School District of DeSoto
School Board Action
September 23, 2014
APPROVED

School District of DeSoto Schools

DISTRICT DIGITAL CLASSROOM PLAN

2014 -2015

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PART I. DIGITAL CLASSROOMS PLAN – OVERVIEW

1.1 District Mission and Vision statements

Technology Mission Statement

The technology mission of the School District of DeSoto County is to promote the effective use of technology within digital classrooms to improve performance of all students. Technology in DeSoto County will be used to prepare every student to enter college or postsecondary technical training without the need of remedial instruction and/or enter the job market at a level significantly above minimum wage. All students will be instilled with the knowledge of the democratic process and the attitudes and values necessary to function as productive members of society.

> *We will foster a learning environment of 21st century technology learning opportunities that promote academic excellence leading to global collaboration, digital citizenship, and a desire for extended learning.*

We have 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 five-year duration of this plan.
These goals are:

- Implement a Standards based instruction and integrate technology into the curriculum in every classroom
- Establish an ongoing process as a means to evaluate the effective implementation of the technology plan
- Provide ongoing staff development for implementation and use of technology
- Increase access to technology for all stake holders
- Implement 1:1 computers with in K-12 grades

Technology Vision Statement

The School District of DeSoto County will incorporate technology as a means of integrating curriculum across subject areas. Students and educators will be guaranteed opportunities to use technology as an integral part of education. The School District of DeSoto County will be a proactive leader, identifying issues and offering innovative solutions to enable digital citizens to accomplish their goals and provide quality services to these citizens effectively and efficiently.

Achieving our vision for technology will encompass integration of more than a few elements to include but not limit the following:

- Providing professional learning across different populations by implanting ongoing, relevant, and collaborative professional learning for staff around instructional technology
- Supporting education as whole by providing students, staff, and families with high quality technical support and strategies for authentic engagement
- Student computing – work to ensure that every student has access to a computing device when they need it and roll out our 1:1 program over a five year span
- Facility computing mputing – provide all staff with the appropriate technology needed for high quality planning, instruction, and data use as well as collaborative learning, including mobile computing for teachers and school administrators
- Building and maintaining a robust network and server infrastructure capable of handling just-in-time learning te technology needed for high quality planning, instruction, and data use as well

Preparing our plan includes preparation, implementation, and monitoring each phases to ensure each project's success. By phasing in projects strategically over the next five years, we can learning from experiences and evolve best practices, build on our successes, spread out upfront 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 achieving excellence and putting students first.

1.2 District Profile

The School District of DeSoto County is located in south central Florida, approximately 90 miles from the nearest metropolitan area. DeSoto County is the States 48th most populous county, representing .2% of the state's population. Poverty levels within the county for individuals under the age of 18 are 43.5%, compared to the state at 25.6 %.

DeSoto County's local economy is heavily reliant upon agriculture and renewable energy. Primary agriculture elements include citrus, cattle and watermelons. With an annual average temperature of 72 degrees, the climate is conducive to the production of citrus and cattle, which play a vital role in the county's economy.

DeSoto County is home to a 90,000 panel solar plant, the largest in the country. This Next Generation Solar Energy Center is estimated to generate about 42,000 megawatt-hours or enough power to serve about 3,000 homes. Over 30 years, the solar facility will prevent the emission of more than 575,000 tons of greenhouse gases. According to the U.S. Environmental Protection Agency, this is the equivalent of removing more than 4,500 cars from the road every year for the entire life of the project.

The ranching and renewable energy industries both rely heavily on the computer for management decisions, marketing information, maintaining inventories, scheduling, payroll, weather forecasts, and commodity trading. Engineering, designing, and installing irrigation systems requires computer assisted drafting and laser equipment. Even the smallest businesses and restaurants in our community rely heavily on technology to maintain records and operate their businesses.

Therefore, the School District of DeSoto County is committed to providing every student with current technological skills needed for entry into the workforce, or to continue to postsecondary educational programs. It is the intent of the district to provide high wage opportunities to all students. There are many opportunities within and outside of our community that involve the use of technology.

