

Jefferson County School District

DIGITAL CLASSROOM PLAN

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JEFFERSON COUNTY SCHOOLS DISTRICT DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to provide a perspective on what the district considers being vital and critically important in relation to digital learning implementation, the improvement of student performance outcomes, and how this progress will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by s.1011.62(12)(b), F.S.

Part I. OVERVIEW

1.1 District Mission and Vision statements –

The Mission of Jefferson County Schools is to ensure a safe, academically challenging environment that will provide college and career readiness opportunities for all students to become productive citizens in the 21st century.

We will accomplish this vision by creating a technological environment that allows all learners equal access to interact and collaborate successfully. We believe that the use of technology as a part of the curriculum should focus on supporting higher-level learning, problem solving, critical thinking skills, and collaboration.

Jefferson County School District has identified eight long-term goals for integrating technology into all aspects of the educational system. These goals will guide the technology planning process and the implementation of the plan.

These goals are:

1. Increase access to technology for all stakeholders in Jefferson County School District
2. Total integration of technology into the curriculum aligned with the Florida Standards (FS) (content and performance standards).
3. Improve current technology to further automate departmental paperwork and processes across the district to improve efficiency and increase productivity
4. Provide ongoing staff development for the implementation and utilization of technology.
5. Improve collaboration and communication with and between the School Board administration, teachers, staff, students, parents, and the community.
6. Improve and maintain district standards for infrastructure, and procurement of hardware, software, and infrastructure. Develop a district plan that provides guidelines for upgrades and maintenance.
7. Identify the resources necessary to implement the technology plan.
8. Establish an ongoing process to evaluate the effectiveness of the technology plan.

Jefferson County School District's Strategic Plan. Implementation of the core strategies; i.e.; training, access, effective use, and continual technological growth correlate to the technology plan as indicated:

- High quality, standards-based instructional program which correlates to the curriculum and effective, research- based methods as components of the plan.
- High quality staff which correlates to the professional development component of the plan.
- Safe and healthy learning environment which correlates to the infrastructure, hardware, technical support, and software component of the plan.
- Effective communication and outreach which correlates to effective collaboration strategies and monitoring and evaluation components of the plan.
- Managing fiscal resources which correlate to the funding and budget component of the plan.

Jefferson County School District believes that an ongoing commitment to current technology is an integral component of an educational process designed to:

- Prepare students to become competent lifelong learners.
- Improve student critical thinking, problem solving and decision making skills.
- Help students work ethically, independently, and collaboratively within a global environment.
- Enhance the learning environment to meet curricular needs across all subjects and grade levels.
- Improve equity and access to information, learning tools, and communication for all members of the learning community.
- Improve instructional strategies to increase student achievement regardless of ethnicity, socio-economic status, learning styles, or abilities.
- Accurately and efficiently assess, monitor, and communicate student progress.
- Improve communications among parents, students, teachers, and community.
- Provide teachers with consistent and high quality professional development opportunities that will allow them to become highly skilled at integrating technology into their curriculum.

The Vision of Jefferson County Schools is to be an educational system that prepares all students and stakeholders for a successful future.

The use of technology plays a key role in this vision. JCSD strives to:

- Make technology a part of learning activities: Technology is most effective when integrated as one component into learning environments and used as a tool for active construction of knowledge and skills by students. It should promote higher levels of critical and creative thinking and problem solving. In addition, computer devices need to be in classrooms and other locations where students and teachers have easy access throughout the day.
- Provide ongoing staff and curriculum development: Intensive staff and curriculum development are critical to realize the potential of new learning technologies. An ongoing update of technology plans and staff skills will be needed.
- Promote the location and use of information to solve problems: Effective use of and improved access to technology are factors in the rapid expansion of knowledge today. Therefore, the ability to find and use information to solve meaningful problems is an essential outcome of education for today and tomorrow. Technology will enable schools, teachers, parents, and citizens to change toward helping people "learn how to learn" on a life-long basis.
- Accommodate individual learning styles for all students: Restructuring of information into interactive multimedia provides assistance to learn with individual styles and paces customized to our needs. It allows us to present and understand information using text, images, and sound to overcome traditional learning difficulties.
- Facilitate communication and teamwork: Computer networks can facilitate student, teacher, and family communication and promote teamwork through voicemail, electronic mail, electronic bulletin board systems, file-sharing, and database sharing.

