LAFAYETTE DISTRICT SCHOOLS
DIGITAL CLASSROOM PLAN

Our mission is to create an environment that integrates technology as a part of the educational experience, and provides all learners with skills to access knowledge that will build a foundation for their future. 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.

Lafayette 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 during the five year duration of this plan.
These goals are:

1. Increase access to technology for students, parents, and district faculty and staff.
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.

Lafayette 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 of access to information, learning tools, and communications for all members of the learning community

- Improve instructional strategies to increase student achievement regardless of ethnicity, socioeconomic 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

Our vision of technology is guided by the following mission statements and articulates Lafayette County School District's purpose and function as related to technology:

- 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 upon students' strengths and needs.
6. Professional learning for staff – We will implement ongoing, relevant, and collaborative professional learning for staff with a focus on 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 five years, 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.

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

I.1 District Team Profile

Lafayette County is a small rural county located in North Florida. According to the 2010 census, Lafayette County is the second least populated county with a population of 8,870 residents. The county has one elementary and one high school. Many of our students live on family owned farms. Other than agriculture, the three largest employers are a state prison, county government, and the local school district. The percentage of persons living below the poverty level in Lafayette County is 20.8%. (US Census Bureau, 2008-2012) The median household income in Lafayette County was $44,180. (US Census Bureau, 2008-2012) The percentage of white, black and Hispanic residents was 82.5%, 15.2%, and 12.6%, respectively. (US Census Bureau, 2008-2012)

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I.2 Planning Process

The district digital learning committee established guidelines for the development, implementation, monitoring and evaluation of the Lafayette County School District 2014-2019 Technology Plan. The committee will also assist in the implementation of the activities described in the objectives. The plan consists of a comprehensive program that effectively uses technology to help students meet or exceed the state academic content standards in all core content areas including Language Arts, Mathematics, Science and Social Studies along with the English Language Development standards.

The plan also provides a clear focus to enhance the district's curricular program and improve school community technology skills needed to effectively implement the use of technology in the classroom, computer labs, and/or library media centers. Technology curricular goals are included in each school site's plan for student achievement.

The School Advisory Council at each school is comprised of parents, community members, and business leaders. This Council provides ongoing input directly to the Principals regarding the digital learning plan at the Council's scheduled monthly meetings.

Lafayette 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 such as digital books, text-to-speech applications, and specialized software. Our staff also provides students with various ways to express themselves in order to increase active engagement in different settings and situations. In addition, assistive technology devices are available for students with disabilities to participate, communicate, and learn more effectively in the classroom. An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The district employs a variety of assistive technology devices to augment, supplement and compliment the educational process for students with special needs. Child Study Teams identify assistive technology needs on a case-by-case basis, and teachers have access to a laptop or desktop computer in the classroom. All computers have the ability to activate the "Accessibility Options" built in to the Microsoft and Mac operating system. In the

higher-grade levels, students have access to a collaborative global community of learners, using tools such as online learning, podcasts, wikis, social networking, etc.

Through participation in the North East Florida Education Consortium, district administrators and school personnel participate in programs with other small and rural districts. These programs are designed to allow teachers and school leaders to have access to professional learning and coaching support they need to promote student success. These programs provide teachers and school leaders opportunities to work together beyond their district boundaries and share best practices.

Assistive Technology is provided through the Assistive Technology and Universal Design for Learning Loan Library through Florida's MTSS Projects.

I.3 Technology Integration Matrix (TIM)

Lafayette County School District uses Marzano as an observation resource. This resource allows administrators to measure the integration of technology by teachers into the classroom curriculum. The results of Marzano observations are used to direct professional learning goals at the school level, grade level, and subject area.

Professional Development will be evaluated based on the level of current technology integration by teachers into classrooms. The Technology Integration Matrix (TIM) is an important part of the DCP for measuring technology integration. Lafayette County will take advantage of the TIM tools offered by the state and the seat licenses to obtain online training for using the TIM. The knowledge obtained from this training will help build the foundation for the technology integration observation.

As the Department of Education moves to integrate TIM into the Marzano observation tool, the Lafayette County School District will adopt this tool to move teacher technology integration observation to one platform.