1.3 District Team Profile

Title	Name	Email	Phone
Superintendent of Schools	Dr. Karyn Gary	karyn.gary@desoto.k12.fl.us	(863)-494-4222 Ext 1002
Assistant Superintendent of Schools	Dr. Christina Britton	christina.britton@desoto.k12.fl.us	(863)494-4222 Ext 1002
Director of Technology	Keith Markey	keith.markey@desoto.k12.fl.us	(863)494-4222 Ext 1401
Director of Curriculum	Bobby Turnipseed	bobby.turnipseed@desoto.k12.fl.us	(863)494-4222 Ext 1011
Instructional Technology	Kristie Joens	kristie.joens@desoto.k12.fl.us	(863)494-4222 Ext 1306
Technology Coordinator	Jeff Wood	jeff.wood@desoto.k12.fl.us	(863)494-4222 Ext 1402

1.4 Planning *Process*

Digital Classroom planning is accomplished by a combination of the school district, local business and local industry. The District Technology Planning Committee will provide the organizational leadership to produce the district Digital Classroom Plan (DCP) and any periodical review for necessary revisions to the 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 and English Language Development standards. The plan also provides a clear focus to enhance the district's curricular program and improve school community technology skills needed to effectively implement the use of technology in the classroom, computer labs, and/or library media centers. Technology curricular goals are included in each school site's plan for student achievement. This committee will consist of a broad representation across the district. The plan will be re-written in its entirety every three years and will be reviewed annually by the committee for necessary revisions and/or additions.

The planning process will consist of:

- Appointing members to the District Technology Planning Committee to include members of the community, business and industry
- Participation in individual school advisory councils or special technology committees at each school level to assist in school technology planning
- Periodically evaluate the current plan
- Conduct needs assessment as warranted
- Establish long-term and short-term goals which will include but not be limited to the integration of technology in all areas of the curriculum
- Incorporate and plan for ESOL and special needs students with disabilities
- Plan for administrative needs and impending funding needs
- Identifying funding sources
- Composing the final plan

With technology changing at a rapid pace, Desoto County is still in need of a paradigm shift to truly infuse technology into the curriculum. The Digital Classroom Plan will be reviewed and approved by the District Technology Committee prior to approval by the Desoto County School Board.

1.5 Multi-Tiered System of Supports (MTSS)

The focus of our DCP is to give all students the opportunity to enhance their learning through technology. Students that receive MTSS support on Tier 1, 2 or 3 will continue to receive researched based interventions using both the problem solving process and the standard protocols for interventions.

There will is be strong focus on professional development for teachers that are a part of the 1:1 program. The professional development for teachers will include how to enhance MTSS interventions through technology, working and monitoring small groups of students, and 3 individualizing student needs. Professional development will be offered at a variety of times, and it will also be offered in a variety of methods (face to face, Moodle, etc.) to enhance the professional development.

Students using Tier 1 interventions will receive instruction that includes high quality instruction comprised of universal screenings which are used to monitor the effectiveness of the instruction. Students that are identified as needing Tier 2 supports will have interventions developed that support small group instruction, more frequent monitoring, and more time to practice the target skills. The DCP will enhance these interventions by allowing students more time to work on their target skills within their classroom. Students that have a 1:1 device will be able to more easily access programs that are differentiated to their need (i.e. Star, AR and iReady). Students that do not respond to Tier 2 interventions will receive more intense

interventions that are tailored to specific individual learning or behavior targets. Students will be able to access web centric programs on a more regular basis that are tailored to their specific target skills.

The Exceptional Student Education (ESE) department will continue to provide support to all teachers throughout the MTSS process. We include members of MTSS district team to work with ESE teachers in the 1:1 program in order to enhance the interventions that students are receiving. The MTSS district team will provide professional development on differentiating instruction to all staff in the 1:1 program.

The leadership team will monitor the attendance, suspension rate and overall performance of the students in the 1:1 program. The students receiving interventions will be monitored and compared to the students that are not in the 1:1 program.

PART II : DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1: ***Need Analysis***

The main focus of our technology plan is to find ways to effectively integrate technology into the curriculum. The District supports the premise that technology will promote higher-level learning, greater problem solving aptitudes, critical thinking skills, and collaboration across all curricular areas. As a parallel development, the Desoto County School District is continuing to refine the use of the Online Assessment Reporting System and reports available data through the district website as online repositories of classroom and district assessments.

