Liberty County School District

DIGITAL CLASSROOM PLAN

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

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

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

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

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

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

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Lynn Guthrie	Lynn.Guthrie@lcsbonline.org	850.643.2275
Curriculum/Instructional District Contact	Gay Lewis	Gay.Lewis@lcsbonline.org	850.643.2275
Assessment District Contact	Seth Geiger	Seth.Geiger@lcsbonline.org	850.643.2275

Finance District Contact	Sheila Hall	Sheila.Hall@lcsbonline.org	850.643.2275
District Community Contact	Becky Brown	PopandOp@aol.com	

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

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

The District Leadership committee developed guidelines for the development, implementation, monitoring and evaluation of the Liberty County District 2014-2019 Digital Classroom 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. Collaboration with the District Advisory Council will be a continuing part of this plan.

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

Liberty 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 (using I-Pads), text-to-speech applications, and specialized software. They also provide students with various ways to express themselves in order to increase active engagement in different settings and situations. In addition, assistive technology devices are available for students with disabilities to participate, communicate, and learn more effectively in the classroom. An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The district employs a variety of assistive technology devices to augment, supplement and compliment the educational process for students with special needs. Child Study Teams identify assistive technology needs on a case-by-case basis, and teachers have access to a laptop or desktop computer in the classroom, which in many cases is connected to an interactive board. All computers have the ability to activate the "Accessibility Options" built in to the Microsoft and Mac operating system. On the higher-grade levels, students may have access to a collaborative global community of learners, using tools such as online learning, podcasts, wikis, social networking, etc. The Assistive Technology Specialist (LATS) works closely with the teachers of exceptional students to assure that instructional needs are met. These students, based on the goals and needs identified in their IEPs, receive help from text-to-speech software, keyboards for response and other technology tools that allow them to successfully function in the classroom. Instructional software programs such as Fountas & Pinnell and Reading Plus serves these students, as well as identified general education students, to help them move forward in the accomplishments of the Florida Standards.

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

Professional Development should be evaluated based on the level of current technology integration by teachers into classrooms. This will measure the impact of the professional development for digital learning. In September of this year, teachers were given the Technology Uses and Perceptions Survey, a part of the TIM Tools suite, to help

target professional development needs and to get a better understanding of how prepared teachers are to integrate technology. Results were reviewed and the TUPS will be administered again at the end of this school year to measure growth and development in the area of technology.

The Technology Integration Matrix (TIM) can be found at: http://MyTechMatrix.org. At this time, we have not formally observed instructional staff utilizing the TIM Observation Tool but will begin to do so at the completion of the online TIM training. Average integration should be recorded as the percent of teachers at each of the 5 categories of the TIM for the levels of technology integration into the classroom curriculum. As a committee, we estimated the average current level of integration of our instructional staff district wide to be at the Entry Level. However, our Tech Cadre that was developed and in-serviced as part of the 2014-15 DCP has an average estimated level of Adaptation.

Liberty District will utilize the ten registration tickets provided for online TIM training and support to enroll administrators and teachers. This training will educate participants in how to implement the TIM Tools Suite and provide valuable information on professional development needs as well as current classroom technology use. As professional development needs are determined, we will provide access to professional development and training to assist with the integration of technology into instruction provided in the classroom. The Master In-service Plan located at PAEC.org. includes the following components; Technology in the Classroom/Digital Curriculum – Component Number: 3-408-001 or 3-100-002 (Exceptional Student Education) and Technology for Educational Leaders – Component Number" 7-507-005—5.

Ongoing professional development opportunities will be offered in several modalities including face-to-face workshops, study group/learning community, action research, and independent study as well as through distance and online learning. District staff and approximately 1/3 of instructional staff have participated in the Florida Standards training including CPALMS. The district will continue collaboration with FDOE to integrate tools and resources for instruction. The use of Technology Mentor Teachers will be incorporated to provide the ongoing support and technology expertise to ensure integration of technology into the classroom. Technology Mentor Teachers will meet with instructional staff on a regular basis, share resources, model lessons, and assist in setting goals. District Leadership Technology Institutes will be held to build capacity for technology integration. Teachers will be encouraged to utilize the Action Research for Technology Integration (ARTI) as they increase integration of technology in their classrooms.

