LEVY DISTRICT
DIGITAL CLASSROOM PLAN

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

Levy County remains rural with vast, open-wooded areas, springs, and rivers, and more than 50 miles of coastline on the Gulf of Mexico. We are located in the beautiful, Big Bend area of North Central Florida. It is the ninth largest county, geographically, in Florida (comparable in size to the state of Rhode Island), with a sparse population of 33,408 residents. **Levy County** remains rural with vast, open-wooded areas, springs, and rivers, and more than 50 miles of coastline on the Gulf of Mexico.

The mission of the Levy County School board is to educate all students in a safe environment and to graduate them ready for college and career success. In order to do this, Levy County will create an environment that integrates technology as a part of the educational experience, and provides all learners with skills to access knowledge that will build a foundation for their future. We will accomplish this vision by creating a technological environment that allows all learners equal access to interact and collaborate successfully. We believe that the use of technology as a part of the curriculum should focus on supporting higher-level learning, problem solving, critical thinking skills, and collaboration.

The Levy County School Board's technology mission is to maintain and enhance the quality of learning and increase the effectiveness of teaching through the application of appropriate learning technologies. Equitable access to technology by all learners, professional development and pre-service education, and integration of technology are goals endorsed by the Levy County School District. By promoting the effective and appropriate use of learning technologies the District is continuing to work to meet the need of the future.

Levy County School Board has identified long-term goals for integrating technology into all aspects of the educational system. These goals will guide the technology planning process and the implementation of the plan during the 5 year duration of this plan.

These goals are:

- Increase access to technology for learners in Levy County.
- Integrate technology into the curriculum aligned with the Florida Standards (FS).
- Integrate technology to automate department paperwork and processes across the district.
- Provide ongoing staff development for the implementation and use of technology.
- Provide ongoing communication with and between the Board, other administration, teachers, staff, students, parents, and the community.
- Establish district standards for infrastructure, procurement, hardware, software, and communications including upgrade and maintenance.
- Identify the resources necessary to implement the technology plan.

- Establish an ongoing process as a means to evaluate the effective implementation of the technology plan (TIMs).

The core strategies of Levy's District Strategic Plan include and correlate to the technology plan as indicated:

Highest Student Achievement
- Students working to achieve high standards
- Educate the whole child
- Data-driven instruction
- Teams of teachers and administrators working collaboratively

Seamless Articulation and Maximum Access
- Expand digital learning
- Environment that promotes families as partners
- Accelerated coursework

Skilled Workforce and Economic Development
- Readiness for postsecondary and career placement
- Exposure to an integrated, rigorous curriculum
- Industry certifications
- Increased graduation rate

Quality Efficient Services
- Effective leaders and highly-qualified instructional personnel
- Fiscally responsible long range planning and resource management
- Continuous evaluation of support systems and services
- Provision and maintenance of safe and healthy facilities and learning environments

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

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

Levy's visualizes technology as a means for enhancing and broadening the learning opportunities for Levy County's students. It is seen as a method for improving student achievement by allowing students to become actively engaged in a learning process where their natural curiosity and creativity are supported. Students will become familiar with the use of advanced technology, not only as a tool for learning during their school careers, but as a tool for retraining or learning new skills in the future. Increased access to data bases presently available through computer networking is necessary to expand their understanding of the world around them and prepare them to take their places as leaders of the twenty-first century.

Appropriate use of technology is a means for improving the preparation of students entering the technology and information age. The primary goal is to prepare lifelong learners, who despite significant changes in the world around them, will be able to access and use the technology tools available to them and succeed in life. It is our vision to use technology as a bridge to expand our students' horizons and provide opportunities only dreamed of in the past.