To achieve our vision for technology, we will focus on several projects:

1. Student computing – We will ensure that every student has access to a computing device when they need it with devices and policies differentiated by level and learner needs, to ensure access to information, increased collaboration, and multiple forms of student expression of learning.
2. Staff computing – We will provide all staff with the appropriate technology needed for high quality planning, instruction, and data use, as well as collaborative learning, including mobile computing for teachers and school administrators.
3. School learning spaces – We will create learning spaces that work for individual, small group, and large group instruction, and equip them with the right technology for collaborative projects and creative problem solving.
4. Networks and servers – We will upgrade our networks and servers so that students and staff can access resources when and where they need them.
5. Student information systems – We will improve our student data systems to help students and staff tailor learning based on students' strengths and needs.
6. Professional learning for staff – We will implement ongoing, relevant, and collaborative professional learning for staff around instructional technology.
7. Support for all – We will provide students, staff, and families with high-quality technical support and strategies for authentic engagement.

The plan includes deliberate preparation, implementation, and monitoring phases to ensure each project's success. By phasing in projects strategically over time, we can learn from each other and from emerging best practices, build on our successes, spread out up-front costs, and address key challenges that arise. We will also track implementation metrics so we know how the plan is serving our students, staff, and families. Thoughtful and innovative use of technology is a key tool for our district as we stay focused on providing the very best instruction to every student.

District Profile –

Jefferson County School District is located in Jefferson County Florida. Jefferson County is a rural county with a population of approximately 14,439 residents. The small population density negates competition to provide Internet access, many areas have very limited or no access to the Internet. The school system has had a declining enrollment, falling from 1,575 in 2002 to less than 830 in 2015-16. The school system consists of four brick and mortar schools, Jefferson Elementary (pk-5), Jefferson County Middle/High School (6-12), Turning Point, and Jefferson County Adult School (Adults). The County has 61% white, 36% Black and 3% Hispanic and other.

1.3 District Team Profile -

Title/Role	Name:	Email/Phone:
Director, Technical Support Services	Tom Vogelgesang	Tom.Vogelgesang@jeffersonschooldistrict.org 850-342-0100
District Communications Director	Kimberli Perry	Kimberli.perry@jeffersonschooldistrict.org 850-342-0100
Chief Financial Officer	Robert Lloyd	Robert.Lloyd@jeffersonschooldistrict.org 850-342-0100
Superintendent	Al Cooksey	Al.Cooksey@jeffersonschooldistrict.org 850-342-0100
Jefferson Elementary Principal	Elijah Key	Elijah.Key@jeffersonschooldistrict.org 850-342-0115
Jefferson Elementary Assistant Principal	Elizabeth DeCardenas	Elizabeth.DeCardenas@jeffersonschooldistrict.org 850-342-0115
Jefferson Middle/High Interim Principal	Benny Bolden	Benny.Bolden@jeffersonschooldistrict.org 850-997-3555
Turning Point Principal	Nancy Whitty	Nancy.Whitty@jeffersonschooldistrict.org 850-342-0100
Federal Grants Specialist	Tammy McGriff	Tammy.McGriff@jeffersonschooldistrict.org 850-342-0100
MTSS	Tanisha Barnhart	Tanisha.Barnhart@jeffersonschooldistrict.org 850-342-0100

1.2 Planning Process

The committee was formed to include stakeholders in the process of determining the direction and purpose of technology in the District. Using information from School Improvement Plans, surveys, and known challenges to technology integration in the learning and administrative arena. Targets for student performance gains were established. Establishing a base of “where we are” was a priority for the committee. With the targets in place strategies were created to achieve these goals. Core activities necessary to reach the goals were decided upon, the activities were prioritized and an implementation plan was created.

