



St. Johns County School District
DIGITAL CLASSROOMS PLAN
2015-2016

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Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

District Mission and Vision statements

The St. Johns County School District will provide students with opportunities to be engaged in a technology-rich environment that enhances teaching, fosters learning and develops essential life skills for all students.

District Profile

The St. Johns County School District (SJCSD) consists of more than 33,000 students and has realized growth of 15 percent over the last five years. The school system currently supports eighteen elementary schools, three K-8 schools, seven middle schools, seven high schools, one alternative center, six charter schools, and three juvenile justice facilities. Over the last several years, the SJCSD has made the transition from a small school district to a medium-sized school district.

The student body represents 113 different countries speaking 72 different languages. The district has identified 2,274 gifted students. Additionally there are 5,156 disabled students who have learning or intellectual disabilities, speech/language or sensory impairments and developmental delays.

The district continues to develop programs and services for a growing number of homeless and unaccompanied youth. Each year this number increases and at the conclusion of school year 2013/2014 it reached 803 students.

The district has been a leader in technology. A computer refresh cycle in 2006, 2009 and 2013 was implemented for teachers and key school administrators. The next computer refresh (for over 2300 machines) is planned in the fall of 2015. This initiative has placed new computers in the hands of teachers every three years for the past nine years. The refresh plan provides teachers and key school administrators with a standard and up-to-date technology tool to conduct both administrative and learning-based tasks. The technology plan outlines standard classroom technology equipment which includes digital projectors, teacher computers, document cameras, teacher sound systems, screen/white boards and interactive boards.

The district's network infrastructure has been upgraded each year to meet the growing demands on bandwidth, network management tools, edge equipment, wireless access and controls.

Wireless or wired access is available in 100 percent of classrooms. The wireless network reaches most, if not all, classrooms and common areas. Schools are being upgraded to the new wireless 802.11n or 802.11ac capability each year.

All classroom instruction whether standard, gifted blended, exceptional student education, programs of choice and career academies or some combination of each, is based upon students mastering content standards through high-yield instructional methodologies.

For students with demonstrated interests and abilities that are beyond their current grade level, differentiated learning experiences are implemented within the classroom, and acceleration opportunities are available. Acceleration through virtual education during the school day is also available.

Proper placement is ensured through data-based decision making using a systematic progress monitoring program. Interventions designed to assist students not yet mastering standards are prescribed via an instructional team review process. Remediation may take place within the regular classroom experience and/or summer programs.

Schools continue to emphasize a complete educational experience which includes all content areas and the arts. Guidance counselors and instructional literacy coaches at each school provide services including guidance counseling and academic advisement as well as support to assist teachers in delivery of international standards within the classroom.

School-based management is an important component of the SJCS D's culture. Complete information can be accessed in the Student Progression Plan and the St. Johns County Parent Resource Guide, both of which are available on the district's website.

There are 15 career academies with more than 3,600 students at seven high schools. Five of these academies have earned Model Academy Status bestowed by the National Career Academy Coalition (NCAC). These career academies have developed and fostered relationships and support from some of Northeast Florida's leading businesses. In addition, there are several programs of choice offered throughout the district including Air Force Junior Reserve Officers Training Corps (AFJROTC), Cambridge Advanced International Certificate of Education (AICE) program, International Baccalaureate (IB), Army Junior Reserve Officers Training Corps (AJROTC) and the Navy Junior Reserve Training Corps (NJROTC).

The SJCS D offers virtual courses to over 2,000 students through its St. Johns Virtual School, a franchise of Florida Virtual School. In addition, virtual instruction is provided directly through Florida Virtual School and multiple other providers. All eligible SJCS D students have access to virtual instruction.

St. Johns County has had several notable achievements in the realm of digital learning over the past three years, including the integration of Edmodo into the classroom which is a secure social learning network that allows for the management of digital content and assignments. There are currently over 25,000 student accounts and over 2,300 teacher accounts across the district. Over 140,000 digital

assignments have been turned into teachers from students since its implementation three years ago.

Teachers throughout the district are currently using the online resources from all of the textbooks to deliver digital content to students.

One of the first completely digital schools in the state, Palencia Elementary, opened three years ago. Its students use iPads and laptops to consume and create digital content for their class work.