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

I.1 District Team Profile -

Title/Role	Name:	Email:	Phone
Information Technology District Contact	Ronald Perez	ron.perez@levy.k12.fl.us	(352) 486-5231 x 246
Curriculum District Contact	John Lott	lottj@levy.k12.fl.us	(352) 486-5231
Instructional District Contact	Barbara Rivers	riversb@levy.k12.fl.us	(352) 486-5231 x 255
Educational Partner	David Beckner	becknerd@nefec.org	(386) 329-3888

I.2 Planning Process - The district digital learning committee established guidelines for the development, implementation, monitoring and evaluation of the Levy County School District 2014-2019 Technology Plan. The committee will also assist in the implementation of the activities described in the objectives. The plan consists of a comprehensive program that effectively uses technology to help students meet or exceed the state academic content standards in all core content areas including Language Arts, Mathematics, Science and Social Studies along with the English Language Development standards.

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

The School Advisory Council at various school levels are comprised of parents, community members, and business leaders. This Council will be made informed of the Digital Learning Plan and the DCP committee will seek input from the Councils at their scheduled meetings.

Levy County has approximately 1,200 exceptional students enrolled in its public schools. An exceptional student is one who has special learning or behavioral needs. The special assistance received in school is called Exceptional Student Education, ESE, or Specially Designed Instruction. Our goal is to provide every exceptional student with a free appropriate public education (FAPE), help them progress in school, access the general curriculum, and prepare for life after school. Levy County School District is committed to reaching all learners, regardless of their abilities. Students with disabilities require accommodations and modifications, and our staff is devoted to utilizing flexible ways to present information such as digital books, text-to-speech applications, and specialized software. Our staff also provides students with various ways to express themselves (ie Kurzweil 3000, etc.) 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. All computers have the ability to activate the "Accessibility Options" built in to the Microsoft and Mac operating system.

Assistive Technology is provided through the Assistive Technology and Universal Design for Learning Loan Library through Florida's MTSS Projects. Other website resources available for teachers are:

- Technology and Learning Connections http://www.tlc-mtss.com/index.html
- Professional Development – Online PDA Training Modules – Facilitated by the FDLRS Network http://www.pda-ese.org/
- Carol Ann Tomlinson's work on Differentiated Instruction information. http://www.caroltomlinson.com/

Websites for Understanding Design for Learning (UDL):

- http://www.udlcenter.org/
- http://www.udlcenter.org/aboutudl/udlguidelines

I.3 Technology Integration Matrix (TIM) –The Technology Integration Matrix (TIM) is an important part of the DCP for measuring technology integration. In order to best prepare educators to understand and apply technology in schools, Levy will engage in professional learning activities around the TIMs matrix. Levy County will take advantage of

the TIM tools offered by the state and the seat licenses to obtain online training for using the TIM. The knowledge obtained from this training will help build the foundation for the technology integration observation.

I.4 Multi-Tiered System of Supports (MTSS) - To establish a sustainable process for recognizing and disseminating student produced learning using digital processes or resources the district shall develop and implement a process at each school for recognizing quality student developed digital learning supports and a process for sharing those process and/or resources with other students. Levy County uses Skyward as their Student Information System, Human Resources and Finance System, Educator Access, Parent Access and Student Access system. Skyward has a Multi-Tiered System of Supports embedded into the application that is integrated into the core application. Districts, as well as teachers, can view relevant data (based on security roles) and then collaborate with administrators or fellow teachers. The system also includes a gradual release of responsibility strategies to accelerate independent student use of digital learning resources. Teachers can also broadcast communications to parents and students using Skyward or communicate one-on-one with parents/students using Skyward tools.

I.5 District Policy -

Type of Policy	**Brief Summary of Policy (limit character)**	**Web Address (optional)**	**Date of Adoption**
Student data safety, security and privacy	Procedure for maintaining and securing student records	N/A	
District teacher evaluation components relating to technology (if applicable)	Frameworks for teaching domains/components/themes	http://www.levy.k12.fl.us/documents/teacherevalsystem.pdf (page 9)	August 11, 2014
BYOD (Bring Your Own Device) Policy	In development	N/A	N/A
Policy for refresh of devices (student and teachers)	In development	N/A	N/A