Jefferson County School 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. 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 as necessary. Child Study Teams identify assistive technology needs on a case-by-case basis.

1.3 Technology Integration Matrix (TIM) – The TIM was introduced to Leadership, Principals and teachers in 2014-15 school year. Teachers were asked to complete the Technology Use and Perception Survey and results were evaluated. The Director of Technology attended training in the summer of 2015 that described the TIM.

Teachers were sent information about the TIM in August 2015. In order to further train and integrate technology in the classroom it was determined that resources need to be put towards a person to handle the Technology Training and implementation of the Digital Classroom plan components.

The School Board approved the position and the position is being advertised and will be filled on approval of the plans by the School Board and FLDOE.

1.4 Multi-Tiered System of Supports (MTSS)-

The Multi-Tiered System identifies three levels of instruction and the intensity of the interventions needed at each tier or level. Each tier represents the following:

Tier 1: Core universal instruction and supports for all students

Tier 2: Targeted supplemental interventions and supports some “at risk” students may receive along with core academics and behavioral instruction.

Tier 3: Intensive individualized interventions and supports few “at risk” students receive in addition to and aligned with core academic and behavior curriculum and instruction.

The district will take a systematic approach to instruction so that academic or behavioral problems are responded to promptly. A Preventative Model will be utilized as students in the lowest 35% will be identified, receive remediation in a small group setting, as data is collected to monitor their progress.

Discovery Education will be given as baseline and mid-year assessments to determine normative date. Reading/Math Benchmark Assessment data will be used to target mastery of basic skills. Students that fall in the Tier II and Tier III category or lowest 35% will be placed on the RTI Master List.

An MTSS team will be established at each school site which will consist of the Administration, Guidance Counselor, Speech/Other Therapist, Academic Coaches, and Teacher. The MTSS team will meet regularly to track student progress. Decisions will be based on student data as progress monitoring charts are reviewed. Effective interventions along with assessments needed to determine mastery will be discussed.

Teachers will monitor and chart student progress weekly or biweekly. The academic coaches and other support staff will provide resources for interventions and assist with intervention training. If the integrity of the data is high, adjustments will be made on the intensity of interventions. The overall goal is to reduce or eliminate the number of “at risk” students in academic and behavioral instruction.

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	Complete document	Date of Adoption
Student data safety, security and privacy	All users who have access to or may have access to personally identifiable student and user records shall adhere to all standards included in the Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), Jefferson County School Board Policies and Procedures, and all other applicable State and Federal laws and regulations, as they relate to the release of such information.	IT Policies and Procedures Manual http://www.jeffersonschooldistrict.org/Content/50	June 2014
District teacher evaluation components relating to technology (if applicable)	There are seven technology performance criteria in the district teacher evaluation that address instructional and administrative use of technology.	Instructional Employee teacher observation instrument.	Annually

BYOD (Bring Your Own Device) Policy	No policy		
Policy for refresh of devices (student and teachers)	No Policy		
Acceptable/Responsible Use policy (student, teachers, admin)	Use of the Network/Internet is a privilege, not a right. The Board's Network/Internet connection is provided for business, professional and educational purposes only.	IT Policies and Procedures Manual http://www.jeffersonschooldistrict.org/Content/	June 2014
Master In service Plan (MIP) technology components	3-408-001/3-100-002 7-507-005-008	PAEC Master In service Plan	Annually

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

Jefferson County School District has identified current district needs based on student performance outcomes and other key measurable data elements for digital learning in the following areas.