Challenges the school district face, include the following:

One challenge the district faces is the ability to recruit and retain high-quality staff. Implementing a new performance pay plan for instructional staff which includes evaluations on an entirely new system using student performance and classroom practices is also a challenge.

Managing high student growth in spite of drastic capital funding reductions continue to be a high priority for St. Johns County Schools. Capital improvement millage has diminished due to the decline in taxable values and the reduction of 0.5 mills in taxing authority as determined by the legislature. These revenues are not expected to return to previous levels of funding. This reduced funding is jeopardizing the ability to maintain existing schools and to build new ones. Current growth trends indicate that the district will need to grow by 10 more schools over the next 10 years with a projected student population of 47,567.

The current 1:1 pilot covers approximately 7% of the student population and has a 5 year expected program cost of close to \$4 million. If this program was expanded to all district students, along with other key elements needed to establish a digital culture, the 5 year cost would approach \$92 million. This equates to approximately \$18 million per year or close to \$600/FTE per year. Given this tremendous cost, it is unlikely that our 1:1 pilot will expand beyond the current schools to all schools unless our funding source increases dramatically or the cost of technology hardware, content, software, support and professional development decreases drastically.

The implementation of a single-sign-on-portal is imperative. Currently, the management of multiple databases and numerous usernames and passwords is too cumbersome. In addition, lower income students do not have the same access to technology at home. The transition to digital resources is a complete paradigm shift in terms of instruction and requires substantial professional development and support.

With the growing requirement to purchase more and more online capable textbook materials and other learning software, there is an enormous task of creating students accounts to access vendor products. Most of the vendors from the state adoption have unique system requirements for creating student accounts, many of which do not support the directory integration structure used by most districts.

I.1.1 District Team Profile

Title/Role	Name:	Email/Phone:
Chief Information Officer	Bruce Patrou	Bruce.Patrou@stjohns.k12.fl.us 904-547-3921
Deputy Superintendent Academic and Student Services	Brennan Asplen	Brennan.Asplen@stjohns.k12.fl.us 904-547-7522
Director, Network Services	Justin Forfar	Justin.Forfar@stjohns.k12.fl.us 904-547-3923
Director, Technology Support	Patrick McGee	Patrick.McGee@stjohns.k12.fl.us 904-547-3926
Associate Superintendent, Curriculum and Instruction	Dawn Sapp	Dawn.Sapp@stjohns.k12.fl.us 904-547-7563
Principal, Palencia Elementary Fully Digital Elementary School	Allen Anderson	Allen.Anderson@stjohns.k12.fl.us 904-547-4012
Director, Budget	Darrell Colee	Darrell.Colee@stjohns.k12.fl.us 904-547-7652
Associate Superintendent, Accountability & Intervention Services	Scott Sherman	Scott.Sherman@stjohns.k12.fl.us 904-547-7684
Director, District Assessment Development & Early Childhood Services	Brian McElhone	Brian.Mcelhone@stjohns.k12.fl.us 904-547-7772
Executive Director, Educational Support Services	Meredith Strickland	Meredith.Strickland@stjohns.k12.fl.us 904-547-3980
Director, Instructional Resources & Media Services	Kim Dixon	Kim.Dixon@stjohns.k12.fl.us 904-547-3948
Coordinator, Charter Schools	Mackenzie Booth	Mackenzie.Booth@stjohns.k12.fl.us 904-547-8092
Director, Career and Professional Education	Chris Force	Chris.Force@stjohns.k12.fl.us 904-547-4871
Coordinator, Governmental Relations	Beth Sweeny	Beth.Sweeny@stjohns.k12.fl.us 904-547-7673
Coordinator, Applied Technology	Shane Billette	Shane.Billette@stjohns.k12.fl.us 904-547-3957
Director, Professional Development	Lauren Abell	Lauren.Abell@stjohns.k12.fl.us 904-547-4878

I.1.2 Planning Process

The planning process for the creation of the Digital Classroom Plan brought together Instructional Technology, Instructional Resources and Media Services, Planning and Accountability, Professional Development, Curriculum and Instruction, Career and Professional Education, and a survey of Administrators. Furthermore, we have collected data from students and teachers through surveys and meetings to garner their feedback on several of the categories outlined in this plan, notably Online Assessments and device choices.

