FLORIDA DEPARTMENT OF EDUCATION
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SCHOOL BOARD APPROVED 09/16/14

DISTRICT DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to provide a perspective on what the district considers being vital and critically important in relation to digital learning implementation, the improvement of student performance outcomes, and how this progress will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by s.1011.62(12)(b), F.S.

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

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

The overall focus of the Gilchrist County School District's technology program is to improve student performance through the integration of technology as a teaching and learning tool within each classroom. As a part of our plan to strategically use technology to enhance student outcomes, efforts are being directed toward getting digital devices and tools in the hands of students, teachers, and other stakeholders. The two primary goals of this project will be to improve the availability of digital learning resources and ensure that stakeholders are knowledgeable about how to use them. Our district will be moving in the direction of a 1:1 device ratio, and the implementation of this project will ensure progress toward that long-term goal.

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

1.1 District Mission and Vision statements – The district's vision as it relates to technology is to ensure student learning through the use of digital tools and resources. The purpose of integrating technology is to ensure that every student has the opportunity to learn and that every teacher is able to deliver instruction in a way that is flexible, customizable, and adjusted to fit individual needs. Our vision aligns closely with the principles of Universal Design for Learning (UDL) and supports college and career readiness goals. The two most vitally important

objectives of this project are 1) to ensure that digital tools are readily available to each student and teacher, and 2) to ensure that teachers are provided with relevant professional development regarding how to use technology and incorporate digital tools into instructional delivery to enhance learning. It is also important to the success of this project that the movement toward a 1:1 device ratio is a smooth transition for all stakeholders and that teachers, students, and parents are knowledgeable about how to access and use existing resources. Digital tools will be used to ensure the effective implementation of Florida Standards for all students. Students will be able to present information and content in diverse ways, express what they know through multiple means, and will be engaged in their learning. Outcomes related to the project's success in improving student performance will be measured through progress monitoring and standardized assessments. Outcomes related to device availability will be measured through inventory, the Technology Integration Matrix, and other readiness gauges.

Our vision will be supported by creating a digital learning environment that allows all students 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. Gilchrist County School District has identified specific strategies to promote our vision by integrating technology into all aspects of the educational system. These strategies include:

- Increase access to technology for all students through laptop carts for grades 4-8 and individual laptops for all 9th graders (1:1). Additional grade levels will be provided with supplemental technology through other sources.
- Integrate technology into the curriculum aligned with the Florida Standards for improvements in instructional delivery and learning.
- Provide ongoing staff development, training, and support for the implementation and use of digital tools through the Digital Learning PD Grant.

- 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 to be supported through other funding sources.
- Establish an ongoing process as a means to evaluate the effective implementation of the technology plan.

The implementation of this plan will support the district's long-term Strategic Plan through alignment with all Goal Areas, including Budget and Finance, Teaching and Learning, Career Development, Safety and Discipline, and Leadership. The integration and skilled use of technology will improve instructional delivery and the ability to provide diverse learning opportunities for students. Leadership will be provided with professional learning to enhance the quality of feedback provided to teachers in an effort to improve teacher efficacy. Targeted investments in digital tools will facilitate a movement toward preparation and prevention as opposed to remediation, which is more costly. Alignment of curriculum and digital learning will improve instruction for students in Career and Technical programs, STEM programs, exceptional student education programs, and other students with special needs.

The 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 style, or ability
- 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 digital tools into their curriculum

1.2 District Profile - Provide relevant social, economic, geographic and demographic factors influencing the district's implementation of technology.

The Gilchrist County School District is located in a small, rural area in North Central Florida. The school system is made up of two elementary schools and two combination middle/high schools. All schools serve a population that is high in poverty. The school attendance areas are well above the national poverty average of 12.4%, with poverty rates up to 20.4%. The median household income is $38,467 versus a state average of $47,827 (US Census Bureau, 2013). The unemployment rate has doubled since 2003, from 4.3% to 8.2% (BEBR, 2013). The portion of the population on food stamp benefits has more than doubled since 2005, from 2,259 to 5,123 (BEBR, 2013). Free and Reduced Price Lunch rates also indicate the economic need of the community. The district-wide FRPL average is 60% (District FRPL Data, July 2013). All four schools are now a part of the Community Eligibility Program (CEP), and *all students* are on free lunch. Because of the high rates of poverty, families do not have resources at home such as digital tools, UDL devices, and other learning stimulants. This has caused our economically disadvantaged population to perform academically at lower rates than other students. The most recent data indicate that 68% of the "all students" subgroup in our district is scoring at or above