- 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: EOC Outcomes not considered

A. Student Performance Outcomes		Baseline		Target		Date for Target to be Achieved
II.A.1.	ELA Student Achievement	TBD from school year 2014-15	from year	TBD 2016		
II.A.2.	Math Student Achievement	TBD from school year 2014-15	from year	TBD 2016		
II.A.3.	Science Student Achievement 5 th and 8 th	27%	11%	32%	15%	2017
II.A.4.	Science Student Achievement - Biology	61%		65%		2016
II.A.5.	ELA Learning Gains	TBD from school year 2014-15		TBD 2016		
II.A.6.	Math Learning Gains	TBD from school year 2014-15		TBD 2016		
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15		TBD 2016		
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15		TBD 2016		
II.A.9.	Overall, 4-year Graduation Rate	60		62		2016
II.A.10	Industry Certification taken	0		40		2016
II.A.11.	Industry Certification passed	0		15		2016

*Information from <http://schoolgrades.fldoe.org>

■ Quality Efficient Services

Technology Infrastructure: There are currently three school sites Jefferson Elementary School (JES), Jefferson County Middle High School (JCMHS) and Turning Point. The wireless infrastructure, (WAPs) were installed as part of the 2013-14 Rural Wireless Grant Program and 2014-15 is the first year of use. Additional WAP's were installed at JES in the fall of 2015 to address connectivity issues that were thought to be the result of the additional devices. JES has a WAP in each classroom that regular instruction is taking place. A review of JCMHS is being conducted to evaluate the need for additional WAP's to meet the needs of the new devices implemented in the fall of 2015. Turning Point has an appropriate number of WAP's for the classrooms used.

In October 2015, Century Link the Districts internet provider replaced the routers at both JES and JCMHS. The resultant speed tests showed 5 to 7 time's increase of upload and download speeds. A request to explain the speed issues since July of 2013 has not been responded to by Century Link.

The bandwidth usage is being reviewed as this plan is being developed. The information on current usage will be used to determine future rate of bandwidth growth. The standards for bandwidth may make assumptions that preclude the need for bandwidth necessary for WAN-Internal connections. Preliminary review indicates that the bandwidth from school locations to the District Office may need to be increased. The District uses mostly hosted software or has servers at school sites to run software at the individual schools. The level of internal bandwidth (currently 10Gig) at the schools meets the recommended bandwidth for 2017-18 school year.

A strategy to develop lifecycle replacement for technology devices is a strategy that will be identified in this document. This will help to clarify timelines as this document is updated over time.

A. Infrastructure Needs Analysis (Required)		Baseline from 2014	Actual from Spring 2015	Target	Date for Target to be Achieved (year)	Gap to be addressed (Actual minus Target)
II.B.1.	Student to Computer Device Ratio	2:1	1.5:1	1:1	15-16	.5:1
II.B.2.	Count of student instructional desktop computers meeting specifications	442	442	449	15-16	7
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	0	697	847	15-16	150
II.B.4.	Count of student web-thin client computers meeting specifications	15	15	0	15-16	0
II.B.5.	Count of student large screen tablets meeting specifications	64	60	60	15-16	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	0 %	0%	0%	17-18	100%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	48%	68	100%	16-17	32%

■ 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	15-16	Y

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved (year)	
II.B.10. (D)	Security of network equipment	N/A	Addressed in SA	100%	2017	N/A

* 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 Professional Development will be evaluated based on the level of current technology integration by teachers into classrooms. The Technology Integration Matrix (TIM) allows individuals to self-assess and administrators to assess technology integration. There are five areas in the matrix:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

Non-instructional Staff technology professional development will be evaluated based on the needs as determined by a survey. Staff plays a key role in assisting Instructional personnel with the reporting of student progress information and state reporting. The technology used in their day to day job performance. The use and understanding of the student information system, finance and payroll, Office software, communication tools, and hardware will be used as the basis of the training.

Information technology personnel professional development needs will be based on needs to support the DCP. The implementation of specific management tools will be necessary. Many opportunities exist that will offer support to the successful implementation of the DCP. Specific training needs are identified in the analysis with implementation of the management tool being the measure.

