



LEON COUNTY SCHOOL BOARD 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 digital learning implementation, the improvement of student performance outcomes, and how progress in digital learning will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by s.1011.62(12)(b), F.S.

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

1.1 District Team Profile -

Title/Role	Name:	Email/Phone:
Information Technology	Bill Nimmons	NimmonsW@LeonSchools.net 850-487-7372
Curriculum	Stuart Greenberg	GreenbergS@LeonSchools.net 850-339-8619
Instructional	Shane Syfrett	SyfrettS@LeonSchools.net 850-487-7837
Assessments	Gillian Gregory	GregoryG@LeonSchools.net 850-487-7833
Finance	Merrill Wimberley	WimberleyM@LeonSchools.net 850-487-7142
District Leadership	Scotty Crowe	CroweS2@LeonSchools.net 850-487-7219
Grants Coordinator	Amy Bradbury	BradburyA@LeonSchools.net 850-487-7811

1.2 Planning Process-

District Team

The district team assigned to complete the District Digital Classroom Plan developed the plan based upon the Leon County School Board approved 2012-2017 Technology Plan (Attachment 1). The components of the plan presented are comprised of sections from the Technology Plan and modified to address the additional detail required within the Digital Classroom Plan template as provided by FLDOE. Charter Schools were allowed to develop their own plans or align with LCS' approved plan. The Technology Plan provides detail on the following:

1) **IT Governance Committee structure**

Our IT Governance Committee structure (Appendix 1) is structured so that we gather input from all stakeholders (district and school administrators, teachers, union reps, and members of the community/business/industry experts) on our technology initiatives and technology plan development process. These committees provide strategic input, advice, assistance and recommendations in the procurement and implementation of technology.

2) **Basic Technology Standards and the 21st Century Classroom**

- a. We solicit input on our standards from all constituents in the development of our technology needs. These standards have been developed and refined over time and are continually involving as significant changes in technology dictate.
- b. We've defined the basic technology standards (Appendix 2) for every school that identifies the technology that is required by each school. This standard defines specific technology each school should possess based upon the size and type of school (high, middle, elementary, other). This standard covers, for example, the specific number of staff, teacher, student and lab workstations; the number and types of printers, bandwidth, and productivity software.
- c. In addition, we developed our concept of the modern 21st Century Classroom (Appendix 3) and define the standard we wish to achieve for each and every classroom in Leon County Schools. This standard includes a projection device, interactive whiteboard, interactive response system, mobile textbook device for each student, document camera, audio amplification, and printer.

3) **Instructional Technology Rationale.** To accomplish LCS technology vision and mission statements, the LCS Technology Plan addresses the following factors required for successful implementation:

- a. Equal Access for the Learning Community
- b. Development of Lifelong Learners
- c. Integration of Technology in the Classroom
- d. Build a Culture of Continuous Learning for Staff
- e. LCS will develop District technology standards for all students. These address five areas for all students in grades K-12:
- f. Integrate technology in all areas of the curriculum, ESOL, and Special Needs

1.3 Technology Integration Matrix (TIM) –

LCS is at the early stages of incorporating the TIM tools. District leadership will participate in the FLDOE series of courses designed to teach districts how to use the TIM and the TIM Tools to describe and compare classroom technology use. FLDOE summarizes that the course will provide an introduction to the TIM, the TIM Observation Tool and protocol, implementation of the Technology Uses and Perceptions Survey (TUPS), and incorporation of the TIM data into professional development planning and reporting.

1.4 Multi-Tiered System of Supports (MTSS)-

LCS has existing instructional technology resources in place to track and monitor individual student achievement as it relates to the MTSS/RtI requirements. Progress monitoring software

include A3, AIMSWeb, Pearson SuccessMaker, Achieve3000 and Longleaf. LCS utilizes DataDirector for progress monitoring and formative assessments throughout the school year. LCS also accesses digital content for core curriculum programs, ie GoMath, Wonders. Student behavior and disciplinary actions are tracked and monitored utilizing EducatorsHandbook. Parent portal provides attendance, academic performance and school information for students to parents. These systems provide crucial data for district and school level data chats in order to make informed decisions relating to MTSS.

