Hamilton County School District

Digital Classroom Plan 2014-15

Hamilton County School 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 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

1.1 District Mission and Vision statements –

Our mission is to create an environment that integrates technology as a part of the educational experience, and provides all learners with skills to access knowledge that will build a foundation for their future.

We will accomplish this vision by creating a technological environment that allows all learners equal access to interact and collaborate successfully. We believe that the use of technology as a part of the curriculum should focus on supporting higher-level learning, problem solving, critical thinking skills, and collaboration.

The Hamilton County School District has identified several 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 duration of this plan.
These goals are:

1. Increase access to technology for students, faculty, and staff.
2. Integrate technology into the curriculum aligned with the Florida State Standards (FSS) (content and performance standards).
3. Integrate technology to automate department paperwork and processes across the district.
4. Provide ongoing staff development for the implementation and use of technology.
5. Provide ongoing communication with and between the Board, other administration, teachers, staff, students, parents, and the community.
6. Establish district standards for infrastructure, procurement, hardware, software, and communications; including upgrade and maintenance.
7. Identify the resources necessary to implement the technology plan.

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

Our vision of technology is guided by the following mission statements and articulates HCSD's purpose and function as related to technology:

- Make technology a part of learning activities: Technology is most effective when integrated as one component into learning environments and used as a tool for active construction of knowledge and skills by students. It should promote higher levels of critical and creative thinking and problem solving. In addition, computer devices need to be in classrooms and other locations where students and teachers have easy access throughout the day.

- Provide ongoing staff and curriculum development: Intensive staff and curriculum development are critical to realize the potential of new learning technologies. An ongoing update of technology plans and staff skills will be needed.

- Promote the location and use of information to solve problems: Effective use of and improved access to technology are factors in the rapid expansion of knowledge today. Therefore, the ability to find and use information to solve meaningful problems is an essential outcome of education for today and tomorrow. Technology will enable schools, teachers, parents, and citizens to change toward helping people "learn how to learn" on a life-long basis.

- Accommodate individual learning styles for all students: Restructuring of information into interactive multimedia provides assistance to learn with individual styles and paces customized to our needs. It allows us to present and understand information using text, images, and sound to overcome traditional learning difficulties.

- Facilitate communication and teamwork: Computer networks can facilitate student, teacher, and family communication and promote teamwork through voicemail, electronic mail, electronic bulletin board systems, file-sharing, and database sharing.

To achieve our vision for technology, we will focus on several projects:

1. Student computing – We will ensure that every student has access to a computing device when they need it with devices and policies differentiated by level and learner needs, to ensure access to information, increased collaboration, and multiple forms of student expression of learning.

2. Staff computing – We will provide all staff with the appropriate technology needed (as funding permits) for high quality planning, instruction, and data use, as well as collaborative learning, including mobile computing for teachers and school administrators.

3. School learning spaces – We will create learning spaces that work for individual, small group, and large group instruction, and equip them with the right technology (as funding permits) for collaborative projects and creative problem solving.

4. Networks and servers – We will upgrade our networks and servers (as funding permits) so that students and staff can access resources when and where they need them.

5. Student information systems – We will improve our student data systems (as funding permits) to help students and staff tailor learning based on students' strengths and needs.

6. Professional learning for staff – We will implement ongoing, relevant, and collaborative professional learning for staff (as funding permits) around instructional technology.

7. Support for all – We will provide students, staff, and families with high-quality technical support and strategies (as funding permits) for authentic engagement.

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

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

Social/Demographic

- Total square miles: 513.79
- Persons per square mile: 28.8
- Population 2013–14,354
- Population 2010 Census—14,799
- Under age 5 (2013)—5.4%
- Under age 18 (2013)—19%
- 65 years and over (2013)—15.4%
- White (2013)—54.8%
- African American (2013)—33.9%
- Asian (2013)—0.9%

- Hispanic/Latino (2013)—9.3%
- Households (2008-12)—4,473
- Persons per household (2008-12)—2.58
- Per capita income 2012 dollars (2008-12)—$16,227
- Median household income (2008-12)—$36,875
- Persons below poverty level (2008-12)—22.6%

Economic/Geographic/Industry/Major Employers

- Phosphate mining (PotashCorp)
- Education (Hamilton County School District)
- City, County, State, and Federal Government
- Agriculture—family farms
- Small business

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	TBD/Advertised	
Tech Support Elementary	TBD/Advertised	
Tech Support Elementary	TBD/Advertised	
Finance District Contact	Mary Loughran	mary.loughran@hamiltonfl.com (386) 792-7818
District Leadership Contact	Tom Moffses	tom.moffses@hamiltonfl.com 386.855.4614
Team Member	Kimberly Crowder	kimberly.crowder@hamiltonfl.com 386-397-4400
Team Member	Tammy Moffses	tammy.moffses@hamiltonfl.com 386-792-8000
Team Member	Menieca Kennedy	menieca.kennedy@hamiltonfl.com 386-792-8000
Team Member	Lee Zamora	lee.zamora@hamiltonfl.com 386-792-8000
Team Member	Kip McLeod	kip.mcleod@hamiltonfl.com 386-792-6540
Team Member	Marjorie Cooks	marjorie.cooks@hamiltonfl.com

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Team Member	Trixie Bennett	trixie.bennett@hamiltonfl.com 386-792-8000
Team Member	Amanda Shaw	amanda.shaw@hamiltonfl.com 386-792-8000
Team Member	Erin Driggers	erin.driggers@hamiltonfl.com 386-938-1400
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Team Member	Chelsea Merritt	chelsea.merritt@hamiltonfl.com 386-397-4400
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Team Member	Laura Walton	laura.walton@hamiltonfl.com 386-792-6540
Team Member	Betty Linton	betty.linton@hamiltonfl.com 386-792-6590
Team Member	Steven Hankla	steven.hankla@hamiltonfl.com 386-792-6540
Team Member	Allison Scott	allison.scott@hamiltonfl.com 386-397-4400
Team Member	Peggy Hasty	peggy.hasty@hamiltonfl.com 386-938-1400
Team Member	Kim Ford	kim.ford@hamiltonfl.com 386-792-8000

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.

Due to the limited time provided by the Florida Department of Education for completion of this document prior to the required October 1, 2014, Board Approval timeline, District staff listed above created this document. It will be provided to all PTO organizations for additional input as this is a living document that will continue to be updated, changed, and/or modified, as partnership needs dictate, Florida Department of Education requirements, and technology needs change.