C. Professional Development Needs Analysis		Baseline	Target	Date for Target to be Achieved (year)
II.C.1	Average Teacher technology integration via the TIM. (District) Initial data is estimated, actual data will be entered upon completion of the initial Survey (target May 2016).	Entry – 81% Adoption – 13% Adaptation – 4% Infusion – 1% Transformation-1%	Entry – 78% Adoption – 14% Adaptation – 5% Infusion – 2% Transformation-1%	August 2016
II.C.2	Average Teacher technology integration via the TIM (Elementary Schools) Initial data is estimated, actual data will be entered upon completion of the initial TIM (target May 2015).	Entry – 85% Adoption – 11% Adaptation – 3% Infusion – 1% Transformation -0%	Entry – 82% Adoption – 12% Adaptation – 4% Infusion – 1% Transformation -1%	August 2016
II.C.3	Average Teacher technology integration via the TIM (Middle/High School) Initial data is estimated, actual data will be entered upon completion of the initial TIM (target May 2016). Note: TP included here.	Entry -78% Adoption – 18% Adaptation -2% Infusion - 1% Transformation -1%	Entry -75% Adoption – 20% Adaptation -3% Infusion - 1% Transformation -1%	August 2016
II.C.4	Technology support personnel training on use of management tools.	Active Directory Mobile Device MGT Chrome Deployment Apple Deployment Internet Filter Wireless MGT Computer patch/update process VOIP	Training in 80% of noted tools to 100% of IT staff.	August 2016 And on going
II.C.5	Non-Instructional Support staff training on software to support Instructional personnel	FOCUS SIS FOCUS Finance Office – Word, Excel Web Site Paper reduction School Systems Phone\voicemail	Training will be offered as needed to personnel.	On Going

■ **Seamless Articulation and Maximum Access**

Digital Tools: Jefferson County Schools will 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.

Digital tools available to personnel includes:

Digital Tool	Purpose	Year introduced
Discovery Education- JES/JCMHS	Progress Monitoring	2013-14
Accelerated Reading- JES	Progress Monitoring	2011-12
FOCUS SIS – JES/JCMHS	Grades, Attendance, Data	2011-12
DOE - SINGLE SIGN ON – All Staff	C-Palms, PMRN, ITPM	2013-14
Focus Finance –Support Staff	Finance Personnel	2015-16
True North - District	Progress Data Mgt.	2015-16
i Ready - JES	Reading and Math	2015-16
Study Island – JCMHS	Progress and Preparation	2015-16

Think Central – JES	Math Preparation	2013-14
Wonders Reading – Jes	Reading Curriculum	2014-15
Read 180- JCMHS	Reading Supplement	2014-15
A-Plus – Turning Point	Curriculum Supplement	2014-15

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 utilization	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum. (CPalms)	100 %	5%	35%	16-17
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100%	40%	45%	16-17
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100%	50%	65%	16-17
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	100%	50%	65%	16-17
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100%	50%	65%	16-17

D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	Date for Target to be Achieved (year)
	Teachers/Administrators Access and Utilization (T)	% of Teacher/Admin access	% of Teacher/Admin Utilization	% of Teacher/Admin utilization	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100%	60%	68%	16-17
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	0%	0%	40%	17-18
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 %	20 %	40%	17-18
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%	15-16
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 %	20%	45%	16-17
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	100 %	20%	35%	16-17
II.D.7. (T)	A system that houses documents, videos and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	100 %	20%	35%	17-18
II.D.8. (T)	A system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents and district administrators to use data to inform instruction and operational practices.	100 %	20%	35%	16-17
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%	20%	35%	16-17

D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	Date for Target to be Achieved (year)
	Parent Access and Utilization (P)	% of parent access	% of parent utilization	% of parent utilization	
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 %	1%	50 %	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)	85 %	95 %	16-17
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	50 %	75%	17-18
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	40 %	50%	16-17
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100 %	100%	met
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	100 %	100%	met
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%	met

■ **Quality Efficient Services**

Online Assessment Readiness:

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

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

D. Online Assessments Needs Analysis (Required)		Baseline (to be established in 2015)	Target	Date for Target to be Achieved (year)
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	700	800	15-16
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	100%	100%	15-16

Step 2 - GOAL SETTING

These goals are:

1. Increase access to technology for stakeholders of the Jefferson County School District
2. Integrate technology into the curriculum aligned with the Florida Standards (FS) (content and performance standards).
3. Integrate technology to automate department paperwork and processes across the district.
4. Provide ongoing staff development for the implementation and use of technology.
5. Provide ongoing communication with and between the Board, other administration, teachers, staff, students, parents, and the community.
6. Establish district standards for infrastructure, procurement, hardware, software, and communications including upgrade and maintenance.
7. Identify the resources necessary to implement the technology plan.
8. Establish an ongoing process as a means to evaluate the effective implementation of the technology plan.