Our curriculum goals are divided into following areas:

- Continue the proliferation of student achievement in core content areas including Language Arts, Mathematics, Science, Social Studies and Visual and Performing Arts as well as English Language Development.
- Identify suitable educational software to support the instructional programs
- Utilize assessment data to guide student learning activities and lesson plan development for all classrooms
- Incorporate technology to support student learning and assist teachers in the delivery of core curriculum

Teachers in the district use data on student academic performance as a basis for instructional decisions in their classrooms. Currently, teachers use the Performance Matters ™ to track data in their classrooms. In addition, district staff uses the district's data warehouse to generate reports and monitor student achievement. The district collects performance data on students several times over the course of the school year. Many teachers use the Florida Interim Assessment Item Bank and Test Platform (IBTP) and Performance Matters ™ test item banks to generate classroom developed assessments to further monitor students' progress.

All schools have access to the following software:

- Mimio and Mimio Vote
- Teach Town
- Renaissance Learning- AR/ STAR/ STAR Math
- Discovery Education
- iReady

Highest Student Achievement

In addition to the software titles listed, every school has a myriad of digital resources that are part of the instructional materials adoptions that have taken place over the past several years.

One of the primary reasons for moving toward a 1:1 program is to find ways to reach every student at their current instructional level differentiate their learning so that they can be successful and make progress. With 1:1 computer devices, teachers will be allowed to focus on differentiated instruction, problem solving, collaboration, critical thinking skills and individualized learning.

Our recent evaluation component of the technology plan assisted us in identifying several areas of focus. The DCP will address how the district's technology effort will continue to support curricular needs of students over the next five years encompassing the 2014-2015 school year through the 2018-2019 school year.

Planning for high performance learning begins by focusing on student learning. As we continue the process of using standards-based instruction and aligning technology standards, the district will be better prepared to plan for staff development and infrastructure management.

Student Performance Outcomes		Baseline *,**	Target	Date for Target to be Achieved
1.	ELA Student Achievement	41%	To decrease the gap proficiency between state and district average by 30%	2015
2.	Math Student Achievement	45%	To decrease the gap proficiency between state and district average by 30%	2015
3.	Science Student Achievement	46%	To decrease the gap proficiency between state and district average by 30%	2015
4.	ELA Learning Gains	55%	57%	2015
5.	Math Learning Gains	55%	57%	2015
6.	ELA Learning Gains of the Low 25%	57%	60%	2015
7.	Math Learning Gains of the Low 25%	53%	56%	2015
8.	Overall, 4-year Graduation Rate	77%	80%	2015
9.	Acceleration Success Rate	99%	99%	2015

* Items 1 thru 7 2012-2013 data, ** item 8 and 9 2011 -2012 data

Quality Efficient Services

Technology Infrastructure has far-reaching needs beyond the needs for computers and a wireless infrastructure. Many of our facilities are decades to a half-century old and the need for some of the basic infrastructure is missing. Desoto County School District, being small, rural and agricultural struggles to maintain funding to provide these infrastructures.

The growing need for bandwidth is a result of a growing need for devices that use the bandwidth. These devices need to have power and a place for them to reside. With limited financial resources earmarked for these items, they often become barriers to providing a truly digital classroom experience. A Bring Your Own Device (BYOD) plan does not add devices to the district's inventory, but does add traffic and stress to the existing network infrastructure. With the move to web centric applications and BYOD becoming a necessity, security becomes of greater importance. This matter will be an ever changing and evolving part of the digital classroom.

Infrastructure Needs Analysis		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Student to Computer Device Ratio	2.4:1	1:1	2018-2019
2.	Count of student instructional desktop computers meeting specifications	1940	N/A moving to 1:1	2018-2019
3.	Count of student instructional mobile computers (laptops) meeting specifications	233	N/A moving to 1:1	2018-2019
4.	Count of student web-thin client computers meeting specifications	0	0	2018-2019
5.	Count of student large screen tablets meeting specifications	180	N/A moving to 1:1	2018-2019
6.	Percent of schools meeting recommended bandwidth standard	60%	100%	2017
7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	2014

* Note information in above table is from spring 2014 TRS

Skilled Workforce and Economic Development

The District will provide instructional personnel and staff with access to opportunities and training to assist with the integration of technology into classroom teaching. Professional development will be available in person at the regional, consortium, and district levels, by synchronous video-conferencing, or by asynchronous broadcast via web.

In addition, the District will take advantage of the support offered by Learning.com:

- *Getting Started: Foundations of Blended Learning*

  This hands-on workshop will provide an in-depth introduction to the products and tools in the Learning.com platform. Participants will learn how to set up classes, assign content, and become comfortable with the products, platform, and teacher management functions. This session will also provide instructions on how to use "*My Curriculum"* tools to create interactive, media-rich content that can be customized in order to engage students and address instructional goals. This workshop series will be offered through NEFEC and will include training on Easy Tech, Curriculum Foundry, and Inquiry building tools that were built into the legislative appropriation.