grade level in Reading, while only 60% of the Economically Disadvantaged subgroup is proficient. Similarly, Math performance for this impoverished group is only 63% versus 70% for all students. In addition to the economic status, this area is also particularly in need of a program like this because of the high rates of Students with Disabilities that are served. The most recent LEA Profile provided by the FL Dept of Education indicated that our district serves 18% disabled students. This is one of the highest percentages in the state, and is well above the state average of 13% (FL Dept of Education, 2014). This group is in need of digital tools that can remove barriers for them, so that they can perform at the same level as non-disabled peers. Current FCAT data indicate that the all students subgroup outperformed this group by 36% in Reading and 26% in Math. Technology can be used with this population in order to improve differentiation efforts and impact learning.

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

- the digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in s.1011.62(12)(b), F.S.
- development of partnerships with community, business and industry; and
- integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

Title/Role	Name:	Email/Phone:
Information Technology District Contact	Aaron Wiley	wileya@mygcsd.org (352) 463-4410
ESE District Contact	Lisa Rowland	rowlandl@mygcsd.org (352) 463-3153
Instructional District Contact	Rick Reed, Secondary Wendy Osteen, Elementary	rreed@mygcsd.org osteenw@mygcsd.org (352) 463-3200
Finance District Contact	David Dose	dosed@mygcsd.org (352) 463-3205
Career and Technical Education Contact	Patricia Powers	powersp@mygcsd.org (352) 463-4408
District Leadership Contact	Ronda Parrish	parrishr@mygcsd.org (352) 463-3200
District Superintendent	Rob Rankin	rankinr@mygcsd.org (352) 463-3200

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

- how parents, school staff and others were involved;
- development of partnerships with community, business and industry; and
- integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

Planning for digital classrooms took place through the collaboration of the key team members listed in section 1.3, in coordination with a representative group of stakeholders including parents, school staff, community, and business. A series of development and planning work sessions occurred to identify key needs, gaps, and root causes. Planning team efforts have been coordinated and aligned with Universal Design for Learning (UDL) priorities, school improvement focus areas, SACS guidelines, and Technology Integration Matrix (TIM) needs assessment. Stakeholders including parents, school staff, and community members were involved in the planning process through participation in School Improvement Plan team work sessions focusing on District Digital Classroom Plan development. Through this plan, technology will be integrated into all areas of the curriculum, including students with special needs. The planning team included representatives of elementary and secondary general education, ESOL/LEP, ESE, gifted, homeless, migrant, 504, pre-kindergarten, career and technical education, and other representatives as appropriate. Applicable feedback from all representative stakeholder groups has been incorporated into the final plan. In addition, the planning process has provided insight into the community and agency partnerships that will facilitate the effectiveness of the DCP. The implementation of the DCP will occur through collaboration with agencies such as the North East Florida Educational Consortium (NEFEC), Florida's Diagnostic and Learning Resources System (FDLRS), the Institute for Small and Rural Districts (ISRD), regional Local Assistive Technology Specialists (LATS), business partners, and others as appropriate.

1.5 Multi-Tiered System of Supports (MTSS)- Summarize the process used to write this plan including but not limited to:

- data-based problem-solving process used for the goals and need analysis established in the plan;
- the systems in place to monitor progress of the implementation plans; and
- the plan to support the implementation and capacity.

The Multi-Tiered System of Supports (MTSS) data-based, problem-solving process was used to plan for and develop this DCP. Through the implementation of this plan, technology resources will be allocated in direct proportion to student needs. Trends and patterns within student academic and behavioral data were analyzed as a part of this 8 step problem-solving and planning process. Data was collected through a needs assessment process that included collecting and analyzing data from multiple sources, including Technology Integration Matrix (TIM) data, student performance Annual Measurable Objective (AMO) data, technology inventory and readiness surveys, professional development needs data, online assessment needs, and evaluation of digital learning and technology infrastructure needs. Baseline data and targets/goals developed through this process have been included as an integral part of the plan, both to determine existing needs and also as an avenue to better monitor progress against an established baseline. Effective Tier 1 core instruction will be ensured through the availability of technology tools and resources. Coordination of this project with other projects, such as the UDL grant project, will ensure that students receive supplemental and individualized interventions and supports at Tier 2 and 3 as appropriate. Small group and individual student needs will be met through the strategic allocation of resources, including staff. Progress toward the full implementation of this plan will be monitored on an ongoing basis at district monthly instructional team meetings, school LEAD monthly team meetings, within each classroom through teacher observations and classroom walk-throughs, and formally three times per year using student performance data. The technology tools provided through this project and the professional development provided through the Digital Learning PD project will be coordinated to ensure that capacity building occurs with staff to promote a better understanding of data-based problem solving at each tier.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