Step 3 – Strategy Setting

The strategies are grouped according to the key measurable data elements for digital learning as addressed in the needs analysis.

Maximize Student Performance

Maximize Student Performance		
Strategy	Measurement	Timeline
Teacher, School, District Curriculum Personnel to identify high quality digital content aligned to the Florida Standards	Increase purchase of instructional materials in digital format by 15%	Curriculum purchases to include digital format to be on going.
School staff will identify currently utilized software and evaluate its effectiveness on student performance	Teacher evaluation based on acquisition of taught skills. Increase in student achievement as measured by CBM and standardized tests.	June 2016
Teachers will utilize district web sites to direct students to appropriate web sites to provide additional information and understanding of curriculum	District will provide educational links to teachers and students that correlate with the Florida State Standards.	May 2015 - ongoing
The District will provide age appropriate materials and lessons for teachers to instruct students in digital citizenship	Lesson plans that instruct students on the appropriate use of the internet.	May 2015 - ongoing
Teachers will identify grade level appropriate curriculum in computer operation and infuse it into curriculum	Lesson plans that incorporate the use of computer into the student's daily routine.	May 2015 - ongoing

Maximize Digital Learning and Technology Infrastructure

Strategy	Measurement	Timeline
Bandwidth will be increased to meet/exceed state minimum standards	Increased bandwidth amount to meet or increase state standards	2015-ongoing
Wireless access points will be increased to support wireless devices	Purchase WAPs to support wireless devices	2014 -ongoing
District will move to single sign on for teachers and staff for Focus, Active Directory and FLDOE single sign on applications	Fully implemented	2015 - ongoing
Technology committee will develop a classroom technology plan to guide technology budgeting and purchases	Committee members minutes of meetings Developed plan	Dec 2016
Establish technology life cycle goals	An ongoing plan to ensure that all technology is kept up to date and that there is a source of funding to support this.	May 2016
All new software/program purchases will be evaluated as to impact on instruction, computers and support	End of the year evaluations by teachers on the effectiveness of software programs.	July 2016

Provide Professional Development To Support District Goals

Strategy	Measurement	Timeline
District will hire an Instructional Technology specialist to ensure that technology is a part of the learning environment on a daily basis.	Hiring of position	November 2015
Following teacher completion of TUPS tool survey, specific technology training needs will be identified.	Based on teacher survey results and administration input, training will be developed and implemented.	Jan 2016 – On Going
District will provide training opportunities in technology as identified in the TUPS survey.	Training identified and scheduled. sign in sheet and overview description	May 2015-Ongoing
JES teachers will be provided technology training to support the use of devices by all students in the classroom.	Training identified and scheduled. sign in sheet and overview description	On Going
JCMHS teachers will be provided technology training to support the use of devices by all students in the classroom.	Training identified and scheduled. sign in sheet and overview description	On Going
District non-instructional personnel will be provided technology training to support job duties	Training identified and scheduled. sign in sheet and overview description	On Going
District will seek qualified specialists to support the IT staff in the management and support of technology in the classroom.	Documentation identifying training and trainers	August 2015 - ongoing
District will include professional development in digital software purchases	No software will be purchased without a plan and date for professional development.	August 2014 – ongoing
District will utilize resources provided by PAEC for professional development in technology	PAEC overview of training Sign in sheet	August 2014 – ongoing
Schools will be provided with equipment for teachers to evaluate to improve classroom instruction	Document will be developed that teachers will utilize in evaluating equipment in whether it improved classroom	Dec 2016-ongoing

	instruction.	
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Providing Students and Staff With Appropriate Digital Tools