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

To establish a sustainable process for recognizing and disseminating student produced learning using digital processes or resources the district shall develop and implement a process at each school for recognizing quality student developed digital learning supports and a process for sharing those process and/or resources with other students. Lafayette County uses Skyward as their Student Information System, Human Resources and Finance System, Educator Access, Parent Access and Student Access system. Skyward has a Multi-Tiered System of Supports embedded into the application that is integrated into the core application. Districts, as well as teachers, can view relevant data (based on security roles) and then collaborate with

administrators or fellow teachers. The system also includes a gradual release of responsibility strategies to accelerate independent student use of digital learning resources. Teachers can also broadcast communications to parents and students using Skyward or communicate one-on-one with parents/students using Skyward tools.
The District's commitment to the implementation of a Response to Instruction/Intervention (RtI) framework to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students is reflected in the 2015-16 Student Progression Plan located on the district website: http://lafayette.schooldesk.net/SchoolBoard/SchoolBoardPlansandProcedures/tabid/61146/Default.aspx. The district will provide high quality instruction/intervention matched to student needs and use learning rate and level of performance to inform instructional decisions—including decisions regarding promotion, acceleration, retention, and remediation. Response to Instruction/Intervention (RtI) is a "data-based decision making" process applied to education. A four-step problem-solving method and the systematic use of assessment data—at the District, school, grade, class, and individual level—will guide decisions about the allocation of resources and intensity of instruction/interventions needed to improve learning and/or behavior.

I.5 District Policy

Type of Policy	**Brief Summary of Policy (limit character)**	**Web Address (optional)**	**Date of Adoption**
Student data safety, security and privacy	Identifies confidential information and restrictions on transmission and storage of student and personnel data.	Http://Lafayette.schooldesk.net/portals/Lafayette/district/docs/it/lcsb%20technology%20policies%20and%20procedures.pdf	2012
District teacher evaluation components relating to technology (if applicable)	The district uses Marzano as a means of evaluating teacher performance.	N/A	N/A
BYOD (Bring Your Own Device) Policy	Provides expectation of personal technology and social media use.	http://lafayette.schooldesk.net/SchoolBoard/SchoolBoardPolicies/tabid/61147/Default.aspx, Section 8.35	06/17/2004
Policy for refresh of devices (student and teachers)	N/A	N/A	N/A

Acceptable/Responsible Use policy (student, teachers, admin)	Outlines appropriate and inappropriate use of technology.	N/A (Appears on Active Directory Log-In Screen)	2013
Master Inservice Plan (MIP) technology components	Lafayette County is part of the NEFEC MIP to address technology reporting requirements.	http://www2.nefec.org/mip	08/01/2015 (revised and adopted annually)
Other/Open Response	N/A	N/A	N/A

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

II.A Student Performance Analysis -Needs Analysis:

One of the primary reasons for developing a technology plan is to find ways to effectively integrate technology into the curriculum. We believe that technology should promote higher-level learning, problem solving, critical thinking skills, and collaboration across all curricular areas. As a parallel development, Lafayette County School District is continuing to refine the use of the Online Assessment Reporting System and reports available through Performance Matters as an online repository of classroom and district assessments.

We will continue to raise the level of technology integration in the learning experience for all students. Teachers must become more comfortable using technology to support student learning in the classroom. We want to see a measurable impact of technology on student achievement. Students should become better readers, writers and mathematicians because of their interaction with classroom technology. Teachers should be using technology tools to assist them in making good instructional decisions for their students. The evaluation that was conducted as part of our technology planning effort has assisted us in identifying several areas of focus. The district technology plan will address how the district's technology effort will continue to support the curricular needs of students over the next five years – encompassing the 2014-2015 school year through the 2018-2019 school year.

Planning for high performance learning begins by focusing on student learning. The Florida Standards and NGSSS curriculum standards need to be aligned with student technology standards. As we continue the process of using standards-based instruction and aligning

technology standards, the district will be better prepared to plan for staff development and infrastructure management.

Our curriculum goals are divided into four areas:

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

Lafayette County School District teachers use data on student academic performance to make informed instructional decisions in their classrooms. Currently, teachers use Performance Matters to track data in their classrooms. The district collects performance data on students several times over the course of the school year. Many teachers use the Discovery Education, Edgenuity, Achieve, Performance Matters, FCAT Explorer and/or FAIR test item banks to generate classroom developed assessments to further monitor students' progress. All schools have access to the following software: Performance Matters, Achieve, FAIR, and FCAT Explorer. In addition to the software titles listed, every school has a myriad of digital resources that are part of the instructional materials adoptions that have taken place over the past several years. These resources include: ExamView, PearsonVue, and ThinkCentral.

A. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.1.	ELA Student Achievement	50%	53%	2016-2017
II.A.2.	Math Student Achievement	67%	70%	2016-2017
II.A.3.	Science Student Achievement – 5th and 8th Grade	48% 50%	58%	2016-2017
II.A.4.	Science Student Achievement – Biology	76%	79%	2016-2017
II.A.5.	ELA Learning Gains	66%	69%	2016-2017
II.A.6.	Math Learning Gains	78%	81%	2016-2017
II.A.7.	ELA Learning Gains of the Low 25%	69%	72%	2016-2017
II.A.8.	Math Learning Gains of the Low 25%	70%	73%	2016-2017

B. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.9.	Overall, 4-year Graduation Rate	86%	88 %	2016-2017
II.A.10.	Acceleration Success Rate	NA	NA	NA
A. Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.11. (D)	Percentage of Math students in grades 3-12 that will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards claims as measured by the state assessment, special education assessments, and IEP goals in mathematics.		70%	2018-2019
II.A.12. (D)	Percentage of Language Arts students in grades 3-12 that will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards claims as measured by the state assessment, special education assessments, and IEP goals in language arts.		70%	2018-2019

- **Quality Efficient Services**

B. **Infrastructure Needs Analysis (Required)**		**Baseline from 2014**	**Actual from Spring 2015**	**Target**	**Date for Target to be Achieved** ***(year)***	**Gap to be addressed** ***(Actual minus Target)***
II.B.1.	Student to Computer Device Ratio	3.4:1	1.38:1	1:1	2017	.38:1
II.B.2.	Count of student instructional desktop computers meeting specifications	190	192	120	2016	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	156	640	1,300	2018	660
II.B.4.	Count of student web-thin client computers meeting specifications **Chromebooks are included in II.B.3 as required by the TRI	14	0	0	2017	0
II.B.5.	Count of student large screen tablets meeting specifications	0	30	75	2019	45
II.B.6.	Percent of schools meeting recommended bandwidth standard	0%	50%	100%	2017	50%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	58%	65%	100%	2017	35%

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

* District has completed 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 Learning Communities have been designed to provide entry level training to integrate technology by accessing data through the Student Information System to help target specific areas of interest.

Lafayette County School District supports the classroom teachers by providing a district technology coach who is able to assist with the integration of technology in the classroom.

Professional Learning opportunities include:

- *Achieve3000*: A web-based, differentiated instruction using nonfiction content and real-time Lexile assessment to help every student reach higher standards, become independent and prepared for college and the workforce.

- *Discovery Education*: A virtual learning experience for all students. Discovery Education accelerates the digital transition through comprehensive standards-based content, professional learning, formative assessment, and community engagement to positively impact student achievement.

- *Edgenuity*: An online and blended learning solution offering data-driven differentiated instruction and rigorous, research-based content that supports college and career readiness.

- *Performance Matters*: A platform which links student and educator data, driving decisions made by teachers, administrators, board members and parents to improve student learning and educator performance.

- *Web 2.0*: Accessible online tools to improve student achievement, behavior, and parent/teacher communication.

Professional Development will be evaluated based on the level of current technology integration by teachers into classrooms. The Technology Integration Matrix (TIM) is an important part of the DCP for measuring technology integration. Lafayette County will take advantage of the TIM tools offered by the state and the seat licenses to obtain online training for using the TIM.

C. **Professional Development Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 75% Adoption: 25% Adaption:0 % Infusion: 0% Transform: 0%	Entry: 25% Adoption: 50% Adaption: 25% Infusion: 0% Transform: 0%	School Year 2016-2017
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 63% Adoption: 30% Adaption: 7% Infusion: 0% Transform: 0%	Entry: 0% Adoption: 60% Adaption: 30% Infusion: 10% Transform: 0%	School Year 2018-2019

C. Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.3. (D)	New Teacher Training on Technology	Entry: 7 Adoption:0 Adaption:0 Infusion: 0 Transform: 0	Entry: 0 Adoption: 7 Adaption: 0 Infusion:0 Transform:0	2016-2017
II.C.4. (D)	Google Drive- percentage of teachers that integrate technology into classroom instruction using Google Drive	Entry: 75% Adoption: 25% Adaption:0 Infusion: 0 Transform: 0	Entry: 25% Adoption: 50% Adaption:25% Infusion: 0 Transform: 0	2016-2017
II.C.5. (D)	Web-based instructional tools- percentage of teachers that integrate technology into classroom instruction using blended learning and Web 2.0 tools	Entry: 85% Adoption: 15% Adaption:0 Infusion: 0 Transform: 0	Entry: 30% Adoption: 50% Adaption:20% Infusion: 0 Transform: 0	2016-2017

- **Seamless Articulation and Maximum Access**

Lafayette County School District utilizes Performance Matters, an online platform which links student and educator data, driving decisions made by teachers, administrators, board members and parents to improve student learning and educator performance. This tool will assist staff and personnel in the assessment, management and monitoring of student learning and performance. Through Performance Matters, data is used to aid in instructional development and delivery.

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.

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 %	50 %	2016-2017
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100 %	90 %	100%	2015-2016
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100 %	50 %	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.	0 %	0 %	25 %	2016-2017
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.	10 %	10 %	25 %	2017-2018
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%	2009-2010
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 instructional resources to	100 %	50 %	100 %	2015-2016

	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.	0 %	0%	0 %	2018-2019
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 %	2009-2010

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%	40 %	100%	2018-2019

D. **Digital Tools Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
(IM)	**Instructional Materials**	**Baseline %**	**Target %**	**School Year**
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	50 %	75 %	2016-2017
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	20 %	70 %	2016-2017
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	15 %	65 %	2016-2017
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	75 %	100 %	2016-2017
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	60%	100 %	2016-2017
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.]	20 %	30 %	2016-2017
D. **Digital Tools Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.D.7. (IM)	Percentage of students that demonstrate mastery of digital citizenship	10%	100%	2018-2019
II.D.8. (IM)	Percentage of students aware of internet safety	25%	100%	2018-2019

- **Quality Efficient Services**

E. **Online Assessments Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	265	350	2015-2016
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	50 %	50 %	2015-2016
E. Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.E.3. (D)	Human Resource required to administer tests	50%	100%	2019

STEP 2 – Goal Setting:

While overcoming the digital divide might entail more than providing basic access to computers and the Internet, our strategic plan will focus on Maughan (2001), describing the essential components of any robust communication and information system as: 1. Hardware, 2. Infrastructure, 3. Skills, 4. Budget, and 5. Policies. Our strategic plan will focus on hardware and infrastructure needs that will support on-line learning opportunities. Each of these goals will be measured through an accountability system and progress will be documented.

The Lafayette Digital Classroom Plan will address needs in English Language Arts, Mathematics, and Technology Integration.

Mathematics

Goal: By May 2018, 90% of students in grades 3-12 will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards claims as measured by the state assessment, special education assessments, and IEP goals in mathematics.
Objective: Students will use educational software that supports use of the eight standards of mathematical practice and specifically, analytical thinking and problem solving with relevant, real-world applications.
Objective: Students will learn to use a variety of technological math tools.
Objective: Students will use the Internet for research and to enhance their understanding of Florida Standards of mathematics as well as to collaborate with others in mathematics.
Objective: Students will use graphic organizing and presentation software to brainstorm and organize their work.

Language Arts

Goal: By May 2018, 90% of students in grades 3-12 will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards claims as measured by the state assessment, special education assessments, and IEP goals in language arts.
Objective: Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of ELA content towards mastery of the Florida ELA standards (which include the college and career anchor standards).
Objective: Students will use educational software that supports the Florida ELA standards and specifically, analytical thinking and problem solving with relevant, real-world applications.
Objective: Students will learn keyboarding and word processing (as stated in the Florida ELA content standards).
Objective: Students will use the Internet for research and to enhance their understanding of Florida ELA standards as well as to collaborate with others in ELA.
Objective: Students will use graphic organizing & presentation software to brainstorm and organize their work.
Objective: Students will use multimedia to enhance their presentation skills.