I.5 District Policy

Student data safety, security, and privacy	2416 – Protection of Student Privacy	http://www.neola.com/leon-fl/search/policies/po2416.htm	9/4/12
	7540.01 – Technology Privacy	http://www.neola.com/leon-fl/search/policies/po7540.01.htm	9/4/12
	8530 Confidentiality	http://www.neola.com/leon-fl/search/policies/po8350.htm	9/4/12
	5517.01 – Bullying and Harassment	http://www.neola.com/leon-fl/search/policies/po5517.01.htm	9/4/12
	7530A – Security of user access to district technology resources	http://www.neola.com/leon-fl/search/ap/ap7530a.htm	9/4/12
District teacher evaluation components relating to technology	Element 4 Element 5 Element 9		9/10
Bring Your Own Device (BYOD)	5136 – Use of Personal Communication Devices	http://www.neola.com/leon-fl/search/policies/po5136.htm	9/4/12
	7542 – Network Access to technology resource from personally-owned communication devices	http://www.neola.com/leon-fl/search/policies/po7542.htm	9/4/12
Policy for refresh of devices	7540.09 – Computer operating and security guidelines (Computer Use Manual)	http://www.neola.com/leon-fl/search/ap/ap7540.09.htm	9/4/12
Acceptable/ Responsible Use	7540.03 – Student network and internet acceptable use and safety	http://www.neola.com/leon-fl/search/policies/po7540.03.htm	9/4/12
	7540.04 – Staff network and internet acceptable use and safety	http://www.neola.com/leon-fl/search/policies/po7540.04.htm	9/4/12
Master Inservice Plan Technology Components	CMPT1: Management Computer Applications CMPT2: Management and Administrative Uses of Technology CMPT3: Instructional Uses of Technology CMPT4: Advanced Instructional Computer Application		7/15

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

With the renewal of the half-penny sales tax in 2012, the district engaged the Tallahassee Chamber of Commerce to establish an independent review committee to assess the district's needs. The Capital Improvements Review Team (CIRT) was lead by the President of Tallahassee Community College and was comprised of over 50 community members. Team members volunteered more than 2,000 hours and completed some 50 site visits to assess the needs and justification for the half-penny sales tax. The teams were Oversight; Renovation and Maintenance; New Construction and Remodeling; Transportation; Instructional Delivery and Technology, Finance, Special Issues, and Communications. The half-penny sales tax was recommended, voted upon by the general public and approved. The CIRT independent review was the basis for the 2012-2017 Technology Plan and Digital Classroom Plans for 2014-2015 and 2015-2016. The CIRT Report included as Attachment 2 to this plan.

The needs analysis is delineated accordingly:

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

■ Highest Student Achievement

A. Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (year)
II.A.1.	ELA Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.2.	Math Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.3.	Science Student Achievement – 5 th Grade	60%	63%	2015-2016
II.A.3.	Science Student Achievement – 8 th Grade	58%	61%	2015-2016
II.A.4.	Science Student Achievement – Biology	69%	72%	2015-2016
II.A.5.	ELA Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
B. Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (year)
II.A.9.	Overall, 4-year Graduation Rate	83.5%	84%	2015-2016
II.A.10.	Acceleration Success Rate	55%	60%	2016-2017

■ **Quality Efficient Services**

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	1.78 : 1	1 : 1	2020	0.78 : 1
II.B.2.	Count of student instructional desktop computers meeting specifications	10,342	13,592	14,000	2020	408
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	2,711	3,840	5,000	2023	1,160
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	0	N/A	N/A
II.B.5.	Count of student large screen tablets meeting specifications	1,077	1,653	15,000	2023	13,347
II.B.6.	Percent of schools meeting recommended bandwidth standard	84%	84%	100%	2020 (ongoing)	16%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	41%	45.4%	100%	2020 (ongoing)	54.6%

Eight of our school sites do not meet either the external connection recommendation of 100 kbps per student, or the internal connection recommendation of 1000 kbps per student based upon their current school enrollment. The recommended connections for these schools are typically less 10% over the actual connections. The table below summarizes our current minimal internal and external connections. Our network operations department monitors bandwidth utilization in real time. Utilization at these sites rarely rises above 50% of capacity. Our core infrastructure allows us to shape traffic and increase capacity as needed.