The Hamilton County School District is committed to reaching all learners, regardless of their abilities. Students with disabilities require accommodations and modifications, and our staff is devoted to utilizing flexible ways to present information such as digital books (using I-Pads), text-to-speech applications, and specialized software. They also provide students with various ways to express themselves in order to increase active engagement in different settings and situations. In addition, assistive technology devices are available for students with disabilities to participate, communicate, and learn more effectively in the classroom. An assistive technology device is any item,

piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

The district employs a variety of assistive technology devices to augment, supplement and compliment the educational process for students with special needs. Child Study Teams identify assistive technology needs on a case-by-case basis, and teachers have access to a laptop or desktop computer in the classroom, which in many cases is connected to an interactive board. All computers have the ability to activate the "Accessibility Options" built in to the Microsoft and Mac operating system. On the higher-grade levels, students have access to a collaborative global community of learners, using tools such as online learning, podcasts, wikis, social networking, etc. Some of the most common hardware assistive technologies that you will find in the classroom include:

iPads, projectors, Elmo's, laptops, notebooks, and Smart-boards. These items are crucial for instruction in both large group and small group instruction. The uses of iPads in the classroom are a crucial tool for active engagement in the learning setting. These devices enable the learner to not only communicate, but answer questions where they were unable to in the past

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

The Hamilton County School District uses the Multi-Tiered System of Supports (MTSS) including both Response to Intervention (RtI) and Positive Behavior Supports (PBS). RtI/PBS is a problem solving method of developing and implementing instruction and intervention on a three-tiered model. The RtI/PBS Tier 1 model integrates research based core instruction to every student, Tier 2, provides supplemental instruction/interventions, and Tier 3, consists of more intensive interventions.

Every student in Hamilton County is exposed to core instruction, which is research and evidence-based. Within Florida's MTSS/RtI/PBS framework, this core represents Tier 1, and includes differentiated instruction and behavioral support. To assess student learning and proficiency in Tier 1, and to inform instructional decisions, the District analyzes Tier 1 information at regular intervals through universal screening and progress monitoring. Universal screenings are standard assessments given to all students, which are used to identify proficiency in different subject areas and allow for the analysis of group and individual performance. Universal screening occurs three (3) to four (4) times a year. The effectiveness of instruction is also analyzed through classroom based progress monitoring. Progress monitoring uses data from sources such as curriculum based measurements, focus lesson assessments, and STAR. It is estimated that approximately 80% of students will demonstrate mastery of established benchmarks. The school based leadership team meets to analyze

data and uses a decision matrix to determine movement to Tier 2 and/or modification of Tier 1 activities and supports.

Tier 2 represents supplemental instruction for the 15 to 20% of the class who has academic/behavioral concerns that are not being addressed by the core curriculum. Tier 2 interventions target skill deficits and are provided in addition to and aligned with the core curriculum. Tier 2 instruction includes at least 30 minutes of supplemental intervention two (2) to three (3) days per week over a seven (7) to ten (10) week period. Progress monitoring occurs every two weeks and includes a minimum of three data points. The data is presented in graph form to be analyzed by the teacher and school based leadership team. The school based leadership team uses a decision matrix to determine movement to Tier 3 and/or modification of Tier 2 activities and supports.

Tier 3 interventions represent specific individualized instruction to approximately 5% of the students who are not meeting established baseline goals and standards identified in Tiers 1 and 2. Students at this level receive more intensive instructional interventions, which are provided in addition to and aligned with the core instruction and Tier 2 interventions. Behavioral interventions may include classroom observations by qualified individuals or rating scales. A request for a formal Functional Behavior Assessment may be initiated. Interventions at this Tier are more intense, frequent, and of longer duration than Tier 2 interventions. These interventions occur a minimum of thirty (30) minutes a day, five (5) days a week for a period of nine (9) to twelve (12) weeks. Progress monitoring may occur a minimum of once per week if the school based leadership team decides it is necessary. After comparing the progress monitoring data to the goal(s) for the student, the team will recommend:

1. Continuation of current interventions and progress monitor,

2. Discontinue interventions and implement alternative interventions and progress monitor

3. Recommend alternative intervention and progress monitor. The school based leadership team may consider possible referral to Exceptional Education Services (ESE). The problem solving process will continue if the student does or does not qualify for ESE services.

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 State Standards.

Student Performance Outcomes		Baseline	Target	Date for Target to be Achieved
1.	ELA Student Achievement	40	59	FY 2014-2015
2.	Math Student Achievement	46	61	FY 2014-2015
3.	Science Student Achievement	31	55	FY 2014-2015
4.	ELA Learning Gains	56	60	FY 2014-2015
5.	Math Learning Gains	56	60	FY 2014-2015
6.	ELA Learning Gains of the Low 25%	53	75	FY 2014-2015
7.	Math Learning Gains of the Low 25%	55	75	FY 2014-2015
8.	Overall, 4-year Graduation Rate	55	75	FY 2017-2018
9.	Acceleration Success Rate	65	80	FY 2017-2018

One of the primary reasons for developing a technology plan is to find ways to effectively integrate technology into the curriculum. We believe that technology should promote higher-level learning, problem solving, critical thinking skills, and collaboration across all curricular areas. As a parallel development, the Hamilton County School District is continuing to refine the use of the Online Assessment Reporting System and reports available through the Hamilton County School District Website as online repositories of classroom and district assessments.

We will continue to raise the level of technology integration in the learning experience for all students. Teachers must become more comfortable using technology to support student learning in the classroom. 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 should be using technology tools to assist them in making good 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. The district technology 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 2017-2018 school year.

Planning for high performance learning begins by focusing on student learning. The Florida State Standards and NGSSS curriculum standards need to be aligned with student technology standards. 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.