Technology Integration
Goal: Increase TIM level by 25% from Entry to Adaption by continuing to integrate technology into classroom instruction and professional development including the use of environments such as Google Applications for Education, Blended Learning, and Web 2.0 tools.
Objective: Identify and develop support mechanisms and resources for teachers as they utilize technology in the classroom to include special devices for special education students and students in the dual language program.
Objective: Explore and determine alternate ways to support teachers, students, and parents with technology uses to support mastery of the Florida Standards in ELA and mathematics, Next Generation Sunshine Science Standards, and other curricular content standards.

Goal: By May 2018, 90% of students within the Lafayette School District will demonstrate mastery of digital citizenship at their appropriate grade level.
Objective: All students will receive a copy of the NETS. (Primary, K-2, will receive "student-friendly" NETS standards.)
Objective: Promote ethical use of technology in the classroom and internet safety by all district stakeholders.
Objective: Implement and refine structured lessons that cover the ethical use of technology and internet safety in the classroom.
Objective: Incorporate training on these issues as part of district staff development dealing with technology.

Goal: Educators will attain the skills and knowledge necessary to effectively use educational technology to enhance student engagement and increase TIM levels.
Objective: Teachers will make use of available tools to best utilize data to drive instruction and make decisions.
Objective: District Technology Coach will be available to assist teachers to effectively use technology in the classroom.
Objective: District personnel will have access to up-to-date hardware and software.

Goal: The school district will increase parental involvement in the educational process through the use of the district's available technology.
Objective: Parents will receive access and an understanding of the district's SIS System
Objective: Parents will be informed of all district events.
Objective: Educators will have access to tools to communicate with parents.

Infrastructure
Goal: The district will establish and maintain the technology infrastructure necessary for students and educators to access educational technology and to communicate freely via technology.
Objective: The district will support "managed wireless" access at all school locations.
Objective: The district will provide Internet access for staff/student use.

Objective: The district will implement technology-related security upgrades which support a more secure learning environment for staff, students, and community members using our facilities (cameras, swipe card entry, etc.)
Objective: The district will offer professional development training on technology tools: LCD projectors, tablet devices, and other peripherals to all staff members.
Objective: The district will add and/or replace computer hardware in all buildings to provide easy access for all users.
Objective: The district will upgrade operating systems and/or replace devices that do not meet minimum operating specifications as recommended by FSA.
Objective: The district will support and expand LANs/WAN.
Objective: The district will evolve and expand "Bring Your Own Device" at secondary level.
Objective: The district will support policies for student/staff computer and Internet use.
Objective: The district will maintain records regarding student notification and permissions regarding the use of student's personal information on school-based Websites.
Objective: The district will provide resources for students, parents and staff regarding web-based information, such as acceptable websites, community/school websites and/or websites that enhance or support curriculum goals.
Objective: The district will support web-based tutorial and learning programs, which provide necessary assessment, challenge, and remediation opportunities for all students regardless of ability.
Objective: The district will support and expand our district website to include more involvement by individual schools and teachers to provide more informational items, such as daily homework, projects, and long-term assignments.

STEP 3 – Strategy Setting:

Goal Addressed	Strategy	Measurement	Timeline
By May 2018, 90% of students in grades 3-12 will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards claims as measured by the state assessment, special education assessments, and IEP goals in mathematics.	● Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives. ● Review of assessment data to determine trends, strengths, and needs. ● Facilitate students' successful completion of activities and mastery of objectives. ● Identify software and Internet resources to be used. ● Purchase needed software. ● Identify and schedule needed professional development.	FSA scores	2017-2018
By May 2018, 90% of students in grades 3-12 will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards claims as measured by the state assessment, special education assessments, and IEP goals in language arts.	● Review of assessment data to determine trends, strengths, and needs. ● Facilitate students' successful completion of activities and mastery of objectives. ● Identify software and Internet resources to be used. ● Purchase needed software.	FSA Scores	2017-2018