Professional Development Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
1.	Average Teacher technology integration via the TIM	Entry	Infusion	2018
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Adoption	Infusion	2018
3.	Average Teacher technology integration via the TIM (Middle Schools)	Entry	Infusion	2018
4.	Average Teacher technology integration via the TIM (High Schools)	Entry	Infusion	2018
5.	Average Teacher technology integration via the TIM (Tech Cadre)	Adaption	Infusion	2017

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

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

Liberty County uses the problem solving/MTSS method of developing and implementing instruction and interventions based on a three tiered model. Our MTSS model integrates core instruction (Tier 1), supplemental instruction/intervention (Tier 2), and intensive interventions (Tier 3). This system relies on the data from state and district assessments as well as implementation data on the effectiveness of student specific interventions. The district monitors usage data of core and intervention programs, and uses this data to determine professional development needs and changes to programs used for students.

Core instruction (Tier 1) requires differentiation of instructional strategies in the classroom. Technology tools provide strong support for small-group instruction and targeted instructional delivery. This model for Tier 1 requires that sufficient hardware be available in classrooms to allow for small-group use of the technology. Therefore, this will be one of the primary areas of focus for our first year implementation.

District staff and schools use the MIS system, Focus, and the data-mining tool, Performance Matters, to track student achievement data of student who are receiving Tier II and Tier III levels of intervention. Ongoing progress monitoring tools such as STAR Reading 360 and STAR Math 360 and will be used to determine needs in core instruction. Review of this data occurs at the classroom, school, and district level. Principals and Assistant Principals support school-wide data review and assist teachers in interpreting data for the creation of "Watch Lists" or Early Warning Systems.

The problem solving process was used as a guide in the creation of this plan. The review of usage data compared to school-wide achievement data coupled with the review of technology infrastructure have provided an overview to guide the district in planning for the placement and implementation of instructional technology. Ongoing monitoring and evaluation of the effectiveness of our tools at each Tier will be used to ensure that we meet the needs of all students.

I.5 District Policy - The district should provide each of the policies listed below and include any additional digital technology relevant policy in the "other/open" category. If no district policy exists in a certain category, please use "N/A" to indicate that this policy is currently non-applicable. (This does not preclude the district from developing and including a relevant policy in the future.)

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

Type of Policy	**Brief Summary of Policy (limit character)**	**Web Address (optional)**	**Date of Adoption**
Student data safety, security and privacy	Student Network and Internet Acceptable Use & Safety (7540.03)	www.neola.com/liberty-fl	April 19, 2014
District teacher evaluation components relating to technology (if applicable)	N/A	N/A	N/A
BYOD (Bring Your Own Device) Policy	Access to Technology Resources from Personal Communication Devices (7542)	www.neola.com/liberty-fl	April 19, 2014
Policy for refresh of devices (student and teachers)	2013-2015 District Technology Plan	www.lcsbonline.org	June 27, 2013
Acceptable/Responsible Use policy (student, teachers, admin)	2015-16 Student Code of Conduct	www.lcsbonline.org	July 27, 2015
Master Inservice Plan (MIP) technology components	Master Inservice Plan	www.paec.org	August 11, 2015
Other/Open Response			

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

Districts should evaluate current district needs based on student performance outcomes and other key measurable data elements for digital learning.

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

A) Student Performance Outcomes

The 2013-14 data will be used for all areas due to the fact FSA scores have not been released.

The district's needs are based on the 2013-14 district wide data as shown below:
Reading 59% proficient
Math 55% proficient
Science 62% proficient
Writing 65% % scoring 3.5 or above

During 2013-14 our three school grades were, W. R. Tolar – B, Hosford Elementary and Junior High – B, and Liberty County High School – B. The district grade increased to a "B" over the previous year grade of "C". The district will continue to focus on strengthening foundation skills in the core academic areas.

An analysis of 2013-2014 AMO data shows that there is a significant gap between African American students and students with disabilities compared to White and economically disadvantages students.