Districts should identify 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

- **Highest Student Achievement**

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

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

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

Student Performance Outcomes (Required)		**Baseline** *(2013-14)*	**Target**	**Date for Target to be Achieved** *(year)*
1.	ELA Student Achievement	68%	79%	2014-15
2.	Math Student Achievement	70%	81%	2014-15
3.	Science Student Achievement	67%	75%	2014-15
4.	ELA Learning Gains	71%	76%	2014-15
5.	Math Learning Gains	67%	76%	2014-15
6.	ELA Learning Gains of the Low 25%	68%	74%	2014-15
7.	Math Learning Gains of the Low 25%	61%	71%	2014-15
8.	Overall, 4-year Graduation Rate	87%	88%	2014-15
9.	Acceleration Performance	2013 THS – 84% 2013 BHS – 77%	THS – 85% BHS – 78%	2014-15
10.				
Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.	Graduation Rate, 2013	90%	91%	2014-15
2.	ED Reading Proficiency	60%	84%	2014-15
3.	ED Math Proficiency	63%	77%	2014-15
4.	SWD Reading Proficiency	32%	55%	2014-15
5.	SWD Math Proficiency	44%	55%	2014-15

- **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) if the data is accurate. Districts may choose to add any additional metrics that may be appropriate.

Infrastructure Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.	Student to Computer Device Ratio	1 : 4	1 : 1	2016-17
2.	Count of student instructional desktop computers meeting specifications	488	600	2016-17
3.	Count of student instructional mobile computers (laptops) meeting specifications	67	2656 (1:1)	2016-17
4.	Count of student web-thin client computers meeting specifications	0	0	2014-15
5.	Count of student large screen tablets meeting specifications	0	0	2014-15
6.	Percent of schools meeting recommended bandwidth standard	100%	100%	2014-15
7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	2014-15
Infrastructure Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
8.	Count of teacher desktops meeting specifications	157	171	2016-17
9.	Count of administrative desktops meeting specifications	44	50	2016-17
10.				

- **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 5 categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

Professional Development Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.	Average Teacher technology integration via the TIM	Entry: 25% Adoption: 55% Adaptation: 15% Infusion: 5% Transformation: 0%	Entry: 5% Adoption: 10% Adaptation: 10% Infusion: 20% Transformation:55%	2016-17
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Entry: 25% Adoption: 65% Adaptation: 10% Infusion: 0% Transformation: 0%	Entry: 5% Adoption: 10% Adaptation: 10% Infusion: 20% Transformation:55%	2016-17
3.	Average Teacher technology integration via the TIM (Middle Schools)			
4.	Average Teacher technology integration via the TIM (High Schools)			
5.	Average Teacher technology integration via the TIM (Combination Schools)	Entry: 25% Adoption: 50% Adaptation: 15% Infusion: 10% Transformation: 0%	Entry: 5% Adoption: 10% Adaptation: 10% Infusion: 20% Transformation:55%	2016-17

Professional Development Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved *(year)*
6.				
7.				
8.				
9.				
10.				

The baseline data representing the current status of the school district with implementing technology was obtained through a collaborative process involving both the school and district levels, and was aligned with the Technology Integration Matrix (TIM) criteria. Each team evaluated the current status of implementation for all categories and rated the percentage of teachers at Entry, Adoption, Adaptation, Infusion, or Transformation levels. Data was analyzed for patterns and trends, and it was noted that school level staff indicated higher percentages of teachers at Adaptation and Infusion levels, whereas district level staff indicated the majority at Entry or Adoption levels. Cumulatively, it was rated that 25% of teachers are at the Entry level, 55% at Adoption, 15% at Adaptation, 5% at Infusion, and 0% at Transformation. As a part of the process, discussions highlighted the fact that all of the ratings would be higher if there were a higher availability of technology tools for teachers to use. Many times, teachers are not providing student choice in digital tools because there are no choices for them. With the expanded availability of technology and digital tools for our teachers and students, it is anticipated that these ratings will soon reflect higher percentages in the Adaptation, Infusion, and even Transformation levels. Professional development associated with the PD for Digital Learning Grant will be implemented in a way that supports growth within the Technology Integration Matrix.