I.1.3 Technology Integration Matrix (TIM)

The SJCS D is currently in the planning phase of implementation. We have started this process by sharing with district administrators the value of using this tool with their teachers. Once administrators have had an opportunity to utilize this tool with the teachers in their schools for a sufficient period of time, SJCS D will develop a comprehensive district strategy for training, implementation and measurement, taking into account teacher and administrator feedback. Additionally, a small number of teachers across the district, have indicated that they have begun to use this tool to improve their integration of technology in the classroom.

I.1.4 Multi-Tiered System of Supports (MTSS)

SJCS D's Multi-Tiered System of Supports (MTSS) uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve proficiency.

SJCS D's MTSS 4-step problem-solving model involves:

Step 1: Define, in objective and measurable terms, the goal(s) to be attained (what we want students/educators/systems to know and be able to do).

Step 2: Identify possible reasons why the desired goal(s) has not been attained.

Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).

Step 4: Evaluate the effectiveness of the plan in relation to stated goals.

The district believes a problem-solving model provides the structure to identify, develop, implement and evaluate strategies to accelerate the performance of ALL students. The use of scientifically-based or evidence-based practices are used whenever possible. The effectiveness of the problem-solving process is based on both fidelity of the problem-solving process itself and fidelity in the implementation of the instruction/intervention plan. MTSS teams utilize the problem-solving process for all three tiers of instruction/intervention at the community, district, school, classroom and/or individual student levels.

MTSS teams analyze school and district-wide data, including assessment, behavioral and attendance in the development of tiered plans to meet the needs of struggling students. Student data is

monitored throughout the year and shared through hard copies with the MTSS team members. MTSS members participate in gap analysis, maintain the RtI database, perform classroom observations and provides referrals to students and parents to appropriate community resources.

The RtI database, where all RtI plans are created for St. Johns County, is an effective tool because it allows any member of the MTSS team to look at a “snapshot” of where every RtI student stands in the process. Information such as RtI plan date, current tier, progress monitoring data, and a tracking sheet that shows what is complete and what is incomplete for each student is available.

Additionally, many existing terms and initiatives in St. Johns County share the common elements of data-based problem solving to inform instruction and intervention (e.g., Positive Behavior Support [PBS], Problem Solving/Response to Intervention [PS/RtI], Continuous Improvement Model [CIM], Lesson Study, Differentiated Accountability).

The St. Johns County School District will implement the same MTSS process to serve the digital needs of the school district. District-wide data will be analyzed when appropriate to make decisions and allocate the appropriate resources and enhancements to meet the technological needs of the district, individual schools and students.

I.1.5 District Policy

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	Non-Disclosure Agreements w/ vendors		Revised July 2015
District teacher evaluation components relating to technology (if applicable)	EEE Evaluation Model Domain 2: Planning and Preparing for Use of Resources and Technology		Adopted July 2011
BYOD (Bring Your Own Device) Policy	We have a BYOD Policy and corresponding AUP acknowledgement form.	www.stjohns.k12.fl.us	Revised July 2015
Policy for refresh of devices (student and teachers)	We are executing the 4th teacher refresh plan beginning in fall 2015. Existing teacher machines are used to create more student stations at each school.		First Teacher Refresh plan was executed in 2006, then again in 2009 and then again in 2012.
Acceptable/Responsible Use policy (student, teachers, admin)	Outlines expectations for technology use	www.stjohns.k12.fl.us for Students/Visitors. InsideSJCS D website for staff.	Revised July 2015
Master In-service Plan (MIP) technology components	Provides outline of teacher training		Adopted for 2013-2018

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

Student Performance Outcomes:

A. Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (year)
II.A.1.	ELA Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.2.	Math Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.3.	Science Student Achievement – 5 th and 8 th Grade	5 th - 74 % 8 th - 76 %	5 th - 76 % 8 th - 78 %	2016-2017
II.A.4.	Science Student Achievement – Biology	87 %	89 %	2016-2017
II.A.5.	ELA Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
II.A.9.	Overall, 4-year Graduation Rate	87.8 %	89 %	2017-2018
II.A.10.	Acceleration Success Rate	92 %	93 %	2017-2018