Subgroup	Reading	Math	Writing
African American	39	39	52
Hispanic	54	47	53
White	62	58	60
ELL	--	--	--
SWD	38	45	43
Economically Disadvantaged	50	47	55

To address these gaps, it is our goal to work closely with our 21st Century after school program that targets our district students in need to ensure that these students are receiving the additional academic remediation daily that they need to succeed. These programs are located on our campuses which will give them access to all of the materials and technology that the students are exposed to each day, but in a more individualized program.

B) Digital Learning and Technology Infrastructure

The district has invested in research-based software and hardware to address student learning needs. Due to an inequity in access to hardware across the district, some students have limited access to digital tools to positively impact their learning. In addition the district struggles with adequate funding to maintain a systematic refresh of desktops and laptops as well as the core infrastructure needs for switches, WAPs, and technical services to maintain the backbone of the network.

C) Professional Development

Professional development needs include increasing instructional capabilities for developing, delivering, evaluating, and maintaining digital instructional materials. In addition there is a need for the development of assessments in the LIIS to coordinate with Florida Standards and CMAPS created in CPALMS, with an emphasis on developing cross-curricular content that integrates the use of technology.

D) Digital Tools

Digital Tools	Baseline	Target
CPALMS	Partially implemented	Ongoing implementation
Discovery Education Digital Alg I and History Content	Partially implemented	Ongoing implementation
Discovery Education (United Streaming)	Fully implemented	Continue to utilize to support classrooms
Focus	Fully Implemented	Continue to utilize to support classrooms
Fountas & Pinnell	Partially implemented	Ongoing implementation
GMetrix	Fully implemented	Continue to utilize to support classrooms
ICT Essentials	Partially implemented	Ongoing implementation
Learning.com	Partially implemented	Ongoing implementation
MicroType	Fully implemented	Continue to utilize to support classrooms
OdysseyWare	Fully implemented	Continue to utilize to support classrooms
Pearson Learning Microsoft Office 2013 E-Course	Fully implemented	Continue to utilize to support classrooms
Performance Matters/Unify	Partially implemented	Ongoing implementation
Reading Plus	Fully implemented	Continue to utilize to support classrooms
Renaissance Place (AR 360, STAR Reading 360 and STAR Math 360)	Fully implemented	Continue to utilize to support classrooms
Success Maker	Fully Implemented	Continue to utilize to support classrooms
Think Central (Math & Science K-8 Digital Content)	Fully implemented	Continue to utilize to support classrooms
Write Score	Partially implemented	Ongoing implementation

E) Online Assessments

A review of district available technology, indicate that increasing the amount of workstations available and labs will help facilitate this identified issue and decrease the amount of lost instructional time due to scheduling conflicts with testing. The following plan will address this need:

Online Assessment Implementation				
	Deliverable	Estimated Completion Date	Estimated Cost	School/District
E.1.	Purchase and installation of devices for assessment.	August 2016	No additional cost. Included in Infrastructure needs.	District W. R. Tolar Hosford School Liberty County High School
E.2	Evaluate and increase bandwidth to schools in order to provide sufficient access to online testing environment.	June 2016	Seeking contracts for increased bandwidth.	District W. R. Tolar Hosford School Liberty County High School

Highest Student Achievement

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

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

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

Data will be updated upon receipt of 2014-15 FSA scores.

A. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.1.	ELA Student Achievement	59%	64%	2018
II.A.2.	Math Student Achievement	55%	60%	2018
II.A.3.	Science Student Achievement – 5th & 8th Grade Avg (% Proficient)	62%	67%	2018
II.A.4.	Science Student Achievement – Biology	78%	83%	2018
II.A.5.	ELA Learning Gains	68%	73%	2018
II.A.6.	Math Learning Gains	66%	71%	2018
II.A.7.	ELA Learning Gains of the Low 25%	60%	63%	2018
II.A.8.	Math Learning Gains of the Low 25%	67%	70%	2018

B. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.9.	Overall, 4-year Graduation Rate	76%	78%	2018
II.A.10.	Acceleration Success Rate	79%	85%	2018
A. Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.11. (D)				
II.A.12. (D)				
II.A.13. (D)				
II.A.14. (D)				