Seamless Articulation and Maximum Access

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

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

Baseline Response:	**Target Response:**
Fully implemented	Will continue to support and employ in classrooms
Partially implemented	Will work to implement and employ
Partially implemented	Maintain system
No system in place	Will work to implement and employ
No system in place	No plans to address at this time

Digital Tools Needs Analysis (Required)		**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.	Fully Implemented	Will continue to support and employ in classrooms	2014-15
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	2014-15
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	2014-15
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	2014-15
5.	Implementation status of a system that	Partially	Will work to	2014-15

	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.	Implemented	implement and employ	
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.	Fully Implemented	Will continue to support and employ in classrooms	2014-15
7.	Implementation status of 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.	Partially Implemented	Will work to implement and employ	2014-15
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.	Fully Implemented	Will continue to support and employ in classrooms	2014-15
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.	Fully Implemented	Will continue to support and employ in classrooms	2014-15
Digital Tools Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
10.				
11.				
12.				

- **Quality Efficient Services**

  Online Assessment Readiness:
  Districts shall work to reduce the amount 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.

Online Assessments Needs Analysis (Required)		**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%	100%	2014-15
2.	Computers/devices required for assessments (based on schedule constraints)	675	1,200	2016-17
Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
3.				
4.				
5.				

STEP 2 – Goal Setting:

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

These should be long-term that focus on the needs of the district identified in step one. The goals should be focused on improving education for all students including those with disabilities. These goals may be already established goals of the district and strategies in step 3 will be identified for how digital learning can help achieve these goals.

Enter district goals below:

The overall goal for technology integration in the district is to improve student learning through 1) providing access to digital tools and 2) delivering high quality professional development to instructors. We want to ensure that students and teachers have access to technology and are able to use it effectively. This increased access to digital tools for teaching and learning will improve the delivery and differentiation of instruction, remove barriers to student learning, prepare students to achieve rigorous standards, allow instructional leaders to provide effective feedback to teachers, diversify experiences, and ultimately ensure that students are able to exit college and career ready. The primary long-term goals for technology integration include:

- Highest Student Achievement: All schools will meet federal AMO benchmarks and expected growth on state assessments.
- Seamless Articulation and Maximum Access: Students will have opportunities for industry certifications and will be prepared to enter college/career with the skills necessary to succeed.
- Skilled Workforce and Economic Development: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.
- Quality Efficient Services: All school sites will be safe and effective environments to support developing students.
- Availability of Technology: All students will have the availability of easily-accessible digital devices, tools, and resources to enhance and individualize learning.

STEP 3 – Strategy Setting:

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

Goal Addressed	Strategy	Measurement	Timeline
Highest Student Achievement	Continue to enhance and maintain an infrastructure that supports the needs of digital learning and online assessments	• Bandwidth • Wireless access	2014 and ongoing
Availability of Technology	Supply students with digital devices that are readily-available	• Student:Device Ratio	2014 and ongoing
Skilled Workforce	Provide all teachers with professional development and on-going training opportunities in the use of digital tools as instructional delivery aids	• Training Calendar • Attendance Logs	2014 and ongoing
Availability of Technology	Collaborate with community, business, and agency partners in facilitating a smooth transition to this greater focus on digital tools	• Agency communications • Agendas • Attendance Logs	2014 and ongoing
Availability of Technology	Coordinate and align strategies throughout projects and funding sources to maximize the impact of the plan's implementation through the leveraging of resources	• Meeting Agendas • Attendance Logs	2014 and ongoing
Highest Student Achievement	Integrate technology tools/equipment to support student learning and to aid teachers in the delivery of the core curriculum aligned with Florida Standards	• Technology Integration Matrix data • Student Performance on FSA • Teacher Evaluation data	2014 and ongoing
Highest Student Achievement	Use assessment data to guide student digital learning activities and lesson plan development for all classrooms	• Student Performance on FSA • Lesson Plans	2014 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 Gilchrist County School District does participate in federal grant programs, and the purchase of technology through any of those federal sources is always evaluated to ensure that costs are supplemental, appropriate, reasonable, allocable, allowable, and necessary. Federal, state, local, and private funding sources and strategies will be coordinated to ensure the maximum return on investment and the greatest leveraging of resources. In addition, the DCP planning and development team included representation from federal grant programs to ensure the least duplication of effort and the greatest level of coordination. Planning has taken place with a focus on performance rather than compliance. In addition, strategies are designed to emphasize a movement away from fixed mindsets and toward growth mindsets, in alignment with state efforts. Professional development provided through all sources will support these efforts as well.