Technology Infrastructure:

In the 2014-2015 school year, the district embarked on a 1:1 Student Device Pilot program at seven schools. The goal is to reach our technology vision by following the guiding principles set forth in our plan. In addition, the continued success and expansion of this pilot program is predicated on achieving the expected results within the budgeted funding. Each year the program will be evaluated to determine how and if to expand or continue based on the program results and costs. The district has expanded the program for the 2015-2016 school year to more grade levels at the existing seven schools in addition to including an 8th school in the program. The current 1:1 pilot covers approximately 7% of the student population and has a **5 year expected program cost of close to \$4 million.** If this program was expanded to all district students, along with other key elements needed to establish a digital culture, the **5 year cost would approach \$92 million. This equates to approximately \$18 million per year or close to \$600/FTE per year.** Given this tremendous cost, it is unlikely that our 1:1 pilot will expand to all schools unless our funding source increases dramatically or the cost of technology hardware, content, software, support and professional development decreases drastically.

B. Infrastructure (Required)	Needs Analysis	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	2.28 :1	2.02:1	1.92:1	2015-2016	0.10:1
II.B.2.	Count of student instructional desktop computers meeting specifications	7,940	8,513	8,613	2015-2016	300
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	4,480	5,927	7,200	2015-2016	1,273
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	NA	NA	NA
II.B.5.	Count of student large screen tablets meeting specifications	2,000	2,296	2,350	2015-2016	54
II.B.6.	Percent of schools meeting recommended bandwidth standard	12%	30%	56%	2015-2016	26%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	41%	45%	56%	2015-2016	11%

Note: The District monitors school, WAN and Internet bandwidth to ensure we meet the needs of our growing student population and the digital infrastructure demands. Each year we make adjustments to expand our infrastructure's speed and/or capacity to meet the digital learning and assessment requirements.

B. Infrastructure (Required)	Needs Analysis	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	N	Y	2015-2016	NA

* 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.

Professional Development:

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:44 % Adoption: 26% Adaption: 16% Infusion: 5% Transform: 3%	Entry: 40% Adoption: 30% Adaption: 15% Infusion: 10% Transform: 5%	2018
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 44% Adoption: 26% Adaption: 16% Infusion: 5% Transform: 3%	Entry: 40% Adoption: 30% Adaption: 15% Infusion: 10% Transform: 5%	2018

Digital Tools:

Please note that the SJCS D, in attempting to answer the following questions with accuracy, has found the DCP requirement to provide true statistical data for many of the following metrics to be an unduly burdensome and, in some cases, an impossibility.

For example, Section II.D.1. (S) requires the SJCS D to answer questions about the utilization of a system that enables access to standards and benchmarks. The SJCS D has been utilizing the state provided CPALMS website to address this need. Theoretically, 100% of our students, teachers, and parents have access to this information. However, as CPALMS is a public facing website, there is no ability on the part of our district to gather usage statistics in general, but certainly not the ability to determine whether those accessing the site are from the SJCS D and whether they would be categorized as a student, teacher, parent, or other.

To account for this, and in effort to answer these questions with fidelity and in the spirit which they are posed, the SJCS D has created an evaluation metric that, whenever statistical data is unavailable, gauges the use of these tools as a percentage of implementation.

- 0% - not utilized
- 25% - partially implemented
- 50% - moderately implemented
- 75% - robustly implemented
- 100% - fully implemented

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 % See note 1	100 %	100 %	fully implemented
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100 % See note 2	100 %	100 %	2015-2016
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100 %	16 %	100 %	Fully implemented

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.	25 % see note 3	25 %	50 %	2018
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100 %	100 %	100 %	Fully implemented

Note 1: Per the example set forth in the introduction, CPALMS is used to meet this requirement.

Note 2: This questions implies the use of a Learning Management System which the SJCS D does not currently provide. We have explored the acquisition and implementation of such software. However, our research has indicated that LMSs are rapidly evolving platforms in an industry that is in flux. The time and financial investment involved is currently prohibitive. Recent price quotes indicated the annual cost of a LMS would be \$7.50 per student/per year. With 38,000 students in our school district the annual cost would be \$285,000 to provide such a system. However, all of our current textbook agreements provide access to digital content for all students who have been issued that book. Thus, SJCS D considers that we have fully implemented this metric.