Quality Efficient Services

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

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

B. **Infrastructure Needs Analysis (Required)**		**Baseline from 2014**	**Actual from Spring 2015**	**Target**	**Date for Target to be Achieved** ***(year)***	**Gap to be addressed** ***(Actual minus Target)***
II.B.1.	Student to Computer Device Ratio (mobile)	10:1	4:1	1:1	2018	3:1
II.B.2.	Count of student instructional desktop computers meeting specifications	518	818	850	2018	32
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications (3rd – 12th grades)	93	346	1100	2018	754
II.B.4.	Count of student web-thin client computers meeting specifications	0	250	500	2018	250
II.B.5.	Count of student large screen tablets meeting specifications (K-2 grades)	0	0	400	2018	400
II.B.6.	Percent of schools meeting recommended bandwidth standard	100%	100%	100%	Ongoing	0%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	65%	65%	100%	2018	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 and ongoing	No gap

B. Infrastructure Needs Analysis (District Provided)		Baseline	Actual from Spring 2015	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
II.B.10. (D)	Classrooms with mounted LCD projectors	87	87	127	2018	40
II.B.11. (D)	Classrooms with document cameras	74	74	100	2018	26
II.B.12. (D)	Classrooms with interactive whiteboards	40	40	100	2018	60
II.B.13. (D)	Classrooms with access to 3D printers	1	1	4	2018	3

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

- **Skilled Workforce and Economic Development**

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

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

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

C. **Professional Development Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	TIM observations are in progress but not completed. TUPS was given as a baseline. TUPS data will be sent with DCP.	Entry: 10% Adoption:10 % Adaption:30 % Infusion:30 % Transform: 20%	2017
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	TIM evaluations/lesson plans are in progress but not completed.	Entry: 10% Adoption:10 % Adaption:30 % Infusion:30 % Transform: 20%	2017

C. Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.3. (D)	Technology Mentor Teachers (Elementary Schools)	0	6	2017
II.C.4. (D)	Technology Mentor Teachers (Middle Schools)	0	4	2017
II.C.5. (D)	Technology Mentor Teachers (High School)	0	2	2018

- **Seamless Articulation and Maximum Access**

  Digital Tools:
  Districts shall continue to implement and support a digital tools system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

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

D. **Digital Tools Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
	Student Access and Utilization (S)	**% of student access**	**% of student utilization**	**% of student access**	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	60%	10%	70%	2018
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	40%	15%	80%	2018
II.D.3. (S)	A system that supports student access to online assessments and personal results.	70%	20%	100%	2018
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	0%	0%	100 %	2018
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	75%	75%	100%	2018

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%	50%	100%	2018
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	60%	40%	100%	2018
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	60%	30%	100%	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.	30%	15%	100%	2018
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.	70%	50%	100%	2018
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and	70%	35%	100%	2018

	instructional resources to provide new ways of viewing and analyzing data.				
II.D.7. (T)	A system that houses documents, videos and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	0%	0%	100%	2018
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.	70%	35%	100%	2018
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%	90%	100%	2017

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.	80%	60%	100%	2017

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%	70%	2018
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	70%	90%	2018
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	35%	90%	2018
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	60%	90%	2018
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	60%	90%	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.]	30%	70%	2018
D. **Digital Tools Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.D.7. (IM)				
II.D.8. (IM)				
II.D.9. (IM)				

- **Quality Efficient Services**

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

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

E. **Online Assessments Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	491	1500	2018
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based Assessments	100%	100 %	ongoing
E. Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.E.3. (D)				
II.E.4. (D)				
II.E.5. (D)				

STEP 2 – Goal Setting:

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

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

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

Goals Examples:

EXAMPLES

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

Enter district goals below:

Mathematics
Goal: By May 2018, 90% of students in grades 3-11 will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards as measured by the state assessment and special education assessments.
Objective: Students will use technology to enhance their learning of mathematics content towards mastery of the Florida mathematics standards.
Objective: Students will acquire skills and knowledge to utilize a variety of technological math tools.
Strategy:

- Development of a plan to ensure access to technology to support objectives in priority order**.**
- Annually survey staff to identify strengths and weaknesses of implementation.
- Review assessment data to determine strengths, needs and trends.
- Ongoing review of the need for additional professional development, hardware, and software.
- Purchase and/or maintain needed software.
- Identify and schedule professional development.