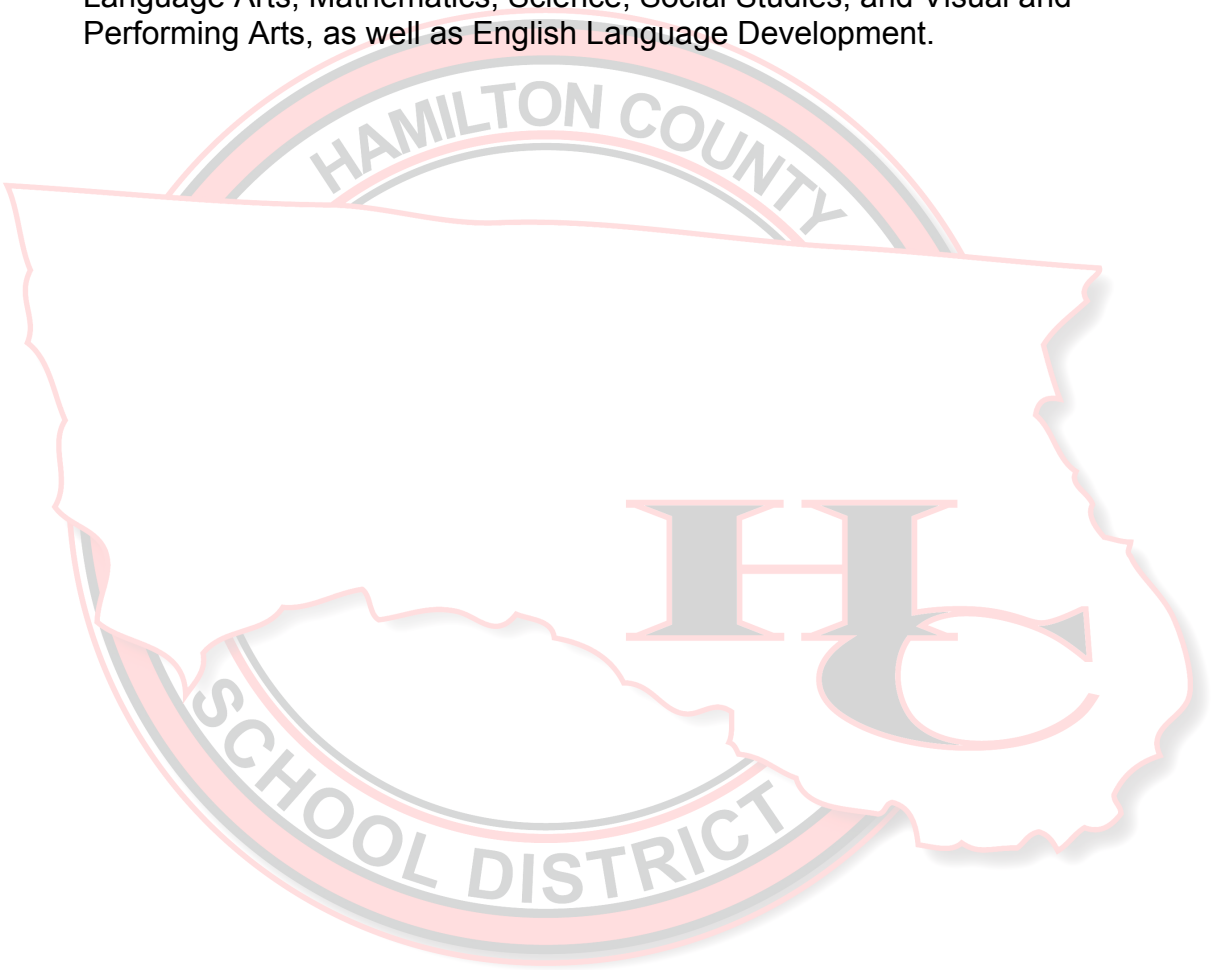
Our curriculum goals are divided into four areas:

1. Integrate technology tools/equipment to support student learning and to aid teachers in the delivery of the core curriculum.

2. Use assessment data to guide student learning activities and lesson plan development for all classrooms.

3. Identify appropriate software and courseware to support the instructional program of the entire district.

4. Continue to increase student achievement in all core content areas including Language Arts, Mathematics, Science, Social Studies, and Visual and Performing Arts, as well as English Language Development.



- **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		**Baseline**	**Target**	**Date for Target to be Achieved**
1.	Student to Computer Device Ratio	K-3—1:1 4-6—1:4 7-12—1:8	100% 1:1	FY 2017-18
2.	Count of student instructional desktop computers meeting specifications	NHE—30 CHE—28 SHE—24 HCHS 80	100% 1:1	FY 2017-18
3.	Count of student instructional mobile computers (laptops) meeting specifications	NHE—25 CHE—19 SHE—4 HCHS—50	100% 1:1	FY 2017-18
4.	Count of student web-thin client computers meeting specifications	0	0	n/a
5.	Count of student large screen tablets meeting specifications	CHE-25 (iPad Cart)	100% 1:1	FY 2016-17
6.	Percent of schools meeting recommended bandwidth standard	75%	100%	FY 2015-16
7.	Percent of wireless classrooms (802.11n or higher)	50%	100%	FY 2016-17
8.	Implementation of new technology that will benefit the classroom in a productive manner in which the teacher can facilitate while students are completing tasks.	No system in place.	undecided	FY 2016-17
9.	Upgrade switches/wiring to meet necessary standards and needs.	10 meg switched port distribution (80%)/10 meg hub distribution (20%)	1 gig switched port distribution with PoE to support wireless and ip telephony; 10 gig fiber distributed infrastructure	50% 2014-15 50% 2016-17

- **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.

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

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

The online module *Technology and the Common Core* includes the following courses:

- Assessment in 21st Century Classrooms
- Project-Based Approaches
- Thinking Critically with Data
- Educational Leadership in the 21st Century
- Collaboration in the Digital Classroom
- Designing Blended Learning

The Bureau of Standards and Instructional Support will assist our efforts to develop well-integrated educational technology. District-level professional development on a wide range of topics will be included:

- Effective instructional design and associated software
- Software and hardware to support individualized instruction
- Integration of classroom instruction with resources from the Local Instructional Improvement Systems (LIIS)

Professional development will be available in person at the regional, consortium, and district levels, by synchronous video-conferencing, or by asynchronous broadcast via web or U-Stream.

In addition, the Hamilton 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 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 State 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 State 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.

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

Hamilton County School District Assessment of Current Technology Integration

Entry Level	%
Adoption Level	80%
Adaptation Level	20%
Infusion Level	0%
Transformation Level	0%
Total	100%

Professional Development Needs Analysis		**Baseline**	**Target**	**Date for Target to be Achieved**
1.	Average Teacher technology integration via the TIM	Adaption	Transformation	FY 2017-18
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Adaption	Transformation	FY 2017-18
3.	Average Teacher technology integration via the TIM (Middle Schools)	Adaption	Transformation	FY 2017-18
4.	Average Teacher technology integration via the TIM (High Schools)	Adaption	Transformation	FY 2017-18
5.	Average Teacher technology integration via the TIM (Combination Schools)	Adaption	Transformation	FY 2017-18
6.	Rigorous instructional skills and strategies in the implementation of the Florida State Standards English Language Arts and Mathematics for all students **Planned Professional Development** • Personnel participation in Florida State Standards training that leads educators from the most basic understanding to mastery-level implementation of the standards • Job-embedded professional development on the effective integration of technology into the Florida State Standards	Adaption	Transformation	FY 2017-18