School Type	Internal Connection	External Connection
Elementary	1 gbps backbone 100 mbps to each device	100 mbps
Middle	1 gbps backbone 100 mbps to each device	300 mbps
High	1 gbps backbone 100 mbps to each device	300 mbps
Elementary & Middle Shared Connection (2 sites)	1 gbps backbone 100 mbps to each device	300 mbps
Disaster recovery site, (1 high school)	1 gbps backbone 100 mbps to each device	1000 mbps

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

■ **Skilled Workforce and Economic Development**

Professional Development Needs Analysis (Required)		Baseline	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 – 15% Adaptation – 7% Infusion – 2% Transformation - 1%	Entry – 25% Adoption – 50% Adaptation – 17% Infusion – 5% Transformation - 3%	2016
II.C.2.	Percentage of total evaluated teacher lesson plans at each level of the TIM	TBD Entry – % Adoption – % Adaptation – % Infusion – % Transformation - %	TBD Entry – % Adoption – % Adaptation – % Infusion – % Transformation - %	2017

■ **Seamless Articulation and Maximum Access**

B. 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%	TBD	Ongoing support	Completed
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100%	TBD	Ongoing support	Completed
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100%	TBD	Ongoing support	Completed
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%	TBD	Ongoing support	Completed
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100%	TBD	Ongoing support	Completed

Systems are in place for core subject areas, and some noncore subject areas. We are in the process of determining the percent of student utilization as part of our digital tools review. The review will be complete by the end of the 2015-2016 school year.

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%	%TBD	Ongoing support	Completed
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	%TBD	Ongoing support	Completed
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	%TBD	Ongoing support	Completed

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%	%TBD	Ongoing support	Completed
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%	%TBD	Ongoing support	Completed
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%	%TBD	Ongoing support	Completed
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%	%TBD	Ongoing support	Completed
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%	%TBD	Ongoing support	Completed
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%	%TBD	Ongoing support	Completed

We are in the process of determining the percent of utilization as part of our digital tools review. The review will be complete by the end of the 2015-2016 school year.

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	100%	100%	Ongoing support	Completed

	parents about classroom activities and progress.				
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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)	80%	100%	2017
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	% TBD	50%	2016
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	% TBD	100% Core Curriculum	2020
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100%	100%	2016
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	% TBD	50%	2018
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.]	% TBD	100%	2020

Quality Efficient Services

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	5,995 devices are currently used for testing.	7,800 devices used for testing.	2018-2019
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	0%	15%	2018-2019

STEP 2 – Goal Setting:

Learning Goals:

- A. Implement learning resources that exploit the flexibility and power of technology to reach all learners anytime and anywhere.
- B. Integrate technology with the potential to inspire and enable all learners to excel in 21st Century classrooms.

Assessment Goals:

- C. Design, develop and implement assessments that give timely and actionable feedback about student learning to improve achievement and improve instructional practices
- D. Build the capacity of educators and schools to use technology to improve assessment materials and processes for both formative and summative assessments.

Teaching Goals

- E. Expand opportunities for educators to have access to technology-based content, resources, and tools where and when they need them.

STEP 3 – Strategy Setting:

Goal Addressed	Strategy	Measurement	Timeline
Implement learning resources that exploit the flexibility and power of technology to reach all learners anytime and anywhere.	Provide professional learning opportunities for core subject teachers	Assess skills necessary for implementing digital learning into the curriculum (Survey)	June 2016
Integrate technology with the potential to inspire and enable all learners to excel in 21 st Century classrooms.	Purchase infrastructure	Percent of classrooms meeting definition of 21 st Century classroom, as defined in district's Technology Plan.	June 2016
Design, develop and implement assessments that give timely and actionable feedback about student learning to improve achievement and improve instructional practices	Acquire progress monitoring assessments reflecting the FSA item specs.	Purchase of software and item/test bank including items that address the increased rigor of FSA	June 2016
Build the capacity of educators and schools to use technology to improve assessment materials and processes for both formative and summative assessments.	Provide professional learning related to existing resources aligned with the new Florida Standards and assessment of standards.	Agendas, attendance, teacher evaluations	June 2016
Expand opportunities for educators to have access to technology-based content, resources, and tools where and when they need them.	Purchase and/or develop web-based instructional resources to enhance instruction.	Core content courses developed for blended learning.	June 2016

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

Student Performance Outcomes		Baseline	Target
1.	5 th grade science	59%	63%
2.	ELA Student Achievement	59%	63%
3.	Math Student Achievement	60%	64%

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.	Increase the ratio of computer to student devices, including desktop computers, laptops, tablets, and other mobile devices.	2023	Combined with 21 st Century Classroom	Leon	II.B.2, 3, 5 II.E.
III.B.2.	Increase the bandwidth of both internal and external connections	2020	Combined with 21 st Century Classroom	Leon	II.B.6, 7
III.B.3.	Increase the percent of classrooms meeting the 21 st Century classroom definition as defined in the district's technology plan.	2020	Total Allocated for 2015-16 \$321,599.00	Leon	II.B. II.E.
	Devices – 70” interactive televisions with integrated computer			46 Classrooms, \$253,000.00	
	Network infrastructure upgrades/installation to support devices			46 Classrooms, 68,599.00	
III.B.4.	Charter school approved plans	2016	\$42,401.00	Leon	N/A