	● Identify and schedule needed professional development.		
Increase TIM level by 25% from Entry to Adaption by continuing to integrate technology into classroom instruction and professional development including the use of environments such as Google Applications for Education, Blended Learning, and Web 2.0 tools.	● Acquisition of new student laptops/chromebooks and carts. ● Teachers will be offered training on current and new technology integrated software.	Increasing the number of devices that meet state requirements. Sign in sheets of technology PD and PL offerings	2016-2017
By May 2018, 90% of students within the Lafayette School District will demonstrate mastery of digital citizenship at their appropriate grade level.	● Identify software and Internet resources to be used. ● Identify and schedule needed professional development.	Teacher Observation	2016-2017
Promote ethical use of technology and internet safety in the classroom by all district stakeholders.	● Present information to staff a minimum of one time per year about ethical use of technology and their responsibility to monitor their children/students' use of technology. ● Facilitate students' successful completion of curriculum and technology activities	Attendance sign in sheet Google Survey Teacher Observation Use of safe educational sites Periodic review of IBoss filters	2015-2016

	and mastery of objectives. ● Assess need for additional professional development.		
Educators will attain the skills and knowledge necessary to effectively use educational technology to enhance student engagement and increase TIM levels.	● Provide district professional development ● Provide online access to curriculum ● Provide up-to-date equipment ● Technology Coach will provide just-in-time support ● TIMS training	District professional development (Marzano) results using the TIM. Professional Development Evaluations Continuation of District Technology Coach	2016-2017
The school district will increase parental involvement in the educational process through the use of the district's available technology.	● Placement of parent portal on district's website ● Availability of parent portal tutorials ● Notifications of district events on district website and through online/phone notification system ● Use of district/schools websites to inform community of schools happenings ● Parent access to student reports ● Implementation of district email services and Web 2.0 tools	Up to date websites, student assessment information, and automated call system.	2015-2016

The district will establish and maintain the technology infrastructure necessary for students and educators to access educational technology and to communicate freely via technology.	• High speed connectivity that supports instructional and administrative needs • Stakeholders' access to technical Support via an Online Tech Request System • Continued IT training for Supervisor of Technology, Network Administrator and IT team • Evaluate, plan, and budget for new and replacement infrastructure and learning hardware and software • Maintain current district hardware and software licenses • Increase the use of Cloud Computing as appropriate • Support Blended Learning Environments will be supported by IT as appropriate	Installation and maintenance of fiber throughout the district Implementation of Spiceworks Updated security, back up, and disaster recovery plans Updated DCP plan Continue the use of Learning.com	2016-2017

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

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

Lafayette County School District will continue to raise the level of technology integration in the student learning experience for all students. Using educational technology tools will become a regular component of how students and teachers work on core curriculum learning. We want to see a measurable impact of technology on student achievement. Students should become better readers, writers and mathematicians because of their interaction with classroom technology. Teachers will use technology tools to assist them in making targeted instructional decisions for their students. The evaluation that was conducted as part of our technology planning effort has assisted us in identifying several areas of focus that will serve as the cornerstone of the technology plan for the district. This plan will address how the district's technology effort will continue to support the curricular needs of students over the next five years – encompassing the 2014-2015 school year through the 2018-2019 school years.

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

A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.1.	Increase ELA Student Achievement in grades 3-12	50%	79%
III.A.2.	Increase Math Student Achievement in grades 3-12	67%	78%
III.A.3.	Increase Science Student Achievement at the 5th and 8th Grade levels	49%	58%
III.A.4.	Increase Science Student Achievement in Biology	76%	85%

B) Digital Learning and Technology Infrastructure

B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	Upgrade internal cabling	2016	$9,000	High	1,2,3,4
III.B.2.	Update communication modules on district website	2016	$765	District	1,2
III.B.3.	Install projectors, mounts, and screens	2016	$38,000	Elementary/ High	1,2,3
III.B.4.	Purchase 10 Dell Latitude (3000 series) for dual enrollment classes, av systems, and computer tables	2016	$35,075	High	1,2,3
III.B.5.	Purchase 7 teacher laptops	2016	$4,237	Elementary/ High	4
III.B.6.	Purchase 100 Chromebooks	2016	$24,757	High	1,2,3
III.B.7.	Web Filter License	2016	$3,000	District	3
III.B.8.	Purchase 20 Ipads and cases	2016	$7,079	Elementary	1,2,3
III.B.9.	Increase SAN capacity	2016	$10,000	District	1
III.B.10.	20% of District bandwidth to meet state guidelines*	2016	$10,200	District	1,2,3
III.B.11	20% increase in district infrastructure equipment*	2016	$4,000	District	1,2,3
III.B.12	Replace Digital Tools Computer Lab (28 computers)	2016	$25,910.68	High	1,2,3

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**
Purchase student devices & carts for Kindergarten-2nd grade classrooms. ($39,072)	Purchased with funds carried over from 2014-2015 DCP allocation.