Acceptable/Responsible Use policy (student, teachers, admin)	Policies and guidelines for access to and use of the network	http://www.levy.k12.fl.us/documents/LevyAcceptableUsePolicy12-15.pdf	April 27, 2012
Master Inservice Plan (MIP) technology components	Levy County is part of the NEFEC MIP to address technology reporting requirements.	http://www2.nefec.org/mip	August 01, 2015 (revised and adopted annually)
Other/Open Response	N/A	N/A	N/A

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

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 (Required)**		**Baseline 2014-2015**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.1.	ELA Student Achievement	50%	TBD 2016	
II.A.2.	Math Student Achievement	55%	TBD 2016	
II.A.3.	Science Student Achievement – 5th and 8th Grade	5TH 48 % 8TH 36%	5TH 55% 8TH 50%	2015-16
II.A.4.	Science Student Achievement – Biology	70%	75%	2015-16
II.A.5.	ELA Learning Gains	63%	TBD 2016	
II.A.6.	Math Learning Gains	62%	TBD 2016	
II.A.7.	ELA Learning Gains of the Low 25%	65%	TBD 2016	
II.A.8.	Math Learning Gains of the Low 25%	60%	TBD 2016	
B. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.9.	Overall, 4-year Graduation Rate	78%	80%	2016
II.A.10.	Acceleration Success Rate	90%	95%	2016

- **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.

A. **Infrastructure Needs Analysis (Required)**		**Baseline from 2014**	**Actual from Spring 2015**	**Target**	**Date for Target to be Achieved** ***(year)***	**Gap to be addressed** ***(Actual minus Target)***
II.B.1.	Student to Computer Device Ratio	2.92:1	2.53:1	1:1	2018-19	1.53
II.B.2.	Count of student instructional desktop computers meeting specifications	1,221	1.451	1,500	2016-17	49
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	327	425	925	2016-17	500
II.B.4.	Count of student web-thin client computers meeting specifications	31	98	98	2016-17	0
II.B.5.	Count of student large screen tablets meeting specifications	225	204	204	2016-17	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	69.23%	53.85%	100%	2016-17	46.15%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	3.15%	43.18%	100%	2016-17	56.82%

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	2015-16	-

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved *(year)*	
II.B.10. (D)	District improvement of Infrastructure switches	80%	80%	100%	2016-17	
II.B.11. (D)	District improvement of content filtering	80%	80%	100%	2016-17	
II.B.12. (D)	District Improvement of student portfolio	0		50%	2016-17	

* 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://fcit.usf.edu/matrix/matrix.php. 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

B. **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: 85% Adoption: 11% Adaption: 2% Infusion: 1% Transform: 1%	Entry: 65% Adoption:10 % Adaption: 8% Infusion: 3% Transform:2 %	2015-16
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 100% Adoption: 0% Adaption: 0% Infusion: 0% Transform: 0%	Entry: 85% Adoption: 15% Adaption: 0% Infusion: 0% Transform: 0%	2015-16

C. Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.3. (D)	Teacher training on technology integration	10%	90%	2017
II.C.4. (D)	Leadership Training on Tech Integration Observation and instructional support (TIMS)	10%	90%	2017
II.C.5.(D)	Professional Development on tracking student progress	10%	90%	2017

- **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.

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

C. **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% CPalms, Google, PM	50%	100 %	2015-2016
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans. (Skyward)	70 %	40%	80 %	2017-2018
II.D.3. (S)	A system that supports student access to online assessments and personal results. (Skyward)	100 %	20 %	100 %	2015-2016
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	0 %	0 %	0 %	N/A
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100%	100%	100%	2015-2016

D. **Digital Tools Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
	Teachers/Administrators Access and Utilization (T)	**% of Teacher/ Admin access**	**% of Teacher/ Admin Utilization**	**% of Teacher/ Admin access**	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100%	100%	100%	2015-2016
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	100%	100%	2015-2016
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100% PM	40%	100%	2015-2016
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%	2015-2016
II.D.5. (T)	A system that includes comprehensive student information that is used to inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress.	100%	100%	100%	2015-2016
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and	100 %	50 %	100 %	2015-2016

	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.	100% (Skyward)	20%	100 %	2015-2016
II.D.8. (T)	A system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents and district administrators to use data to inform instruction and operational practices.	100%	100%	100%	2015-2016
II.D.9. (T)	A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support. (Stoneware)	50%	50%	100 %	2017-2018

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)***
	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	100%	40 %	100%	2015-2016

	progress.				