- *Technology in the Classroom:* "*Advanced Implementation and Integration*" training will assist teachers to build strong and supportive implementation plans for true technology integration. Participants will discover proven strategies to incorporate technology into their classroom practice, evaluating their district's technology standards and goals, deciding what curriculum should be introduced and reinforced, and determine how to best implement solutions.

The delivery of the professional development will be offered in several modalities including face-to-face workshops, electronic interactive, electronic non-interactive, study group/learning community, action research, and independent study. Participants will implement the content learned during the delivery in the following way(s):

- Structured mentor/coaching program
- Results from action research
- Collaborative planning related to training
- Creation of a product related to training
- Study group participation
- Electronic interactive
- Electronic non-interactive

Professional Development

The District will work to provide instructional personnel and administrators with access to opportunities and training to assist with the integration of technology into classroom teaching and administration of their schools. We are collaborating with Millennium Technology Group, LLC, to help us prepare our teachers and administrators for the move toward digital content and 1:1 classrooms. Through their services we will create, a Digital Education Roadmap (DER), which is a gap analysis, prepared for technology and instruction. The analysis will document a clear and mutually agreed upon understanding of the current state of affairs at the school. A clear and concise goal is then envisioned and documented. Paced and thoughtful roadmaps of processes and procedures are then designed to achieve the goals envisioned taking into consideration budget, capacity, and time. The Millennium Technology Group will help provide professional development on 1:1 classroom management, use of the TIM to evaluate instructional technology use in the classrooms, and other PD needs determined through the DER and needs that arise. Through a grant provided by the state to the three(3) consortiums, we will gain access to resources through Learning.com and as our pilot teachers are trained with Learning.com resources we will then expand the training to other teachers within the district.

Professional development opportunities will be funded through the RTTT Digital PD Grant. In the table below are listed professional development opportunities that are planned as part of our DCP.

Grant Element	Summary	Deliverables
Support the evaluation of classroom integration using the Technology Integration Matrix (TIM)	To support the implementation and measurement of progress toward digital learning.	• Purchase TIM-O • Provide training to administrators on the use of TIM-O • Provide training to teachers on the use of TIM-O and what is being evaluated.
Learning Links: Digital Learning Support Resources	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 will create and maintain a system that enables teachers to share access to web based learning resources.	• Create district workgroup to share resources and websites with all schools within the district. • Participate in statewide workgroup that will share information on digital learning resources through the • Learning Links tool on the FSL website. • Demonstrations held at each school on the safe processes for identifying and using web based resources. • Demonstrations at each school site on TIM compatible lessons that model effective use of district selected digital content. • Create a video repository of teachers modeling effective technology integration in their classrooms.

Grant Element	Summary	Deliverables
Digital Instruction and Content Development	To develop resources for our teachers housed on an internal system for easy use in lessons.	• Develop digital content using instructional design techniques with interactive whiteboards and digital devices. • Create a Learning Object Repository where teachers can access digital content and resources to use in their lessons. • Provide professional development on Microsoft Office 365

Our goal is to get the teacher technology integration to the Transformation Level. We know that not all teachers will get to this level by the 2018-2019 school year, but we are confident that as we move forward with this DCP our teachers will move up in the TIM levels and we will eventually get all teachers to a Transformation Level.

TIM Level	Percent at Level
Entry Level	22%
Adoption Level	10%
Adaptation Level	35%
Infusion Level	18%
Transformation Level	15%
TOTAL	100%

Professional Development Needs Analysis		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Average Teacher technology integration via the TIM	Adaptation	Transformation	2016
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Infusion	Transformation	2016
3.	Average Teacher technology integration via the TIM (Middle Schools)	Adaptation	Transformation	2016
4.	Average Teacher technology integration via the TIM (High Schools)	Adaptation	Transformation	2016
5.	Average Teacher technology integration via the TIM (Combination Schools)	Infusion	Transformation	2016

Seamless Articulation and Maximum Access

Digital Tools:

EasyTech® is part of the Rural Schools Program provided to the District through the efforts of our membership in the Heartland Educational Consortium and will become a major part of our digital toolbox. Learning.com's EasyTech™ solution helps students develop the technology skills needed for college and the workforce. EasyTech™ is a complete digital literacy curriculum that features self-paced lessons and games to practice skills; activities and journals to reinforce concepts; and quizzes to check for understanding. EasyTech's curriculum helps students develop digital literacy skills including computer fundamentals, keyboarding, word processing, charts and graphs, presentation software, Internet research, and more in the context of real-world challenges. EasyTech also provides comprehensive online safety instructions to help ensure students know how to protect themselves and make good choices online.