B. **Infrastructure Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	Purchase order	Data test through cable
III.B.2.	Monitoring of District Website	Up-to-date district website
III.B.3.	Purchase order and delivery of equipment	Implementation of multimedia system in classrooms.
III.B.4.	Purchase order and delivery of equipment	Implementation of multimedia system in classrooms.
III.B.5.	Purchase order and delivery of equipment	Deployment of computers for teachers
III.B.6.	Purchase order and delivery of equipment	Implementation of chromebooks at the high school
III.B.7.	Purchase order	Blocking of unethical sites
III.B.8.	Purchase order and delivery of equipment	Implementation of Ipads at the elementary school
III.B.9.	Purchase order	Increase storage capacity
III.B.10	20% of district bandwidth to meet state guidelines	Bandwidth Test
III.B.11	20% increase in district infrastructure equipment	100% completion of required state testing
III.B.12	Purchase order	Implementation of computers in Digital Tools Lab.

*See attached Third Party Evaluation.

C) Professional Development

Lafayette County School District will work to provide instructional personnel and staff with access to opportunities and training to assist with the integration of technology into classroom teaching. Master In-service Plan components include the following and can be located at http://www2.nefec.org/mip/:

Component	Identifier Number	Date of Transition to High Quality MIP Template
Technology in the Classroom	3-007-001	October 2015
Technology Applications	3-404-001	November 2015
Assistive Technology in the Classroom	3-100-001	November 2015
PDA: Technology for Student Success—Assistive Technology	3-100-003	January 2016
PDA: Technology for Student Success—An Introduction	3-100-004	October 2015
PDA: Technology for Student Success—Tools for Reading Comprehension	3-100-005	March 2016
Instructional Technology in the ESE Classroom	3-105-001	November 2015

The Bureau of Standards and Instructional Support will assist our efforts to develop well-integrated educational technology. District-level professional development on a wide range of topics will be included:

- Effective instructional design and associated software
- Software and hardware to support individualized instruction
- Integration of classroom instruction with resources from the Local Instructional Improvement Systems (LIIS)

Professional development will be available in person at the regional, consortium, and district levels.

Implementation Plan for C) Professional Development:

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	50% District Technology Coach Salary & Benefits	2015-2016	$35,197.32	District	1,2,3,4
III.C.2.	Participation in statewide technology conferences	2015-2016	$10,000	District	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**
N/A	

Evaluation and Success Criteria for C) Professional Development:

C. **Professional Development Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	Google Calendar of Interaction with Teachers	50% of time spent with direct teacher instruction
III.C.2.	Conference registration receipts	Materials and information from sessions

D) Digital Tools

Implementation Plan for D) Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	Purchase Office Certifications and Curriculum for student certifications	2016	$6,300	High	1,3
III.D.2.	Purchase Office Software Site License for students completing office certifications and staff who have not fully transitioned to Google Docs.	2016	$3,000	High	1,3
III.D.3.	CIW	2016	$3,300	High	1,3
III.D.4	Purchase online software to increase math student achievement levels	2016	$2,939	District	1,4
III.D.5	Purchase online software to increase ELA student achievement levels	2016	$15,669	District	1,4
III.D.6	Purchase Progress Monitoring and Remedial Software	2016	$7,900	Elementary/ High	2
III.D.7	Purchase Online Classroom Management Software	2016	$10,639	Elementary/ High	1,3

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**
N/A	

Evaluation and Success Criteria for D) Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Purchase order	50% pass rate in Office Certifications
III.D.2.	Purchase order	100% use of Office Software
III.D.3.	Purchase order	50% pass rate
III.D.4	Purchase order	Implementation of software to the math curriculum
III.D.5	Purchase order	Implementation of software to the ELA curriculum
III.D.6	Purchase order	Implementation of remedial content and progress monitoring software
III.D.7	Purchase order	Implementation of software for online classroom management

E) Online Assessments

Implementation Plan for E) Online Assessments:

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.	Purchase scientific calculators for assessment	2016	$1,080	High	1,3

*Difference in TRI due to purchase of additional computers and devices resulting in need of increased bandwidth and infrastructure equipment for operational and security purposes.

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**
N/A	

Evaluation and Success Criteria for E) Online Assessments:

E. **Online Assessment Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.E.1.	Purchase order	100% usage of scientific calculators for corresponding assessments