	• A series of Florida State Standards trainings for staff and administration **Strategy** • Personnel will be introduced to and collaborate on effective strategies during contractual meetings (common planning, grade level and department meetings), PLCs and in-service days • Online collaborative environment that allows for the sharing of resources with colleagues • Online tutorials and webinars will be identified for personnel • Feedback will be provided to stakeholders from district administrative walkthroughs			
7.	Increase the level of technology integration in all subject areas to promote higher level thinking skills for all students **Planned Professional Development** • Job-embedded professional development on Universal Design for Learning and the integration of the effective use of current and emerging digital tools to support all students • A series of face to face and online technology integration trainings for staff and administration **Strategy** • Personnel will be introduced to and collaborate on effective strategies during contractual meetings (common planning, grade level and department meetings), PLCs and in-service days • Online collaborative environment that allows for the sharing of resources with colleagues • Online tutorials, webinars and 2.0 tools will be identified for personnel • Feedback will be provided to stakeholders from district administrative walkthroughs	Adaption	Transformation	FY 2017-18
8.	Analyzing data to drive instruction for all students **Planned Professional Development** • Student Response System training • District data system training and Student Information System training • Trainings on the organization, manipulation and use of data **Strategy** • Access to portals on SIS and District data system	Adaption	Transformation	FY 2017-18

	• Personnel will analyze individual or group data as a regular part of their PLCs • Feedback will be provided to stakeholders from district administrative walkthroughs			
9.	Intensive PD in the area of developing lessons that involve technology in their lesson planning and how to assess it.	Adoption	Transformation	FY 2014-15
10.	PD in teaching with technology. Podcasting PD is a benefit for students that are absent, homebound.	Adoption	Transformation	FY 2014-15

- **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.

EasyTech
Provided by NEFEC, PAEC and HEC to member districts through the Rural Schools Program, 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 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

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

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		**Baseline**	**Target**	**Date for Target to be Achieved**
1.	Implementation status a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	PK-6: Partially implemented 7-12 Partially implemented	Will work to implement and employ	FY 2015-16
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	PK-6: Partially implemented 7-12 Partially implemented	Will work to implement and employ	FY 2015-16
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	PK-6: Fully implemented 7-12 Fully implemented	Will continue to support and employ in classrooms	FY 2015-16
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	PK-6: Partially implemented 7-12 Partially implemented	Will work to implement and employ	FY 2015-16
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	PK-6: Fully implemented 7-12	Will continue to support and employ in	FY 2015-16

	communicating to students and parents about classroom activities and progress.	Fully implemented	classrooms	
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.	PK-6: Partially implemented 7-12 Partially implemented	Will work to implement and employ	FY 2015-16
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.	PK-6: No system in place 7-12 No system in place	Will work to implement and employ	FY 2015-16
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.	PK-6: Partially implemented 7-12 Partially implemented	Will work to implement and employ	FY 2015-16
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.	PK-6: Partially implemented 7-12 Partially implemented	Will work to implement and employ	FY 2015-16
10.	Implementation of classroom products already in the room, such as Smart Boards, Mimio Boards, Mimio Tablets, iPads, etc.	PK-6 Partially implemented 7-12 Partially implemented	Will work to implement and employ.	FY 2015-16

- **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		**Baseline**	**Target**	**Date for Target to be Achieved**
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100% of computers that are compatible.	Will continue to support and employ in classrooms	FY 2015-16
2.	Computers/devices required for assessments (based on schedule constraints) Currently, teaching labs are used. This causes issues for ongoing student education when students are removed from their classroom environment for testing purposes. K-3 is completely digital with a mix ipads and chrome books, but these are learning devices for those students and cannot be used for 4-12 testing.	NHE-30 CHE-28 SHE—24 HCHS—50	NHE—60 CHE—60 SHE—30 HCHS--120 Will work to implement and employ	FY 2015-16
3.	Implementation of state-based assessment available for practice so students are aware of expectations (a part from FSA website)	No System in Place, including FSA website	Will work to implement and employ.	FY 2015-16

STEP 2 – Goal Setting:

The Hamilton County School District goals:

The district and site strategic and master plans call for addressing needs in English Language Arts, Mathematics, Science, History-Social Science, Visual and Performing Arts, and English Language Development.

Mathematics

Goal: By May 2018, 90% of students in grades the Hamilton County School District will demonstrate a 3-5% growth annually towards proficiency on the Florida State Standards claims as measured by the state assessment, special education assessments, and IEP goals in mathematics.

Objective: Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of mathematics content towards mastery of the Florida mathematics standards and the eight standards of mathematics practice.

Objective: Students will use educational software that supports use of the eight standards of mathematical practice and specifically, analytical thinking and problem solving with relevant, real-world applications.

Objective: Students will learn to use a variety of technological math tools.

Objective: Students will use the Internet for research and to enhance their understanding of Florida State Standards of mathematics as well as to collaborate with others in mathematics.

Objective: Students will use graphic organizing and presentation software to brainstorm and organize their work.

Objective: Students will use multimedia to enhance their presentation skills

Strategy

- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data to determine trends, strengths, and needs.
- Facilitate students' successful completion of activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development, hardware or software.
- Identify software and Internet resources to be used.
- Purchase needed software.
- Identify and schedule needed professional development.
- Develop plan for acquiring hardware needed to achieve student performance targets.

Language Arts

Goal: By May 2018, 90% of students in grades the Hamilton County School District will demonstrate a 3-5% growth annually towards proficiency on the Florida State Standards claims as measured by the state assessment, special education assessments, and IEP goals in language arts.

Objective: Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of ELA content towards mastery of the Florida ELA standards (which include the college and career anchor standards).

Objective: Students will use educational software that supports the Florida ELA standards and specifically, analytical thinking and problem solving with relevant, real-world applications.

Objective: Students will learn keyboarding and word processing (as stated in the Florida ELA content standards).

Objective: Students will use the Internet for research and to enhance their understanding of Florida ELA standards as well as to collaborate with others in ELA.

Objective: Students will use graphic organizing & presentation software to brainstorm and organize their work.

Objective: Students will use multimedia to enhance their presentation skills.

Strategy

- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data to determine trends, strengths, and needs.
- Facilitate students' successful completion of activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development, hardware or software.
- Identify software and Internet resources to be used.
- Purchase needed software.
- Identify and schedule needed professional development.
- Develop plan for acquiring hardware needed to achieve student performance targets.

English Language Development

Goal: By May 2018, 90% of students in grades the Hamilton County School District will demonstrate required growth annually towards proficiency on the state annual measurable objectives as measured by the Florida State Assessments.

Objective: Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of ELD content towards mastery of the ELD standards (which correlate to the Florida ELA standards and college and career anchor standards).

Objective: Students will use educational software that supports the ELD standards.
Objective: Students will use the Internet for research and to enhance their understanding of the ELD and Florida ELA standards as well as to collaborate with others in ELD and ELA.
Objective: Students will use graphic organizing and presentation software to brainstorm and organize their work.
Objective: Students will use multimedia to enhance their presentation skills.
Strategy

- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data to determine trends, strengths, and needs.
- Facilitate students' successful completion of activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development, hardware or software.
- Identify software and Internet resources to be used.
- Purchase needed software.
- Identify and schedule needed professional development.
- Develop plan for acquiring hardware needed to achieve student performance targets.