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

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

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

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

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

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

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

A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP Allocation. These outcomes can be specific to a individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP Allocation for the 2014-15 school year.

Enter the district student performance outcomes for 2014-15 that will be directly impacted by the DCP Allocation below:

Student Performance Outcomes		Baseline	Target
1.	Improve the percentage of students scoring as proficient or above on standardized assessments in Reading/ELA	68%	79%
2.	Improve the percentage of students scoring as proficient or above on standardized assessments in Mathematics	70%	81%
3.	Improve the percentage of students scoring as proficient or above on standardized assessments in Science	67%	75%
4.			
5.			

Student performance outcomes will be achieved through the project's emphasis on additional availability of digital tools and the focus on professional learning opportunities for teachers. The district has made deliberate decisions to strategically expand the availability of technology throughout the years, and this plan will ensure that the long-term goal of a 1:1 ratio of digital tools for students is achieved. This strong focus on technology to remove barriers and differentiate instruction will ensure growth toward AMO goals, accelerated learning, STEM opportunities, and Universal Design for Learning.

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:

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	Continue to enhance and maintain an infrastructure that supports the needs of digital learning and online assessments	Ongoing	$0 from this project	District-wide	Outcomes 1-4
B.2.					
B.3.					
B.4.					

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

Brief description of other activities	**Other funding source**
Continue to increase bandwidth	Technology Bandwidth Grant
Purchase supplies and materials to connect and facilitate improved infrastructure	Local technology funding

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

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

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.	Technology Readiness Surveys	Acceptable readiness rates reported through surveys
B.2.	FL Technology Inventory	Acceptable survey outcomes

	Survey	
B.3.		
B.4.		

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

The district does not intend to use the DCP allocation to support infrastructure purchases.

Bandwidth and other infrastructure will be maintained through other dollars.

C) Professional Development

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

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

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

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

Implementation Plan for C) Professional Development:

Professional development and learning opportunities for teachers related to technology integration and the implementation of this Digital Classroom Plan will be provided through the *PD for Digital Learning* grant as well as other federal, state, and local sources. MIP components will be scheduled and delivered based on teacher need, as indicated by teacher survey data, Technology Integration Matrix (TIM) data, student performance data, and teacher evaluation data. The Master In-service Plan components include the following and can be accessed 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

**These courses are specialized trainings for Exceptional Student Education*

Professional development in alignment with the MIP will address school leadership knowledge of quality digital learning processes, educator capacity to use technology, instructional lesson planning using digital resources, student digital learning practices, instructional delivery and feedback, and alignment of technology use with Florida Standards. The district will work to provide instructional personnel, staff, and leadership with access to opportunities and training to assist with the integration of technology into classroom teaching. On-going support for professional development on digital learning will be provided through regularly scheduled opportunities including monthly school-level / district-level trainings, Professional Learning Communities, instructional modeling, online/face to face/blended coursework, mentor/mentee relationships, book studies, and trainings through partner agencies. Training may occur synchronously or asynchronously through various delivery methods that will diversity opportunities for teachers and leadership. State, local, regional, and agency resources will be accessed to ensure professional learning toward the goal of technology integration. Digital learning topics may include:

- Digital textbook tools
- Rigorous Smart Board training
- Performance Matters and other progress monitoring tools
- Integration of iPads as teaching and learning tools
- Maximizing the benefit of Apple TV's
- Edmodo
- Virtual classrooms / teacher web pages
- Basic word processing, spreadsheets, presentations, email tools, and databases
- School Fusion resources
- Completing the Technology Integration Matrix (TIM) survey
- Accessing, manipulating, and analyzing data
- Digital content and tools
- Collaborating through digital tools
- Digital student feedback
- Audio/Visual tools to improve learning

- Texting tools
- Digital polls
- Universal Design for Learning
- Accessing and utilizing digital resources from the Local Instructional Improvement System

Professional development opportunities will be provided for teachers as well as those in leadership roles. Facilitation of professional learning in this area will occur through collaboration of the district's instructional technology leaders, curriculum and instructional leaders, and professional development specialists.

In addition, Gilchrist County School 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.

Additional services available directly from Learning.com at an additional fee that may be offered include:

- *Technology in the Classroom: Advanced Implementation and Integration*

This training will help teachers 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 determining how to best implement solutions.

- *Learning.com Assessments: Planning and Administration*
  This workshop is designed for educators who are beginning the 21st Century Skills them. They will learn how to set up assessment events and access and interpret assessment results. Every workshop is aligned to Florida Standards and supports the district curriculum.