EasyTech™ includes:

- Addresses ISTE Standards-S for grades K-8
- Available in English and Spanish for our LEP students
- Content is web centric with no installed software of need for download
- The program is vendor agnostic not dependent on OS and will run on Android®, Kindle Fire®, Apple® and other tablet devices
- Detailed instruction for core technology skills: keyboarding, word processing, and web browsing
- Grade-appropriate, guided instruction with immediate feedback and automatic scoring
- Next-Generation Assessment preparation sequence with pre-tests and prescription
- Online safety instruction and compliance reporting that exceeds E-Rate requirements
- Lessons that reflect current representations of technology and software

Performance Outcomes	Baseline	Target	Date for Target to be Achieved
Digital Literacy Gains	Determine % of students proficient as determined by completion of EasyTech curriculum	75% of students proficient	2017

In addition to bring Learning.com into the mix, the District Currently uses various other digital tools that allow our teachers and administrators to manage, monitor, and assess student learning and performance.

The District has implemented iReady® district wide. iReady® is a K–12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.

There is also teacher led instruction that provides rigorous, on-grade-level instruction and practice with iReady® and additional downloadable lessons to help meet individual student or small group needs. We will be importing assessment data from iReady® into Performance Matters™.

Performance Matters™ is a comprehensive assessment and data management system. The district is able to import state and district assessments, which allows teachers and administrators to pull reports to show how a student is performing.

DeSoto County Schools uses Skyward as our SIS system. Teachers use Skyward gradebook to keep track of student's grades, ESE, ELL, attendance, etc. There is also a parent portal with Skyward that will allow parents the ability to track their student's progress as well as monitor attendance, state test scores, and other information.

During the coming year, we will be providing training for groups of teachers the use of CPALMS and creating curriculum maps that correlate with the new Florida State standards. Teachers will be using CPALMS to create curriculum maps as well as lesson planning. Through CPALMS they can list the standards they are teaching and attach activities to that standard. This group of teachers will also help this year in the creation of a LOR that will house digital resources for teachers to use based on their curriculum maps.

Digital Tools Needs Analysis		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Implementation status a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Partially implemented	Will work to implement and employ	2016
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Partially implemented	Will work to implement and employ	2016
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially implemented	Will work to implement and employ	2016
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	No system in place	Will work to implement and employ	2016
5.	Implementation status of 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.	Partially implemented	Will work to implement and employ	2016
6.	Implementation status of 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.	Partially implemented	Will work to implement and employ	2016
7.	Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district	Partially implemented	Will work to implement and employ	2016

Digital Tools Needs Analysis		Baseline	Target	Date for Target to be Achieved *(year)*
	Continue… administrators and technical support to access when they have questions about how to use or support the system.			
8.	Implementation status of 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.	Partially implemented	Will work to implement and employ	2016
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Partially implemented	Will work to implement and employ	2016

Quality Efficient Services

Online Assessment Readiness

The District has been successful at online testing with all required grades and subjects in a timely manner. Through the DCP and our 1:1 initiative, we will continue to increase the number of devices available for online testing through the purchase of age appropriate devices.

We will also continue to monitor the bandwidth and wireless access within our schools and make adjustments or additions as needed.

Online Assessments Needs Analysis		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%(Spring 2014)	100%	Spring 2015
2.	Computers/devices required for assessments (based on schedule constraints)	869	869	Spring 2015

STEP 2 – Goal Setting

Infrastructure Goals

Goal
The district will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology
Objective
• The district will support and maintain LANs/WAN for both hardware and software • The district will increase bandwidth to support mobile computing initiatives to assure all users "stay connected." • The district will support "managed wireless" access at all school locations • The district will purchase and deploy multimedia computers, tablets, laptops, and peripheral devices for staff/student use • The district will offer professional development training on technology tools: LCD projectors, interactive white boards, tablet devices, and other peripherals to all staff members
Strategy/Activity
• Support Blended Learning Environments will be supported by IT as appropriate • Maintain current district hardware and software licenses • Installation and maintenance of fiber throughout the district • Updated security, back up, and disaster recovery plans • Evaluate, plan, and budget for new and replacement infrastructure and learning hardware and software