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

B. Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	Identification of schools and timeline by December 2016	As devices are distributed, student performance on the ELA and math FSA will be compared to previous years. Success: A 5% increase on the ELA and math FSA for students that have received a device.
	Start of implementation by July 2017. 1:1 in grades 3-12 by July 2023.	
III.B.2.	Identification of schools and timeline for completion by December 2016.	As devices are distributed, the number of days required for testing will decrease. Success: A 10% decrease in the number of days required for testing ELA and math FSA.
	Deploy desktops to identified schools by July 2017.	

	Elimination of gap by 2020. Ongoing monitoring and corrections to allocation to be completed by Instructional Technology.	
III.B.3.	Identification of schools and timeline by December 2016. Start of deployment by July 2017. Annual deployment every July. Elimination of mobile device gap by 2020. Ongoing monitoring and corrections to allocation to be completed by Instructional Technology.	As devices are distributed, student performance on the ELA and math FSA will be compared to previous years. Success: A 5% increase on the ELA and math FSA for students that have received a device.
III.B.4.	Periodic reporting of expenditures consistent with approved plan.	Financial documentation consistent with current district standards.

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

See the CIRT Plan (Attachment 2)

C) Professional Development

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Section II
C.1.	Up to 150 school-based tech leaders participate in LIIS training (core digital curriculum, progress monitoring & assessment, one-to-one initiative) ongoing professional development. Up to 700 teachers participate in summer training (core digital curriculum, progress	June 2016	Instructional Technology Leaders: \$45,390.80 Teacher Professional Development 700 teachers, 20 hours of training.		II.C., II.D.

	monitoring & assessment, one-to-one initiative)		\$300,000.00		
C.2.	Establish a technology learning center at the district training and conference center. This site will support up to 32 teachers and staff for professional development. It will also serve as a testing center for students at special school sites.	April 2016	Equipment and Furnishings: \$80,000.00 Network Infrastructure \$20,000.00	Leon	II.C, II.D.

Evaluation and Success Criteria for C) Professional Development:

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	<ul style="list-style-type: none"> • Existing processes for documenting trainings occurrence • Instructional Technology Curriculum Developer to ensure school-based trainings occurred • Review of teacher evaluation to show increased use of technology school wide • Completion of training module for LIIS training 	<ul style="list-style-type: none"> • Established scalable training module (train-the-trainer) • Teachers meeting TIM Goals: <ul style="list-style-type: none"> Entry – 25% Adoption – 50% Adaptation – 17% Infusion – 5% Transformation - 3%
C.2.	<ul style="list-style-type: none"> • Periodic reporting of expenditures consistent with approved plan. 	Completion and utilization of training facility prior to June 2016. Financial documentation consistent with current district standards.

D) Digital Tools

D. Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.D.1	LCS will continue with the implementation of Educator, upgrade to SM8, Gradebook and other software for formative assessments/LIIS to meet district, state, and federal guidelines.	June 2016	SM8 Upgrade: \$150,000.00 Gradebook: \$167,000 Formative Assessment and Data Analysis Software: \$78,000.00	Leon	II.D.
III.D.2	Digital Curriculum integration/LIIS content development for required courses.	June 2016	\$50,000.00	Leon	II.C.,2., II.D.
III.D.3					
III.D.4					

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.	<ul style="list-style-type: none"> Existing processes for documenting trainings on software Instructional Technology Curriculum Developer to ensure school-based trainings occurred Review of teacher evaluation to show increased use of technology school wide Completion of training module for LIIS training 	Established scalable training module, district-wide implementation of digital tools.

III.D.2.	<ul style="list-style-type: none"> • Personnel/payroll records • Project tasks/timeline completion checklist 	Support TIM Goals by accomplishing at least 3 content courses developed for blended learning.
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E) Online Assessments

E. Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.E.1.	Increase the ratio of computer to student devices, including desktop computers, laptops, tablets, and other mobile devices.	2023	Combined with 21 st Century Classroom	Leon	II.B.2, 3, 5 II.E.
III.E.2.	Increase the bandwidth of both internal and external connections	2020	Combined with 21 st Century Classroom	Leon	II.B.6, 7

Evaluation and Success Criteria for E) Online Assessments:

See Digital Learning and Technology Infrastructure.