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)	55%	75%	2016-2017
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	30%	60%	2016-2017
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	20%	50%	2016-2017
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	75%	90%	2016-2017
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	60%	90%	2016-2017
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students instructional materials [ss. 1006.283(2)(b)11, F.S.]	20%	30%	2016-2017
D. **Digital Tools Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.D.7. (IM)	Percentage of students that demonstrate mastery of digital citizenship	10%	75%	2018-2019
II.D.8. (IM)	Percentage of students aware of internet safety	10%	75%	2018-2019

- **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	1876	2376	2015-16
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	25%	50 %	2015-16
E. Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.E.3.	% of machines ready for testing	20%	100%	2015-16

STEP 2 – Goal Setting:

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

Technology Integration

Goal 1: Increase TIM level by 25% from Entry to Adaption by continuing to integrate technology into classroom instruction and professional development including the use of blended learning, and Web 2.0 tools.

Objective: Identify and develop support mechanisms and resources for teachers as they utilize technology in the classroom to include special devices for special education students and students in the dual language program.

Objective: Educators will attain the skills and knowledge necessary to effectively use educational technology to enhance student engagement and increase TIM levels.

Objective: Teachers will make use of available tools to best utilize data to drive instruction and make decisions.

Objective: District Technology Coach will be available to assist teachers to effectively use technology in the classroom.

Infrastructure

Goal 1: The district will establish and maintain the technology infrastructure necessary for students and educators to access educational technology and to communicate freely via technology.

Objective: The district will support "managed wireless" access at all school locations.

Objective: The district will provide Internet access for staff/student use.
Digital Classroom Plan

Objective: The district will implement technology-related security upgrades which support a more secure learning environment for staff, students, and community members using our facilities (cameras, swipe card entry, etc.)

Objective: The district will offer professional development training on technology tools: LCD projectors, tablet devices, and other peripherals to all staff members.

Objective: The district will add and/or replace computer hardware in all buildings to provide easy access for all users.

Objective: The district will upgrade operating systems and/or replace devices that do not meet minimum operating specifications as recommended by FSA.

Objective: The district will support and expand LANs/WAN.

Objective: The district will evolve and expand "1 to 1" at secondary level.

Objective: The district will support policies for student/staff computer and Internet use.

Skilled Workforce and Economic Development

Goal 3: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.

Objective: The district will provide on-going staff development for implementation and use of technology into the classroom – including blended learning.

Objective: The district will continue to support teachers in the use of digital devices through the District Technology Facilitator Group.

STEP 3 – Strategy Setting:

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Technology Integration	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	Integrate instructional materials into system	2014 and on-going
Technology Integration	Provide support for teachers through the district Technology Facilitators	Offerings and contact with teachers	2014 and on-going
Infrastructure	Create an infrastructure that supports the needs of digital learning and online assessments	• Upgraded equipment to handle bandwidth • Filter for internet access • Wireless access for all classrooms	2014 and on-going
Skilled Workforce	Provide Training in Performance Matters and Yellow Folder to track student progress	District Professional Offerings	2015-16
Skilled Workforce	Deploy Google Apps and Instructional Technology Best Practices in our schools and classrooms through the Technology Facilitators.	Professional offerings during District Professional Development Days.	2015-16

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

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

A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.1.	Students in Grades 6-8 will show 6% achievement in Reading	54%	60%
III.A.2.	Students in Grades 9-12 will show 3% achievement in Reading	49%	52%
III.A.3.	Students in Grades 6-8 will show 6% achievement gains in Math	54%	60%
III.A.4.	Students in Grades 9-12 will show 5% achievement gains in Math	70%	75%

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:

B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	Purchase and implement 500 Chromebooks in the district	May 2016	$130,000	High Schools	II.B.3
III.B.2.	Purchase and implement Ruckus Management System	May 2016	$13,300	District	II.B.6
III.B.3.	Purchase and implement virtual environment	May 2016	$14,000	District	II.B.12
III.B.4.	Purchase and implement Identity Automation System	May 2016	$35,900	District	II.B.12
III.B.5.	Increase iBoss licenses for new machines	May 2016	$9,600	District	II.B.11
III.B.6.	Purchase and install Cisco Switches	May 2016	$17,264	District	II.B.10
III.B.7	Purchase and install SAN	May 2016	$14,000	District	II.B.12

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

B. **Infrastructure Evaluation and Success Criteria**		
Deliverable (from above)	**Monitoring and Evaluation and Process(es)**	**Success Criteria**
III.B.1.	Purchase order and deployment records of 500 Chromebooks in the district	Use of Chromebooks in the classrooms
III.B.2.	Purchase order and equipment inventory	Successful wireless system that is up 98% of the time
III.B.3.	Purchase order and equipment inventory	Access to digital tools
III.B.4.	Purchase and implement Identity Automation System	Portfolio of Student progress
III.B.5.	Increase iBoss licenses for new machines	Security and Filtering on new machines
III.B.6.	Purchase order and equipment inventory	Access to Internet in remaining buildings
III.B.7	Purchase and install SAN	Access to storage for Student portfolio information

C) Professional Development

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

- Technology in the Classroom 3-007-001
- Technology Applications 3-404-001
- Assistive Technology in the Classroom 3-100-001
- Technology for Student Success - Assistive Technology 3-100-003
- Technology for Student Success - An Introduction 3-100-004
- Instructional Technology in the ESE Classroom 3-105-001
-

The Master Inservice Plan components can be located at
http://www.nefec.org/document1163/download

Implementation Plan for C) Professional Development:

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	12 teachers participate in Technology Facilitator Group	May 2016	$7,200	District	II.C.4
III.C.2.	Technology Facilitator Training	May 2016	$6,000	District	II.C.4.
III.C.3.	50 participants in the Florida TIM Classes @$120.00	May 2016	$6,000	District	II.C.1

Evaluation and Success Criteria for C) Professional Development:

C. **Professional Development Evaluation and Success Criteria**		
Deliverable (from above)	**Monitoring and Evaluation and Process(es)**	**Success Criteria**
III.C.1.	12 teachers participate in Technology Facilitator Group	Success mentoring with classroom teachers
III.C.2.	Technology Facilitator Training	25% increase in teachers moving from Entry to Adoption in the TIMs matrix
III.C.3.	50 participants in the Florida TIM Classes @$120.00	Formal evaluation of teacher technology integration

D) Digital Tools

Implementation Plan for D) Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	Purchase of TIM Tools	January 2016	$Free	District	II.D.4
III.D.2.	Purchase of Yearly Performance Matters	June 2016	$40,000	District	II.D.1,2
III.D.3.	Enhance and Train on Single sign-on application	June 2016	$13,000	District	II.D.9
III.D.4.	Purchase of Yellow Folder to track student portfolio	June 2016	$15,000	District	II.D.6

Evaluation and Success Criteria for D) Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Purchase of TIM Tools	Increase in the number of evaluations that are performed regarding technology use in the classroom
III.D.2.	Purchase of Yearly Performance Matters	Access and use of Performance Matters
III.D.3.	Enhance and Train on Single sign-on application	Access to single sign-on system
III.D.4.	Purchase of Yellow Folder to track student portfolio	Creation of student portfolios

E) Online Assessments

Implementation Plan for E) Online Assessments:

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

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**
Federal funds for infrastructure cost	E-Rate
Federal funds for equipment cost	Category 2
State matching funds for district infrastructure	2nd Modernization Order (E-Rate)

Evaluation and Success Criteria for E) Online Assessments:

E. **Online Assessment Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	N/A	
E.2.		

*$11,000 will be allocated to the Charter Schools.