Science
Goal: By May 2018, 90% of students in grade the Hamilton County School District will demonstrate a 3-5% growth annually towards proficiency in the science standards as measured by the Florida State Assessment.
Goal: Integrate Next Generation Science content standards into day-to-day teaching, learning and application of the Florida ELA and Mathematics content standards (as applicable) to include an integral use of technology.
Objective: Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of science content towards mastery of the next generation science standards.
Objective: Students will use educational software that supports the science standards.
Objective: Students will use the Internet for research and to enhance their understanding of science and next generation science standards as well as to collaborate with others regarding science.
Objective: Students will use graphic organizing and presentation software to brainstorm and organize their work.
Objective: Students will use multimedia to enhance their presentation skills.
Objective: Explore the Florida State Standards and how teachers can begin to use them during science instruction, specifically technology integration.

Objective: Integrate Florida State Standards with Next Generation Sunshine Science Standards (units of study).

Strategy

- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data to determine trends, strengths, and needs.
- Facilitate students' successful completion of activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development, hardware or software.
- Identify software and Internet resources to be used.
- Purchase needed software.
- Identify and schedule needed professional development.
- Develop plan for acquiring hardware needed to achieve student performance targets.

History-Social Science

Goal: Integrate History-Social Science content standards into day-to-day teaching and learning of the ELA and Mathematics Florida content standards (as applicable) to include an integral use of technology.

Objective: Students will use the Internet for research and to enhance their understanding of Florida State Standards.

Objective: Students will use graphic organizing & presentation software to brainstorm and organize their work.

Objective: Students will use educational software that supports analytical thinking.

Objective: Students will use multimedia such as scanners, digital still and video cameras to enhance their presentation skills.

Objective: Students will utilize technology resources that are part of the adopted textbook to enhance their learning of Florida State Standards.

Objective: Explore the Florida State Standards and how teachers can begin to use them during Florida State Standards instruction, specifically technology integration.

Strategy

- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data to determine trends, strengths, and needs.
- Facilitate students' successful completion of activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.

- Assess need for additional professional development, hardware or software.
- Identify software and Internet resources to be used.
- Purchase needed software.
- Identify and schedule needed professional development.
- Develop plan for acquiring hardware needed to achieve student performance targets.

Visual and Performing Arts

Goal: Integrate Visual and Performing Arts (VAPA) standards into day-to-day teaching and learning of the ELA and Mathematics Florida State Standards (as applicable), ELD standards, and Next Generation Sunshine Science Standards to include an integral use of technology.

Objective: Develop classroom instructional resources (lesson plans, Promethean flipcharts, etc.) to support implementation of quality visual and performing arts lessons in the classroom.

Objective: Offer training for teacher(s) so that they can refine their skills in using video and multimedia to enhance their instructional program.

Objective: Identify hardware and software to be used in the classroom to support integration of the arts across the curriculum; select a group of pilot teachers and work with them with field specialists to support integration.

Strategy

- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data to determine trends, strengths, and needs.
- Facilitate students' successful completion of activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development, hardware or software.
- Identify software and Internet resources to be used.
- Purchase needed software.
- Identify and schedule needed professional development.
- Develop plan for acquiring hardware needed to achieve student performance targets.

Technology Integration

Goal: Continue to integrate non-standard technology into classroom instruction and professional development including the use of environments such as Edmodo, Google Applications for Education, Blending Learning, and Flipped Classroom as well as Prezis, podcasting, blogs, wikis, and 1:1 computing throughout the 2014-2018 school years.

Objective: Integrate 1:1 computing in all classrooms in the the Hamilton County School District District.

Objective: Identify and develop support mechanisms and resources for teachers as they utilize non-standard technology in the classroom to include special devices for special education students and students in the dual language program.
Objective: Explore and determine alternate ways to support teachers, students, and parents with non-standard technology uses to support mastery of the Florida State Standards in ELA and mathematics, the ELD standards, Next Generation Sunshine Science Standards, and other curricular content standards.
Objective: Explore and determine alternate ways to support teachers, students, and parents with 1 to 1 computing needs around the clock. (Consider the concepts of flipped classrooms, blended learning, STEM, STEAM, Google Apps for Education, Edmodo, Wiki, Code, PBL, The Cloud, etc.).
Strategy

- the Hamilton County School District will work together with various vendors, as necessary, to install the technical infrastructure and create the web-based interface the Hamilton County School District District users will use. This includes registering new domains, creating student, teacher, and administrator accounts, building databases, and connection file services and directory services.
- Acquisition of new student laptops/Chrome books and carts. Training will include the use of netbooks and laptops in the classroom to positively affect teacher instruction and the use of technology in the home environment. The Hamilton County School District will ensure community awareness through presentations to the Hamilton County community at large .
- Teacher training will be rolled out in multiple phases throughout the academic year (initial and follow up). This will include training on refining the use of current software and hardware to meet student needs and the requirements of common core standards.
- Pilot projects will be rolled out in multiple phases throughout the academic year (initial and follow up). This will include training on new environments and devices for students and staff, and to understand how 1:1 computing and the numerous environments can and will affect teacher instruction in the classroom and student assignments for completion at home.

Goal: By May 2018, 90% of students within the Hamilton County School District will demonstrate mastery of National Educational Technology Standards (NETS) at their appropriate grade level.

Objective: All students will receive a copy of the NETS. (Primary, K-2, will receive “student-friendly” NETS standards.)
Objective: Students demonstrate NETS proficiency.
Objective: Upper grade students operate technology without assistance from teaching staff.
Strategy: see Mathematics

Goal: Promote ethical use of technology in the classroom by students and staff.

Objective: Implement and refine structured lessons that cover the ethical use of technology in the classroom.
Objective: Distribute curriculum (lessons) to teachers and make available on the district website.
Objective: Incorporate training on these issues as part of district staff development dealing with technology.
Objective: Implement and refine the district acceptable use policy. Policy is included in the HR Resource booklet and the student handbook.
Strategy

- Review and refine structured lessons on ethical use of technology for students.
- Present information to staff and parents a minimum of 1 time per year about ethical use of technology and their responsibility to monitor their children/students' use of technology both at home and in the classroom
- Facilitate students' successful completion of curriculum and technology activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development.

Goal: Promote Internet safety in the classroom by students and staff.

Objective: Implement structured lessons that deal with Internet safety in the classroom.
Objective: Distribute lessons to teachers.
Objective: Incorporate training on these issues as part of district staff development dealing with technology.
Objective: Implement and refine the district acceptable use policy. Policy is included in the HR Resource booklet and the student handbook.
Strategy

- Review and refine structured lessons on ethical use of technology for students.
- Present information to staff and parents a minimum of 1 time per year about ethical use of technology and their responsibility to monitor their children/students' use of technology at home and in the classroom.
- Facilitate students' successful completion of curriculum and technology activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development.