Note 3: The SJCS D does provide links to important documents and information about the systems that our students use. These systems are not contained within the SJCS D and the links/documents connect our students/parents/teachers with the vendors associated with those products.

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

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.	50%	50%	75%	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.	0%	0%	25%	2017-2018
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%	100%	100%	Fully implemented

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 %	65 %	100 %	Fully Implemented

D. Digital Tools Needs Analysis(Required)		Baseline (to be established in 2015)	Target	Date for Target to be Achieved (year)
(IM)	Instructional Materials	Baseline %	Target %	School Year
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015- 16)	75 % See note 4	75 %	2015
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	75 % See note 4	75 %	2015
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	0 % See note 5	0 %	2015
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100 % See note 4	100 %	2015
II.D.5. (IM)	Percentage of the materials in answer 2 that are accessible and utilized by students	100 % See note 4	100 %	2015
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their student's instructional materials [ss. 1006.283(2)(b)11, F.S.]	0 % See note 5	0 %	2015

Note 4: Currently, all of the instructional materials in use by the SJCS D, including those purchased for the 2015-2016 SY, consist of a textbook and a student license to access the digital content associated with the book. In cases where the district only purchases a class sets of books, the district purchases additional digital licenses for students. It is in the discretion of the teacher, student, and/or school administration, as to how frequently the digital content is accessed. Consequently, there is no way to accurately calculate the percentage of students who are utilizing these resources, as it varies by textbook, school, grade level and classroom.

Note 5: As mentioned previously, the SJCS D does not have a LMS to house these tools. However, our students can access their instructional materials directly from vendor created portals.

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	7831	9200	2015-2016
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	100%	100 %	2015-2016

STEP 2 – Goal Setting:

St. Johns County School District’s Digital Classrooms Guiding Principles

The process to achieve our vision must be monitored strategically to ensure student learning.

The identification of high-quality curriculum content is essential to the success of meeting student needs.

The technology used must be student-centered. Professional development for teachers must be provided.

The proper infrastructure support is critical to the success of implementing the technology vision.

The most appropriate technology devices will be identified to meet assessment and curriculum needs for all students.

The technology support must be proportional to the number of devices per school site and the service level needed.

Below are additional core beliefs representative of SJCS D goals as Florida moves toward fulfilling a vision for providing the appropriate digital instructional materials, tools, and methods for delivering and creating high level learning opportunities.

Integrating technology in teaching and learning activities makes curriculum engaging and very relevant.

Technology facilitates teacher effectiveness to provide differentiated learning that supports the individual needs, learning styles and multiple intelligences of students.

Students and teachers should have equitable access to digital tools, devices, and resources as part of their learning and teaching process.

Employing innovative and emerging technologies and digital instructional materials within the teaching/learning process is critical for preparing today’s learners for our global and technology-dependent society.

STEP 3 – Strategy Setting:

St. Johns County School District Digital Classrooms Strategies

As stated in Part I of the Digital Classrooms Plan, the work completed through our 1:1 Pilot plan will drive future decisions of the district. This includes the strategies we will take in implementing digital classrooms across the district. For purposes of the DCP, we have provided the below strategies, but as our 1:1 pilot matures, they may change.

Goal Addressed	Strategy	Measurement	Timeline
High-Quality Curriculum	Supply Teachers with quality digital instructional materials	Quality digital instructional materials are being used in the classroom.	Began in 2014-2015 and ongoing
High-Quality Curriculum	Adoption of new standards and guidelines accounting for technology in software purchases	Software Review Committee has been instituted	2015-2016
Appropriate Student Centered Technology and appropriate devices	Purchase grade level appropriate digital devices	An increased number of digital devices are being used in the classroom.	Began in 2014-2015 and ongoing
Provide Professional Development	Continue to provide quality professional development to teachers and administrators on the integration of the technology in the classroom.	Teachers are increasing the level of effective integration of technology in the classroom.	Began in 2014-2015 and ongoing
Technology Support	Continue to Upgrade Wireless network capacity and WAN bandwidth levels in all schools.	Expansion of Wireless 802.11n or greater and increased bandwidth	Began in 2014-2015 and ongoing
Technology Support	Continue to increase school and district level technology staff	Expansion of technology support staff	Began in 2014-2015 and ongoing

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

The SJCS D plans to implement Learning Links: Digital Learning Support Resources.