Infrastructure Goals (continued)

Goal
All stakeholders will use district technology in a safe, responsible and ethical manner
Objective
• The district will teach responsible use of digital content regularly • The district will take Internet safety measures at all times
Strategy/Activity
• All stakeholders will sign the district's Acceptable Use Policy • Uninterrupted district filtering methods • Identification of Internet Safety resources for stakeholders

Infrastructure Goals (continued)

Goal
The management and security of assessment sessions will be planned and implemented to maintain the administration process and specific problem determination procedures will be developed to resolve technical problems
Objective
• Classroom instruction models will be designed to support the rigorous expectations of the new learning and assessment environment to support student readiness for the types of questions and performance based activities found on the state assessments • District personnel will make use of available tools to best utilize data to drive instruction and make decisions • District personnel will have access to up to date hardware and software appropriate for discipline and working environment
Strategy/Activity
• Facilitate the use of online webinars, video conferencing • Dialogue of the utilization of data to drive instruction • Timely access to technical support • Online access to curriculum • Plan and budget for research based hardware and software • Participation by personnel in local, state, national and global online professional learning communities • Use of formative and summative assessments to individualize instruction

Classroom Goals

Goal
Standards based instruction will be implemented in every classroom
Objective
• Work to narrow the gap in proficiency between state and district average in reading, math and science on state assessments by 30%
Strategy/Activity
• Use Florida Standards, test item specs, and roadmaps to drive instructional practice • Provide professional development to teachers to support standards based instruction • Utilized assessment data to drive standards based instruction

Classroom Goals (continued)

Goal
Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings, such as community centers
Objective
• The district will support policies for student/staff computer and Internet use • The district will introduce varied platforms—Windows-based, IOS-based, Android-based—as needs are identified to support an ever-evolving, technology-rich environment • The district will move towards implementation of devices, that are vendor agnostic, web centric, to provide access to additional resources beyond the textbook • The district will expand hardware deployment to include not only multimedia computers with Internet access in classrooms but also tablet devices, laptops, etc., in order to meet the demands of online testing
Strategy/Activity
• The district will work to find vendor agnostic, web centric applications • Continued IT training for Supervisor of Technology, Network Administrator and IT team • Evaluate, plan, and budget for new and replacement infrastructure and learning hardware and software • Use Florida Standards, test item specs, and roadmaps to drive instructional practice • Provide professional development to teachers to support standards based instruction • Utilized assessment data to drive standards based instruction

Community Goals

Goal
The school district will increase parental involvement in the educational process through the use of the district's available technology
Objective
• Parents will receive access and an understanding of the district's online system • Parents will be informed of all district events • Educators will have access to tools to communicate with parents
Strategy/Activity
• Use of district/schools websites to inform community of schools happenings • Parent access to student reports • Parent access to teacher class pages • Placement of parent portal on district's website • Availability of parent portal tutorials • Notifications of district events on district website and through online/phone notification system

Professional Development

Goal

Educators will attain the skills and knowledge necessary to effectively use educational technology to create more rigorous learning environments to assist students to master the Florida Standards and Next Generation Sunshine State Standards by personalizing learning through the collection of student data to support differentiated instruction and to manage the on-line assessment environments

Objective

- District personnel will make use of available tools to best utilize data to drive instruction and make decisions
- Classroom instruction models will be designed to support the rigorous expectations of the new learning and assessment environment to support student readiness for the types of questions and performance based activities found on the state assessments

Strategy/Activity

- Personnel participation in local, state, national and global online professional learning communities
- Use of formative and summative assessments to individualize instruction
- Plan and budget for research based hardware and software
- Provide professional development to teachers to support standards based instruction
- Utilized assessment data to drive standards based instruction
- Current broadband, voice, and data networks available in all learning/working environments
- District access to online research-based resources

Professional Development Goals (continued)