Goal: Provide expanded access to technology for all students.

Objective: The district will maintain a minimum standard of (how many) computer workstations for every regular education classroom and a minimum of (how many) computer workstations for every special education classroom.
Objective: Students have opportunities to explore technology without structured lessons.
Objective: The district will continue to create ways for students without connectivity at home to acquire access.
Objective: Students performing below grade level standards will be given access to district adopted software to assist in accelerating their learning.
Strategy

- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Publicize access to students and parents.
- Facilitate students' successful completion of curriculum and technology activities and mastery of objectives during expanded access times.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation. Assess need for additional professional development, hardware or software.
- Identify funding sources for providing district-funded hardware for all students.
- Monitor implementation of minimum computer standard to ensure that no classroom falls below the standard.

Goal: Students will attain the educational technology and information literacy skills that will support an educational learning environment in which they will have rigorous access to the Florida State Standards and Next Generation Sunshine State Standards and will demonstrate mastery through administration of on-line formative, performance based, and summative assessments leading to successful preparation and measurement of college and career readiness standards required of the workplace of the 21st century.

Objective: Students will work with various technologies to develop a familiarity with problem solving
Objective: The infusion of technology will be included in all curriculum guides per the Florida State Standards and Next Generation Sunshine State Standards.
Objective: Students will be digital literate by the end of the Hamilton County School District grade as defined by the Florida Department of Education.
Objective: Students will communicate, collaborate and problem solve with students worldwide.
Objective: Students will be actively involved in their learning goals.
Objectives: Students will have equitable access to technology hardware and software.
Strategy/Activity

- The infusion of technology in all curriculum guides to make classroom instruction more student centered and give students more responsibility for their learning
- Implementation of blended learning environments as appropriate throughout the district

- Increase the number of 1:1 computing environments as appropriate throughout the district
- Development of new district courses as appropriate, including College and Career Readiness
- Implementation of online student learning environments
- Plan and budget for new and replacement hardware and software
- Implementation of student personalized learning environments and appropriate training of the Hamilton County School District online technology literacy assessment.
- Student participation in extended learning opportunities/programs
- Equitable and accessible hardware and software technologies purchases

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 State 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: 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.

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

Objective: District personnel will have access to up to date hardware and software appropriate for discipline and working environment.

Strategy/Activity

- Personnel participation in local, state, national and global online professional learning communities
- Use of formative and summative assessments to individualize instruction
- Facilitate the use of online webinars, video conferencing
- District professional development on state assessments including security
- Plan and budget for research based hardware and software
- District professional development on effective educational technology usage, UDL, the use of rubrics, student choice, authentic and relevant student centered project based learning
- Evaluation of educational technology as part teacher evaluation system
- Implementation of district walkthroughs
- Online access to curriculum
- Current broadband, voice, and data networks available in all learning/working environments
- District access to online research-based resources

- Timely access to technical support
- Dialogue of the utilization of data to drive instruction
- Creation of District Professional Development Plan
- Continued adaptions to curriculum for students with IEP's using assistive technologies (including training)

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--Skyward.
Objective: Parents will be informed of all district events.
Objective: Educators will have access to tools to communicate with parents.
Strategy/Activity

- 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
- Use of district/schools websites to inform community of schools happenings
- Parent access to student reports
- Parent access to teacher class pages
- Implementation of district email services and Web 2.0 tools

Goal: All stakeholders will use district technology in a safe, responsible and ethical manner.

Objective: The district will take Internet safety measures at all times.
Objective: The district will teach responsible use of digital content regularly.
Strategy/Activity

- All stakeholders will sign the district's Acceptable Use Policy
- Uninterrupted district filtering methods
- Regular Internet Safety Learning opportunities for all stakeholders
- Identification of Internet Safety resources for stakeholders

Goal: Students will attain the educational technology and information literacy skills that will assist them in achieving the Florida State Standards and Next Generation Sunshine State Standards to succeed in the workplace of the 21st century.

Objective: The district will work towards a multi-media computer/tablet ratio of 1:1 to provide access as needed for staff and students.
Objective: The district will provide high-speed access to the Internet and expand opportunities for student and staff access for distance learning, communication, and research-based activities.
Objective: The district will develop and update grade-appropriate curricular processes in conjunction with SIP and DIAP.
Objective: The district will ensure curriculum supports technology literacy (word processing, database, spreadsheets and presentation software) as essential integration to curriculum for all students.

Objective: The district will ensure curriculum supports 21st century workplace readiness skills and prepares our students to meet the needs of a global society and become life-long learners.
Objective: The district will investigate and implement digital textbooks and eBooks as required by s. 1006.40 (3) F.S.
Objective: The district will implement online course management systems (such as Moodle) to allow students ready access to course materials and provide opportunities for online learning.
Objective: The district will encourage the development of new teaching and learning strategies which include the use of Web 2.0 tools as well as interactive whiteboards, tablet and portable computing devices, and mobile computing environments to address the needs of all learners, with heightened awareness of the needs of special needs and English language learners.
Objective: The district will implement Florida State Standards to prepare students for college and 21st century careers.

Goal: Educators will attain the skills and knowledge necessary to effectively use educational technology to assist students to achieve the Florida State Standards and Next Generation Sunshine State Standards.

Objective: The district will provide application-specific staff development training for key technology personnel, increase training opportunities for technical staff in (name content), and networking to meet our district's growing and evolving needs.
Objective: The district will utilize site-based, professional learning communities to provide professional development training which is customized for the needs of their specific school.
Objective: The district will provide content-specific training through after school workshops, site-based workshops, and "anytime, anywhere" online training (such as webinars, training videos, etc.) which support use of district software.
Objective: The district will implement orientation/training programs for staff specifically designed to provide support for online testing.
Objective: The district will encourage district administration to participate in technology-specific professional development programs, which support the implementation of 21st Century learning environments.
Objective: The district will provide direction and support for school-based Professional Learning Communities as a forum for collegial learning and sharing.
Objective: The district will provide continuing and sustained professional development activities through the district and by approved professional development providers to support continuing, effective and relevant staff development programs.
Objective: The district will review and revise content area curriculum guides to reflect the inclusion of 21st century workplace skills.
Objective: 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.

Objective: The district will ensure staff members instruct students in the use of safe and ethical computer/Internet usage through professional development training on same.
Objective: The district will support committees to foster investigation of new ideas and methods to streamline workload and make all students successful learners.
Objective: The district will maintain technology resource website to provide increased classroom-based access to technology of all staff members.