Narrative

The SJCS D plans to establish a sustainable process for collaboration and coordination among classroom teachers in the use of web-based digital learning content related to state academic standards and quality instruction. The district also plans to enable teachers to share access to web-based learning resources.

The components of the plan are:

1. Establish a mobile digital technology station at each school site.
2. Provide a minimum of two days of professional development to the targeted teachers through our district-funded Educational Technology Specialists to assist teachers in the creation of active learning environments.
3. Embed the district curriculum maps (which are developed from the state standards) within the delivery of the training. (Academic Rigor)
4. Demonstrate multiple ways to use technology to gather student assessment data through several technology programs/applications.
5. Provide training on the use of technology to gather formative data through the use of several software applications. (Continuous Improvement)
6. Provide training on the use of technology to provide differentiated groupings for student learning through the use of technology within student center activities.
7. The fine arts/humanities infusion into the learning environment will be addressed through specific lessons developed and shared with the digital technology classrooms established through the grant.
8. The use of graphic organizers will be provided to the target teachers. Digital graphic organizers will be made available for students to access within specifically developed lessons.
9. The use of higher order thinking skills will be addressed through the use of digital collaboration. The digital collaboration will include writing projects where students go beyond providing concrete information in their writing and include personal connections to the selections which takes their learning to higher levels as identified in Costa's levels.
10. Instructional strategies will be an integral component of the training. The main instructional focus will be the use of technology for instructional centers that promote students developing and sharing digital content.
11. Language arts instruction will be supported through the use of technology tools during the reading centers. Reading centers focusing on the differentiated learning needs of students will be addressed through the technology centers created in the designated classrooms.
12. PLCs are an integral component of our professional development within our district. The PLCs are provided during our early release Wednesdays which occur weekly. The opportunity to extend learning beyond the early release days will be supported in the grant by providing days for substitutes to visit the classrooms within the school to see the technology use within their own building. Teachers who agree to participate in the program will agree to welcome colleagues into their rooms.
13. STEM coursework will be supported in the grant through the development of STEM lessons at the elem. and sec. levels. These STEM lessons will be made available throughout the district.

Summary of proposal

RTTT Technology Professional Development Grant

Rationale

We plan on developing demonstration classrooms that incorporate technology and facilitate standards-based collaboration.

Teachers want to see what a collaborative standards-based work environment looks like in a real classroom. We wanted to provide these teachers with an opportunity to receive training and materials in order to put this type of classroom into action, while providing a demonstration classroom for other teachers to see a collaborative digital workspace.

Our grant proposal is to purchase hardware and provide professional development for teachers at every school in order to establish classroom environments that promote collaboration within a digital environment.

Process

The grant will be used to provide the selected teachers training, substitutes, and hardware.

We will have each principal select two teachers to participate. Additionally, principals will be asked to support this type of learning environment by providing the necessary number of laptops or iPads as necessary.

Training will be provided to the selected teachers over three days. The first day teachers will be given an overview of the vision, training on how to create a collaborative learning environment, and how to set-up the hardware. The second day of training will be focused on creating lesson plans to support a collaborative learning environment. The final day of training will be a follow-up training in which teachers complete a final review to include: best practices, troubleshooting, and model lesson plans.

Substitute teachers will be provided for the teachers selected to be a part of the program while they are being trained. Additionally, two substitutes per school will be provided in order for other teachers around the school to observe the demonstration teacher and learning environment in action.

Additionally, the grant will be used to purchase the hardware necessary to create a collaborative learning environment. The goal is to develop a mobile station that can be used in any location within the school setting. A large TV monitor will be procured and mounted on a movable cart. The monitor will be used to display student work from their laptops or iPads for the rest of the group to view.

Student laptops will be connected to a VGA switch box which will be connected to the monitor. The switchbox will allow students to “switch” which device will display on the screen. Up to eight students at a time can work in this space. If iPads are the device being used, one computer with AirServer software installed will be connected to the monitor. The computer and software will enable the iPads to display onto the monitor.