English Language Arts (ELA)

Goal: By May 2018, 90% of students in grades 3-11 will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards as measured by the state assessment, and designated special education assessments.
Objective: Students will use technology to enhance their learning of ELA content towards mastery of the Florida ELA 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 skills as dictated by the Florida Standards.
Objective: Students will utilize a variety of presentation software to organize and present their work.
Strategy:

- Development of a plan to ensure access to technology to support objectives in priority order**.**
- Annually survey staff to identify strengths and weaknesses of implementation.
- Review assessment data to determine strengths, needs and trends.
- Ongoing review of the need for additional professional development, hardware, and software.
- Purchase and/or maintain needed software.
- Identify and schedule professional development.

Science
Goal: By May 2018, 90% of students in grade 5 and 8 will demonstrate a 3-5% growth annually towards proficiency in the science standards as measured by the Florida Science Assessment.
Objective: Students will utilize technology resources to enhance their learning of science content towards mastery of the next generation science standards.
Objective: Students will learn to use the internet as a resource to enhance their understanding of science concepts, while working in a collaborative classroom environment.
Strategy:

- Development of a plan to ensure access to technology to support objectives in priority order**.**
- Annually survey staff to identify strengths and weaknesses of implementation.
- Identify software and Internet resources to be used.
- Review assessment data to determine strengths, needs and trends.
- Ongoing review of the need for additional professional development, hardware, and software.
- Purchase and/or maintain needed software.
- Identify and schedule professional development.

History
Goal: Integrate History content standards into day-to-day teaching and learning of ELA and Mathematics Florida content standards, as they apply to include an essential use of technology.
Objective: Students will learn to appropriately use the Internet as a resource for research and to enhance their understanding of Florida specific standards for history and social sciences.
Objective: Utilize technology resources that are part of the adopted textbook to enhance learning of Florida specific standards for history and social sciences.
Objective: Students will utilize multimedia such as scanners, digital still and video cameras to enhance their presentation skills.
Strategy:

- Development of a plan to ensure access to technology to support objectives in priority order**.**
- Annually survey staff to identify strengths and weaknesses of implementation.
- Review assessment data to determine strengths, needs and trends.
- Ongoing review of the need for additional professional development, hardware, and software.
- Purchase and/or maintain needed software.
- Identify software and Internet resources to be used.
- Identify and schedule professional development.

Technology Integration

Goal: Improve technology integration into the classroom instruction and professional development to increase the achievement of our students while supporting teachers in the delivery of instruction and the monitoring of student learning.
Objective: Implement model classroom plan that provides fair and equitable access to technology tools for all students and teachers across the district.
Objective: Increase the number of devices that can be utilized to support progress monitoring and the delivery of online assessments throughout the year.
Objective: Implement a district wide Single Sign On System to provide ease of transfer between applications.
Strategy:

- Work with various vendors and technical support providers as necessary to install the technical infrastructure that will support the requirements for model classrooms and devices. (Wiring, hardware, bandwidth, WAPs, etc.)
- Acquisition of laptops, docking stations, projectors, mounts document cameras, and interactive touch display units and 3D printers to bring classrooms in line with model classroom specifications.
- Acquisition of additional devices and furniture necessary to serve as student workstations.
- Teacher training and professional development on new environment and devices for students and staff on their use to increase and enhance student learning and engagement.

Goal: By May 2018, 80% of students within the Liberty County Schools will demonstrate mastery of district determined technology standards appropriate to the corresponding grade levels.
Objective: Teachers will outline technology standards to be met at each grade level utilizing the International Society for Technology Education (ISTE http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf) standards as a guideline.
Objective: Students will demonstrate technology proficiency by the end of each grade span.
Strategy: Identify software or internet resources to be used.
Strategy: Conduct yearly assessments.
Strategy: Review assessment data to identify strengths, needs and professional development.