Infrastructure
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.
Objective: The district will increase bandwidth to support mobile computing initiatives to assure all users "stay connected."
Objective: The district will support "managed wireless" access at all school locations.
Objective: The district will purchase and deploy multimedia computers, tablets, laptops, and peripheral devices for staff/student use.
Objective: The district will provide Internet access for staff/student use.
Objective: The district will implement technology-related security upgrades which support a more security learning environment for staff, students, and community members using our facilities (cameras, swipe card entry, etc.)
Objective: The district will offer professional development training on technology tools: LCD projectors, interactive white boards, tablet devices, and other peripherals to all staff members.

Goal: Use technology to provide improved record keeping and assessment.

Objective: District will continue to implement Performance Matters on the Hamilton County School District network that assists in tracking student progress towards standards mastery.
Objective: District will provide a web-based classroom management system that is accessible to administrators, teachers, students and parents.
Objective: Utilize (district specific) System that features a **s**tandards-based grade book that reports to students and parents.
Objective: Pre-populate student information for parents to verify, change, and/or delete.
Objective: Identify platform for online report card and develop Florida State Standards report card.
Objective: Digital access, documentation, and completion of all accommodation pages of student IEP's through a secure and managed online system.

Goal: A technology infrastructure will be established and maintained to support the district's instructional and administrative goals.

Objective: District locations will have appropriate hardware/software to support district learning and administrative goals.

Strategy/Activity

- Installation and maintenance of fiber throughout the district
- High speed connectivity that supports instructional and administrative needs
- Stakeholders' access to technical Support via an Online Tech Request System
- Updated security, back up, and disaster recovery plans
- 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
- Maintain current district hardware and software licenses
- Maintenance of appropriate memory/capacity of district hardware/software
- Increase the use of Cloud Computing as appropriate
- Support Blended Learning Environments will be supported by IT as appropriate

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 add and/or replace computer hardware in all buildings to provide easy access for all users.

Objective: 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.

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

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

Objective: The district will evolve and expand “Bring Your Own Device” at secondary level.

Objective: The district will maintain a hardware/software inventory that is easily accessible and up to date.

Objective: The district will move towards implementation of devices, such as Apple TV, to provide access to additional resources beyond the textbook.

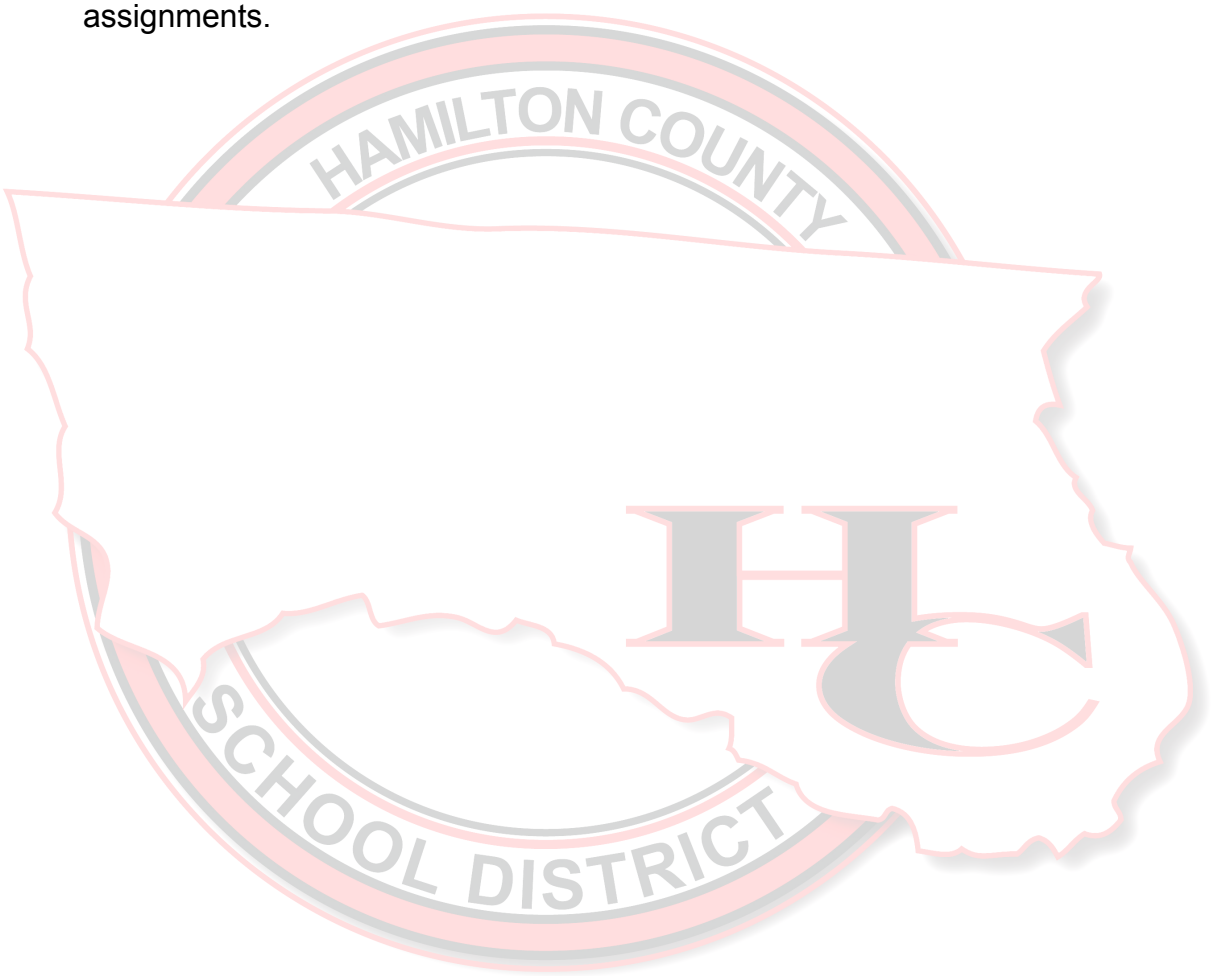
Objective: The district will introduce varied platforms—Windows-based, Mac-based, Android-based—as needs are identified to support an ever-evolving, technology-rich environment.

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

Objective: The district will maintain records regarding student notification and permissions regarding the use of student’s personal information on school-based Websites.

Objective: The district will provide resources for students, parents and staff regarding web-based information, such as acceptable websites, community/ school websites and/or websites that enhance or support curriculum goals.

Objective: The district will support web-based tutorial and learning programs, which provide necessary assessment, challenge, and remediation opportunities for all students regardless of ability.
Objective: The district will investigate grant opportunities available to fund programs, which provide additional, school supported “off-hour” access to our district’s technology to increase family/municipal/community involvement and increase student achievement.
Objective: The district will support and expand our district website to include more involvement b y individual schools and teachers to provide more informational items, such as daily homework, projects, and long-term assignments.