Providing Students and Staff With Appropriate Digital Tools		
Strategy	Measurement	Timeline
School personnel will be offered training on the TIMS observation tools to integrate technology	Utilization of training as proven by sign in sheet and overview of training.	Jan 2015 - ongoing
Teachers will identify digital tools in their curriculum area that will allow students to better utilize technology in the classroom	Creation of subject area/grade level /teacher web sites linked to district websites that utilizes digital tools to increase or simplify the use of technology in the classroom	August 2014 - ongoing
Teachers will require at least one digital project by students	Lesson plan showing project. Student artifact	Jan 2016 - ongoing
Parents will be informed of opportunity to track student grades, lessons and attendance in FOCUS	Documentation of training provided to parents. Newsletters	August 2014 - ongoing
JCMHS teachers will be provided with device to allow digital integration	Purchase order of devices	May 2016
Evaluate curriculum materials and purchase digital instructional materials as needed	Evaluation of curriculum materials and the Purchase order of materials to support curriculum	October 2015 - Ongoing
Grades K,1students will be provided with a suitable device to be able to access digital instruction	Purchase order for devices Monitor increase of technology use	Jan 2016
Technology committee will develop a classroom technology plan to guide technology budgeting and purchases	Submission of classroom technology plan	May 2016
Staff technology will be evaluated to determine appropriate replacement timeline and upgraded as necessary	Lifecycle plan developed and followed.	Nov 2015 - Ongoing

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by s.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 section for each component will include:

- 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 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.

A) Student Performance Outcomes

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

A. Student Performance Outcomes		Baseline		Target		Date for Target to be Achieved
1.	ELA Student Achievement	TBD from school year 2015-16		TBD 2016		
2.	Math Student Achievement	TBD from school year 2015-16		TBD 2016		
3.	Science Student Achievement 5 th and 8 th	27%	11%	35%	25%	2017
4.	Science Student Achievement - Biology	61%		65%		2016
5.	ELA Learning Gains	TBD from school year 2015-16		TBD 2016		
6.	Math Learning Gains	TBD from school year 2015-16		TBD 2016		
7.	ELA Learning Gains of the Low 25%	TBD from school year 2015-16		TBD 2016		
8.	Math Learning Gains of the Low 25%	TBD from school year 2015-16		TBD 2016		
9.	Overall, 4-year Graduation Rate	60		62		2016
10.	Industry Certification taken	0		40		2016
11.	Industry Certification passed	0		15		2016

B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at (Appendix A) 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.

Digital Learning and Technology Infrastructure					
Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School	Outcome (from Section A)
B.1	Evaluation of infrastructure needs by outside evaluator to help direct growth of infrastructure.	Dec 2015	\$5,000	District Wide	1 - 11
B.2	Upgrades to address network security	May 2017	\$15,000	District Wide	1 - 11
B.3	Managed DAN for 17-18	July 2017	\$2,500 (e-rate \$22,500)	District Wide	1-11
B.4	Purchase computer management software/hardware to allow IT department to manage, upgrade, troubleshoot devices on the network	May 2016	\$54,464.85 (3-Year)	District Wide	
B.5	Network Monitoring (firewall, etc.)	Dec 2015	\$26,000 (annual)	District	1-11
B.6	Network fiber upgrades	July 2016	\$3,750	JCMHS	1-11
B.7	Purchase charging stations for tablets	Jan 2015	\$28,600	JES	1-11
B.8	Purchase tablet devices for K,1 students.	Jan 2015	\$58,800	JES	1-11
B.9	Purchase JCMHS Teacher Laptops	Aug 2016	\$45,000	JCMHS	1-11
B.10	Purchase additional Access points (WAP)	July 2016	\$5,000	JCMHS	1-11
B.11	Install Wiring and WAP	July 2016	\$\$2,800	JCMHS	1-11