Infrastructure
Goal: The district will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and support the district's instructional and administrative goals.
Objective: The district will support and maintain LANs/WANs for both hardware and software.
Objective: The district will supply sufficient bandwidth to support current and future district technology needs.
Objective: The district will support "managed wireless" access throughout the district.
Objective: The district will purchase and deploy computers, laptops and peripheral devices for staff and student use.
Strategy:

- Acquire and maintain switches, firewalls, web filters, wireless access points and other network hardware as needed.
- Obtain technical support to assist with network design of VLANS to reduce collision domains as needed.
- Evaluate, plan, and budget for ongoing replacement and updating of infrastructure hardware and software.
- Evaluate, monitor the districts bandwidth to supply sufficient bandwidth for technology needs.

Goal: The district will assure CBT readiness with sufficient access to increase efficiency of online testing deployment.
Objective: Expand hardware deployment to include computers to meet demands of online testing.
Objective: Upgrade operating systems and/or replace devices that do not meet minimum operating specifications as recommended by FSA.
Strategy:

- Acquire additional laptops, desktops or other equipment and software in order to address testing needs.

Goal: Provide expanded access to technology for all students
Objective: Liberty Schools will outline,develop, implement and utilize model classrooms throughout the district.
Objective: The district will move towards the implementation of student devices.
Strategy:

- Prioritize and implement procurement of technology to meet objectives.
- Identify funding sources to provide additional hardware
- Provide a pilot program of Technology Mentor Teachers to strengthen and develop teacher skills to create a digital learning environment of personalized learning.

STEP 3 – Strategy Setting:

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

Examples of Strategies:

EXAMPLES			
Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	• Purchase Instructional Materials in digital format	50% of purchases in 2016-17
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	• Fully implement system across nine components • Integrate instructional materials into system	2014 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	• Bandwidth amount • Wireless access for all classrooms	2014-2019

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Highest student achievement	Provide teachers and students with high quality digital content for Math, ELA and History that is aligned to the Florida Standards.	• Review current inventory and purchase additional instructional materials in digital format	Review of purchases in 2014-2015.
Highest student achievement	Provide admin/teacher training and support for the use of integrated digital tool system to transform instruction.	• Train Technology Mentor Teachers/Admin in the TIM • Admins will monitor the fidelity of implementation of the TIM • Utilize Technology Mentor Teachers to train teachers to align lessons with TIM • Ongoing support from Lead Technology Teachers	2015 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments.	• Bandwidth • Wireless access for all classrooms • Upgrade infrastructure • Increase devices	2014-2019
Equitable Access to Support High Student Achievement	Enhance and upgrade infrastructure and hardware purchases to assure equitable access to technology tools and digital content for all teachers and students	• Purchase and install hardware and software to meet district wide access.	2014- 2019

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

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

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

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

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

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

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

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

A) Student Performance Outcomes

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

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

Enter the district student performance outcomes for 2015-16 that will be directly impacted by the DCP Allocation below:

Data will be updated upon receipt of 2014-15 FSA scores.

A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.3.	Increase writing proficiency percentage at W. R. Tolar K-8.	53%	56%
III.A.4.	Increase writing proficiency percentage at Hosford K-8.	73%	76%
III.A.5.	Increase writing proficiency percentage at Liberty County High School.	73%	76%
III.A.6.	Increase math proficiency at W. R. Tolar K-8.	53%	56%
III.A.7.	Increase math proficiency at Hosford K-8.	59%	62%
III.A.8.	Increase math proficiency at Liberty County High School.	56%	59%

B) Digital Learning and Technology Infrastructure

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

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

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
B.1.	Purchase necessary equipment and technical support to provide a stable, reliable and efficient network both wired and wireless. • Testing, repair, and re-certification of existing cabling plant • IT infrastructure service hours	September 2016	$12,880.00	District WRT	II.B.6
B.2.	Purchase additional student workstations and devices to provide equitable access. • 375 – student laptops • 50 - chromebooks • 15 – charging/storage carts	September 2017	$181,625.00	District Wide	II.B.3
B.3.	Purchase and install equipment for model classrooms. • 28 - short throw projectors • 28 - wall mounts • 12 - ceiling mount projectors • 25 - document cameras	September 2016	$51,808.00	Hosford LCHS WRT	II.B.10 (D) II.B.11 (D)

