10 in mathematics.	59%	63%
III.A.5.	3rd-8th grade students will outperform the state average on FSA ELA.	>1%	>1%
III.A.6.	3rd- 8th grade students will outperform the state average on FSA mathematics.	>1%	>1%
III.A.7.			

K-8 results will only be considered this school year because Digital Jackson- Students and Teachers Achieving with Technology is only active in grades K-8. Next school year the District will be implementing in grades K-12. All student achievement results will be measured at that time.

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 2530 tablet devices for grades 4-8	August 2015	1,389,000	10 Elementary, Combination, and Middle School 4-8 students	II.B.1.
III.B.2.	Purchase additional charging adapters for classrooms	August 2015	9,000	10 Elementary, Combination, and Middle School 4-8	II.B.1.

				students	

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**
Overage for yearly cost of 2530 devices	Instructional Materials and Supplies; Half-Cent Sales Tax; General Fund
Purchase 233 4-8 Teacher Tablets	Race to the Top

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.	Staff and Contract overseen by Digital Jackson Project Manager, Superintendent and Director of Management Information Systems.	Support from CDI firm and JCSB staff meeting August 31, 2015 deadline for delivering computers to students.
III.B.2.	Staff and Contract overseen by Digital Jackson Project Manager, Superintendent and Director of Management Information Systems.	Setup of additional charging areas for student devices completed by August 31, 2015.
III.B.3.		
III.B.4.		

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

The District is using the technology resource survey as its third-party review of inventory and infrastructure. The data is attached.

C) Professional Development

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

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

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

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

Implementation Plan for C) Professional Development:

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

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.					
III.C.2.					
III.C.3.					
III.C.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**
Technology Resource Teacher Development (PLC) for Technology Integration	Professional Development Grant/Title II, Title I and Title VI, Resources from PAEC and Intel Teach Elements
Administrator Technology Training (PLC)	Title II and local resources with Florida Association of School Administrators and PAEC.

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.	PLC for Technology Resource teachers and administrator technology training is embedded in teacher/administrator evaluation, ePDC follow-up for teachers and survey data	Teacher evaluation of PD from resource teachers (ePDC and survey data); teacher evaluation effectiveness ratings
III.C.2.		
III.C.3.		
III.C.4.		

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.					
III.D.2.					
III.D.3.					
III.D.4.					

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

Brief description of other activities	**Other funding source**
ELA Curriculum Adoption for 2015-2016 was adopted in Digital Format for K-8th grades	Instructional Materials and Supplies 75% set-aside.
GRID Digital Video Repository and Curriculum development for teachers	Title I
Think Through Math- Digital Curriculum for Grades 3-Algebra 2	Title I and Title VI
Open Court- Phonics Program Upgraded to Digital Content and blended with print materials	Title I
Lexia Reading- Online intensive curriculum for reading instruction (ESE and Tier II MTSS support)	Title I and IDEA
Digital Book Depository with Jackson County Library System	Free resources with library card
Accelerated Reader 360- Digital Content for reading and video streaming services for strategies in the classroom	Instructional Materials and Supplies 75% set-aside

Evaluation and Success Criteria for D) Digital Tools:

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

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

E) Online Assessments

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

Implementation Plan for E) Online Assessments:

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
E-Rate application for increased bandwidth by laying fiber optic cable- $1,500,000	E-Rate and District Resources
FOCUS	Provides digital assessment development in student learning system. Local resources.

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.		