- *Learning.com Assessments: Getting the Most Out of Your Data*
  Specifically designed for administrators, this workshop provides guidance and assistance in evaluation and analyzing data from the 21st Century Skills Assessment and WayFind Teacher Survey. Participants will learn how to utilize the Learning.com platform resources to address student needs and prepare for Florida Standards assessments, as well as provide targeted professional development for teachers.

- *Family Engagement: The Home and School Connection*
  This workshop is ideal for districts interested in promoting a home and school connection that emphasizes online safety. Teachers will learn how to involve families with the Learning.com solutions and curriculum, create opportunities for families to integrate technology at home, such as implementing a family technology night, and strategize ways to involve families in their child's education.

- *Mapping the Curriculum*

In this workshop, participants develop sequenced and district-aligned units that incorporate a variety of resources. Participants utilize the curriculum tool to combine Learning.com products, teacher-created curriculum items, and other district resources into units that can be shared with all teachers for district-wide consistency.

Participants in all professional learning opportunities related to technology integration and digital tools will implement the content learned through structured mentor/coaching activities, collaborative planning related to training, creation of a product related to the professional learning, study group or Professional Learning Community participation, or through lesson plan development. District professional development leaders will ensure follow-up in alignment with the PD Protocol and standards.

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

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.					
C.2.					
C.3.					
C.4.					

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

Brief description of other activities	**Other funding source**
Professional development opportunities for digital learning as described.	Professional Development Digital Learning Grant, Title II, district funds

Evaluation and Success Criteria for C) Professional Development:

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

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	Calendar of digital learning professional development opportunities will be developed by November 1	After offering teachers and school leaders various opportunities for professional development in digital learning, success will be measured based on attendance and improvements in TIM data.
C.2.		
C.3.		
C.4.		

D) Digital Tools

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

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

Implementation Plan for D) Digital Tools:

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	Provide 21 laptop carts consisting of 25 devices each that meet or exceed minimum requirements and protocols established by DOE, 15 to be funded through the DCP allocation	January 2015	$18,000 per cart, $378,000 total ($270,000 through DCP Allocation)	Will be implemented at all four schools	Student performance, technology integration
D.2.	Provide EasyTech tools for teachers to deliver digital tools content	June 2015	Provided through learning.com	Will be implemented at all four schools	Technology integration
D.3.					
D.4.					

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

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

Evaluation and Success Criteria for D) Digital Tools:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor

progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	Purchase laptop carts by November 1	After we have provided laptop carts and increased the availability of digital tools at all sites, student performance will be improved as measured by AMO data.
D.2.		
D.3.		
D.4.		

The district will be purchasing 21 laptop carts in order to provide additional access to digital tools for all students. The implementation plan expands on recent efforts to provide technology for students, through which we have already purchased iPads for grades K-2 and laptop carts for grades 3. Through this project, laptop carts will be provided for grades 4-8, and individual laptops will be purchased for all of 9th grade. This is a step toward our long-term goal of providing a 1:1 device ratio for all students. All 9th graders will receive a dedicated laptop that will move with them through grade 12. Existing computers in grade 9 will be moved up into grades 10-12 to ensure increased availability for those students as well.

In addition, other digital tools will be provided as appropriate. For example, NEFEC has provided the district with access to digital tools through learning.com. One of those resources is EasyTech. The 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 instruction to help ensure students know how to protect themselves and make good choices online.

EasyTech includes:

- Detailed instruction for core technology skills: keyboarding, word processing, and web browsing
- Grade-appropriate, guided instruction with immediate feedback and automatic scoring
- Online safety instruction and compliance reporting that exceeds E-Rate requirements
- Lessons that reflect current representations of technology and software
- Next-Generation Assessment preparation sequence with pre-tests and prescription
- Addresses ISTE Standards-S for grades K-8
- Available in English and Spanish for our LEP students
- Content is web-delivered with no downloads or software installs required
- Student app for iPad®, Android®, and Kindle Fire® tablet devices

The increased level of access to laptops will ensure that students and teachers are able to access digital tools such as this one.

E) Online Assessments

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

Implementation Plan for E) Online Assessments:

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.					
E.2.					

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**
District will continue to improve in readiness for online assessments as device specifications become greater.	Technology grants and local dollars

Evaluation and Success Criteria for E) Online Assessments:

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

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	District will assess readiness on a regular interval and analyze results to ensure the success of CBT efforts.	Upon ensuring readiness for online assessments, testing periods will run smoothly and student performance will improve.