Goal
Educators will attain the skills and knowledge necessary to effectively use educational technology to assist students to achieve the Florida Standards and Next Generation Sunshine State Standards
Objective
• The district will encourage district administration to participate in technology-specific professional development programs which support the implementation of 21st Century learning environments • The district will utilize site-based, professional learning communities to provide professional development training which is customized for the needs of their specific school • The district will encourage that Professional Improvement Plans for all staff members include the individualized development of skills necessary to infuse technology into daily practices
Strategy/Activity
• Support Blended Learning Environments will be supported by IT as appropriate • Evaluate, plan, and budget for new and replacement infrastructure and learning hardware and software • Stakeholders' access to technical Support via an Online Help Desk Request System • Maintenance of appropriate memory/capacity of district hardware/software • Increase the use of Cloud Computing as appropriate

STEP 3 – Strategy Setting

Infusing technology in to a learning environment does not guarantee effectively integrated. The District believes that critical thinking skills, higher-level learning, and problem solving skills that directly support the student's mastery of Florida Standards and NGSS standards across all content areas should be augmented with the correct technology at the correct time for the correct reasons. Technology for the sake of technology will produce poor out comes. We currently utilize the Skyware Student Access with Performance Matters™ as a data management/reporting system for the classroom. The reporting functions of other software programs used in the district and the district's data warehouse where teachers and principals can access and generate additional reports are beneficial tools for full integration of measurement.

We will continue to raise the level of technology integration in the student learning experience for all students. Using educational technology tools will become a regular part of how students and teachers work on core curriculum learning. We want to see a measurable impact of technology on student achievement. Students should become better readers, writers and mathematicians because of their interaction with classroom technology. Teachers will use technology tools to assist them in making targeted instructional decisions for their students. The evaluation that we did as part of our technology planning effort has assisted us in identifying several areas of focus that will serve as the cornerstone of the technology plan for the district. This plan will address how the district's technology effort will continue to support the curricular needs of students over the next four years – encompassing the 2014-2015 school year through the 2016-2018 school years.

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

Refer to step two above for strategies.

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

Student Performance Outcome	Baseline	Target
Decrease the gap in proficiency between state and district average on the reading state assessment by 30% in each grade level.	3rd - 13 % 4th - 20 % 5th - 23 % 6th - 20 % 7th - 13 % 8th -16 % 9th – 14 % 10th – 13 %	3rd - 9 % 4th - 14 % 5th - 16 % 6th - 14 % 7th - 9 % 8th - 11 % 9th – 10 % 10th – 9%
Decrease the gap in proficiency between state and district average on the math state assessment by 30% in each grade level.	3rd - 15 % 4th - 22 % 5th - 25 % 6th - 22 % 7th - 2 % 8th - @state avg Alg - 20 % Geo - 7 %	3rd - 10 % 4th - 15 % 5th - 17 % 6th - 15 % 7th - 1 % 8th - @state avg Alg - 14 % Geo - 5 %
Decrease the gap in proficiency between state and district average on the science state assessment by 30% in each grade level.	**5th -** 28 % **8th -** 20 % **Bio -** 3 %	5th - 20 % 8th - 14 % Bio - 2 %

B) Digital Learning and Technology Infrastructure

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	Plan, engineer, purchase and implement improved connectivity medium within existing campuses	June 2015	$50,000	Schools district wide	1 & 2
B.2.	Purchase and implement additional vendor agnostic, web centric computing devices	December 2014	$165,000	Schools district wide	1,2,&3

We are collaborating with the Millennium Technology Group, LLC who will create a Digital Education Roadmap (DER) based on technology and instruction. Part of their assessment will be to re-evaluate throughout the year and adjust the roadmaps as necessary. We have included the RFA from Millennium Technology Group with our DCP and will conduct the evaluation after the DCP has been approved. Results from the evaluation and the DER will be available at that time.

C) Professional Development

Professional Development Implementation				
Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
Teacher created digital resources that are correlated to Florida Standards that will be house in the newly created Learning Object Repository (LOR)	June 2015	$25,000	District	1,2&3

D) Digital Tools

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	Purchase and integrated with existing systems a Learning Object Repository (LOR)	April 2015	$35,000	District	1,2,&3

E) Online Assessments

Online assessments continue to be an area in need of improvement. The purpose of this plan is to make classrooms that are digitally engaging for student learning, using the maximum tools available to us. The district will continue to implement a rotational purchasing plan that will provide additional devices for instruction and online assessments. It is our continued intent to implement a process that will provide a minimum of restrictions on non-testing classrooms, but at the same time provide a burst of bandwidth speeds during the testing windows. This remains an ongoing challenge but one that we are completely aware of and work daily to minimize.