	• 30 - network printers & toner • 2 – scanners • 3 – Surface tablets				

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

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

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

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

B. **Infrastructure Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	Assessment of infrastructure needs will be documented.	Identified upgrades will be purchased, installed and functioning properly. Progressive Communications and LCSB staff meeting deadline.
III.B.2.	Assessment of needed devices will be documented.	Computer devices will be purchased and installed into identified areas and working properly and overseen by LCSB staff along with help from the vendor.
III.B.3.	Outline necessary elements for model classrooms.	Items identified for model classrooms will be purchased, installed and functioning properly. This will be overseen by LCSB staff meeting deadline.
III.B.4.		

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

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

C) Professional Development

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

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

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

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

Implementation Plan for C) Professional Development:

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

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

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	Principals, Assistant Principals, and other select staff from each school will complete and implement training in the use of TIM.	July 2016	No cost (Tickets will be utilized provided for digital learning professional development support.	Liberty	II.C.1 II.C.2
III.C.2.	Provide time for Technology Mentor Teachers to work collaboratively on cross curricular material to be field tested in their classrooms.	June 2016	$15,000 (13 stipends @ $1150.00)	Liberty	II.C.3 (D) II.C.4 (D) II.C.5 (D)
III.C.3.	Utilize Technology Mentor Teachers to lead training at summer institute.	July 2016	$10,000 (Up to 28 teachers and 5 trainers for 3 days @ $100/day	Liberty	II.D.2 (T) II.D.4 (T)

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

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

Evaluation and Success Criteria for C) Professional Development:

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

C. **Professional Development Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	This professional development activity will be monitored through ePDC registration, temporary duty forms, sign in sheets.	100% of participants will complete a TIM assessment at their respective school sites.
III.C.2.	Temporary duty forms, sign in sheets, substitute payroll.	100% of the Technology Teacher Mentors will complete cross curricular materials to be field tested in their classrooms.
III.C.3.	Minutes or Google Doc notes	Completed plan for summer institute.
III.C.4.	Temporary duty forms, sign in sheets, stipend payroll.	100% of Technology Teacher Mentors will assist in delivery at the summer institute.

D) Digital Tools

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

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

Implementation Plan for D) Digital Tools:

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

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	Offer 1 additional CAPE digital tool certification from the approved list.	2015-2016	$2000 (supported by FEFP funding)	W. R. Tolar and Hosford Elementary and Junior High	II.D.1 (S)
III.D.2.	Implement Learning.com technology tools	2015-2016	$0 (supported by PAEC)	W. R. Tolar and Hosford Elementary and Junior High	II.D.2 (S)
III.D.3.	Integrate 1 set of instructional materials into the digital tools system.	2015-2016	$5,000 (supported by Instructional Materials Allocation)	W. R. Tolar, Hosford Elementary and Junior High School	II.D.2 (S)

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

Brief description of other activities	**Other funding source**
D.1	FEFP
D.3	Instructional Materials Allocation

Evaluation and Success Criteria for D) Digital Tools:

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

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	CAPE certification	80% of students enrolled in classes will achieve industry certification.
III.D.2.	Provide Learning.com through PAEC partnership.	70% of targeted teachers will utilize Easy Tech with students.
III.D.3.	Digital instructional materials utilization	90% of targeted teachers will utilize digital instructional materials.
III.D.4.		

E) Online Assessments

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

Implementation Plan for E) Online Assessments:

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

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.					
III.E.2.					
III.E.3.					
III.E.4					

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

Brief description of other activities	Other funding source
Currently seeking contract options for increased bandwidth	E-Rate and Local funds
Implement bandwidth shaping for limiting internet use during assessment windows.	No cost
Unify/Performance Matters Test Creation & Test Center	Capital Outlay funds

Evaluation and Success Criteria for E) Online Assessments:

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

E. **Online Assessment Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Purchase and installation of devices for assessment.	Will successfully complete the infrastructure trial for online assessment.
E.2.		