Lastly, a small portion of the grant will be used to provide specific training for the Instructional Technology Program Specialists. It will be used to purchase an online Coaching Academy based on the International Society for Technology in Education (ISTE) Standards for Ed. Tech. Coaches.

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

A. Student Performance Outcomes		Baseline	Target
III.A.3.	Improve student discipline at 1:1 Pilot Schools	193	170
III.A.4.	Improved student attendance at 1:1 Pilot Schools	95%	97%

B) Digital Learning and Technology Infrastructure

Implementation Plan for 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	WAN BW Connections	June 2016	\$407,430.00	District	II.B.6
III.B.2	Internet BW Connections	June 2016	\$88,800.00	District	II.B.6

Below are anticipated digital classroom expenses not covered under the DCP allocated funds which are being funded by other sources.

Other Digital Classroom Expenses planned for 2015-2016	Est Cost	Other funding source
Large touch panel display w/Win8.1 w/sound/interactive for 73 relocatable classrooms	\$ 473,000.	Capital
1:1 Pilot student laptops and tablets	\$ 450,000.	RTTT Grant and Capital
1:1 Pilot laptop charging carts	\$ 19,000.	Capital
Additional Internet Filtering and network switching equipment for bandwidth expansion	\$ 280,000.	Capital
2150 new computers for Teachers (Refresh Plan 2015)	\$1,800,000.	Capital
Upgrade wireless AP's at 5-6 schools	\$ 375,000.	Capital
New and replacement student lab computers	\$ 200,000.	Capital
Additional growth teacher computers	\$ 36,000.	Capital
Edmentum, Assessment Builder, and OLA (balance)	\$ 357,526.	Operating
Total	\$3,990,526.	

B. Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation Processes	Success Criteria
III.B.1.	Monitor network bandwidth	Network bandwidth increased

C) Professional Development

C. Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.C.1.	Teachers and Administrators will be trained on the T.I.M	June 2016	TBD	SJCSD	II.C.1.
III.C.2.	Teachers will receive additional PD on the use of Study Island for digital classroom instruction	June 2016	\$0	SJCSD	II.D.2. (S)

Brief description of other activities	Other funding source
Study Island Training	Provided by vendor with subscription
T.I.M.	Provided by internal staff

C. Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	Administrators and teachers will begin to incorporate the T.I.M. into their schools	More teachers use this tool for Professional Development
III.C.2.	Utilization data will be monitored district wide.	Utilization rates of Study Island increase

D) Digital Tools

D. Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.D.1.	Integrate ClassLink LaunchPad into Pilot Schools	October 2015	\$25,000.00	SJCSD	II.D.1 (IM)
III.D.2	World Book Online	Aug 2015	\$21,735.00	SJCSD	II.D.2. (S)
III.D.3	Discovery Education Science DE	Aug 2015	\$55,000.00	SJCSD	II.D.2. (S)
III.D.4	Performance Tracker	Aug 2015	\$32,253.00	SJCSD	II.E.2

D. Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Review usage of ClassLink Launchpad for student access in order to increase 5 th grade and 8 th grade science scores by 3% in the 2016-2017 SY.	The average student in the 1:1 Pilot program will spend 25% more time accessing digital curriculum than students not participating in the program and their science scores will increase by 3% in both 5 th and 8 th grade.
III.D.2-4	Review usage of World Book Online, Discovery Education Science, and Performance Tracker to increase 5 th grade and 8 th grade science scores by 2% in the 2016-2017 SY.	Students across the district, but not participating in the 1:1 pilot will have access to high quality digital curriculum. Science scores will increase by 2% in both 5 th and 8 th grade for these students.

E) Online Assessments

E. Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.E	Additional bandwidth to accommodate online testing	Spring 2016	N/A	SJCSD	II.E

Additional student devices that have been acquired need additional bandwidth to operate maximally. Additional machines will decrease time scheduled for online assessment. The funding for this infrastructure is accounted for in Section B. but impacts how we will meet the goals of Section E.

E. Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.E.	Reduce the amount of time scheduled for online assessment	Time scheduled for online assessment actually decreased.