Infrastructure Evaluation and Success Criteria		
Deliverable	Monitoring and Evaluation	Success Criteria
B.1	Receipt of infrastructure analysis	Report that shows where infrastructure upgrades are necessary for future planning.
B.2	Evaluate and implement recommendations from security audit	Use Security Report to see what has been addressed to make network secure.
B.3	Request for proposals and see if viable to implement.	Determine if savings can be realized by contracting District Area Network .
	Purchase product and implementation	Being able to monitor devices on network and address software upgrades and remote troubleshooting. Keep devices available and ready for use.
B.5	Contract entered into, monthly reports	Reports show that firewall breaches are not happening and attacks are thwarted
B.6	Determination of vendor, upgrades completed, and PO.	Installed and verification of errors on switch resolved due to incorrect fiber being used

B.7	Purchase Order, Teachers/students use of equipment in the classroom.	Delivered product – Students will be using devices in classrooms
B.8	Purchase Order, Teachers/students use of equipment in the classroom.	
B.9	Survey on needs in a laptop, purchase laptops,	Teachers using devices to implement digital instruction in classroom
B.10	Determine coverage and access based on trouble calls	Trouble calls from lack of wireless access decrease
B.11	Once installation is complete monitor help desk tickets to determine coverage areas	Coverage by WAP accomplished in all areas of school

Evaluation results will be accomplished through vendor invoices for receipt and installation of equipment for identified technology and infrastructure needs.

C) Professional Development

S.

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome
C.1	Hire Instructional Technology Technologist	Nov 2015	\$50,000	District	1-11
C.2	All District teachers will complete on line TUPS self-assessment tool	Dec 2016	DOE Provided	Schools	1-11
C.3	Train IT staff in area of Computer management provided by KACE deployment	July 2016	\$16,000	District	1-11
C.4	Provide Stipends and Sub pay for training	August 2016	\$10,000	Schools	1-11
C.5	Provide funding to attend professional conferences and workshops	July 2016	\$2,000	District	1-11
C.6	Expert Trainers for on-site training on existing software	July 2016	\$5,000	Schools	1-11
C.7	Purchase equipment to allow teachers to evaluate classroom actions	Jan 2016	\$5,000	Schools	1-11

Professional Development Evaluation and Success Criteria		
Deliverable	Monitoring and Evaluation	Success Criteria
C.1.	Advertise, interview and fill position. Determine scope of duties based on abilities of new hire and vision of technology integration	Employee hired. PD plan developed and teachers are increasing the utilization of technology in their classrooms. Students are more competent using technology devices.
C.2.	Teachers complete survey to provide the data that will drive the content and scope of training.	Teachers are comfortable with the integration of technology in all content areas in their classroom. They are collaborating in the use and success of software programs and devices.
C.3.	implementation of product in District	Successful integration across departments which results in increased efficiency.
C.4.	Workshops may be scheduled outside work days	80% attendance of teachers and staff

C.5.	Attendance at workshops	Principal reporting after walkthroughs and formal and informal observations that utilization of technology has increased in 50% of classrooms.
C.6.	Provide additional professional development for programs that teachers are currently using	Help desk tickets decrease and teachers are more confident and competent in the utilization of programs.
C.7.	Purchase video cameras and tripods for teachers to record themselves teaching.	Teachers are utilizing equipment to evaluate and improve classroom instruction. Lesson Study cycles increase.

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:

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A
D.1	Purchase digital curriculum materials – keyboarding, online reading materials, credit recovery	July 2016	\$10,000	JCMHS/JES	1-11
D.2					
D.3	Renew Microsoft Licenses	Sept 2015	\$11,500	District	1-11

Digital Tools Evaluation and Success Criteria		
Deliverable	Monitoring and Evaluation	Success Criteria
D.1.	Review usage reports provided by vendor	Teachers show integration into lesson plans and classroom instruction on a daily basis.
D.2.		
D.3.		Software implemented on all devices, student goal of industry certification
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 (Appendix B) (available at www.FLAssessments.com/TestNav8 and www.FSAssessments.com/).

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A

Online Assessment Evaluation and Success Criteria		
Deliverable	Monitoring and Evaluation	Success Criteria
E.1.		
E.2.		
E.3.		