STEP 3 – Strategy Setting:

Hamilton County School District's curricular goals that are supported by the technology plan

Research shows know that simply adding technology to a learning environment does not ensure that it will be integrated effectively. We believe that the use of technology in the curriculum should support higher-level learning, problem solving and critical thinking skills and directly support the student's mastery of Florida State Standards and NGSS standards across all content areas. Hamilton County School District uses Skyward 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.

The district 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 State Standards must be aligned with student technology standards. The Hamilton County School District Technology Plan supports the district's curriculum goals.

District strategies:

Goal Addressed	Strategy	Measurement	Timeline
Highest student achievement.	All schools will develop and implement learning resources that provide the flexibility needed to reach all learners, particularly minority, ESE, under-resourced, and gifted/talented students when combined with universal learning principles to create options and learning experiences.	A 2% gain in AMO categories	FY 2014-2018
Highest student achievement.	All schools will use advances in learning of sciences and technology to enrich science, technology, engineering, and mathematics (STEM) learning while inspiring and	A 2% gain in STEM related state testing metrics, per category.	FY 2014-2018

	enabling students to seek postsecondary careers.		
Highest student achievement.	All schools will evaluate and implement technology and provide programs and interventions to ensure a seamless, focused progression through school and exit prepared for college and careers.	Digital implementation of iStation, Go Math, Journey's ELA, Pearson K-2 ELA/Math, Accaletics, Collections ELA.	FY 2014-2018
Highest student achievement.	Supply teachers and students with lexile appropriate digital readers. Tranisiton from paper novels to digital in order to increase the choice selection of content appropriate classroom libraries to support ELA/literacy standards.	50% digital novel selection of assigned ELA material.	FY 2014-2018
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida State Standards	Purchase Instructional Materials in digital format	FY2014-2018: 100% of purchases in 2014-2015.
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	• Fully implement system across nine components Integrate instructional materials into system	2014 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	• Bandwidth amount • Wireless access for all classrooms	FY 2014-2018
Highest student achievement	By May 2018, 90% of students in grades the Hamilton County School District will demonstrate a 3-5% growth annually towards proficiency on the Florida State Standards claims as measured by the state assessment, special education assessments, and IEP goals in mathematics.	• AMO Growth • State standardized testing data • Performance Matters tracking	FY 2014-2018
Highest student achievement	By May 2018, 90% of students in grades the Hamilton County School District will demonstrate a 3-5% growth annually towards proficiency on the Florida State Standards claims as measured by the state assessment, special education assessments, and IEP goals in language arts.	• AMO Growth • State standardized testing data • Performance Matters tracking	FY 2014-2018
Highest student achievement	By May 2018, 90% of students in grades the Hamilton County School District will demonstrate required growth annually towards proficiency on the state annual measurable objectives as measured by the Florida State Assessments.	• AMO Growth • State standardized testing data • Performance Matters tracking	FY 2014-2018

Highest student achievement	By May 2018, 90% of students in grade the Hamilton County School District will demonstrate a 3-5% growth annually towards proficiency in the science standards as measured by the Florida State Assessment as well as integrate Next Generation Science content standards into day-to-day teaching, learning and application of the Florida ELA and Mathematics content standards (as applicable) to include an integral use of technology.	• AMO Growth • State standardized testing data • Performance Matters tracking	FY 2014-2018

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. Each component will 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.	Increase percentile rank of reading proficiency at all Hamilton Elementary Schools.	26th	30th
2.	Increase percentile rank of students in the bottom quartile for performance at all Hamilton Elementary Schools.	49th	55th
3.	Reduce the percent of third grade students at the intensive level for reading performance at the Hamilton Elementary Schools.	50.2% currently identified as intensive	35%
4.	Increase the science proficiency of 5th grade students at all Hamilton Elementary Schools.	29%	50%
5.	Increase the percentage of 6th grade students on grade level to support their transition to Hamilton County High School.	50% (60 students out of 120 are Level 3+)	65%

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.	Portable devices for 4-6 (1:1)	FY 2017-18	$350,000	District	A1-5
B.2.	Portable devices for 7-8 (1:1)	FY 2017-18	$325,000	District	A1-5
B.3.	Portable devices for 9-12 (1:1)	FY 2017-18	$525,000	District	A1-5
B.4.	Hamilton County High School infrastructure upgrade to meet required/future specifications of wireless and bandwidth requirements for 1:1 computer implementation and testing. Positive impact to 45% of the school district.	FY 2014-15	175,000	HCHS	A5
B.5.	Purchase new teacher Computers/Laptops	FY 2015-16	$175,000	District	A1-5
B.6.	Student interactive response Systems	FY 2015-16	$100,000	District	A1-5
B.7.	Purchase and implement wireless access points	May 2015	$50,000	District	A1-5
B.8.	Purchase and implement 1,200 new student laptop devices for completion of 1:1 complete student rollout.	February 2017	$1,200,000	Grades 4-12 digital devices for 1:1 ratios	A1-5
B.9.	New construction (K-6) elementary school infrastructure needs.	August 2016	1,900,000	District	

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.	Percentage of 4-6 with 1:1 devices	100% student deployment in grades 4-6
B.2.	Percentage of 7-8 with 1:1 devices	100% student deployment in grades 7-8
B.3.	Percentage of 9-12 with 1:1 devices	100% student deployment in grades 9-12
B.4.	Installation of infrastructure equipment for 10 gig fiber backbone and ability to upgrade wireless and IP telephony devices	Wireless distribution to meet minimum classroom requirements for all students.
B.5.	Teachers use to create, implement, and share with colleagues, students, and others all lesson plans and digitally created content.	Teachers lesson plans, PLC notes, Content for the classroom, videos for classes, online learning, and professional development online.
B.6.	Student response systems for students to interact throughout the classroom learning.	More student engaged classroom discussion while students interaction and learning increase.
B.7.	Installation of new wireless devices to meet the 1:15 state requirement for wireless devices.	100% implementation to meet state wireless requirements.
B.8.	Monitoring the 1:1 student implementation requirement. Currently K-3 are 100% digital devices.	100% of all student learners with a digital devices for educational learning.
B.9.	This item is listed to meet all eRate 470/471 filing requirements.	100% installation and deployment of internal wiring, fiber distribution, routing, switching, wireless, security, digital content housing and delivery, digital signage for security, servers, mail systems, IP telephony, camera security and any other item deemed necessary of a new construction project by the State of Florida and certified engineering teams retained by the District.

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.

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:

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.	#16 teachers participate in professional development aligned with ICT essentials suite.	2014-2015	4,000	District	A5
C.2.	All teachers participate in documented professional development within the Learning.com suite of services.	2015-16	25,000	District	A1-5
C.3.	All teachers participate in documented professional development to leverage social networking across schools and district to create larger communities of educator learners.	2014-18 Ongoing training each year required	TBD	District	A1-5
C.4.	All teachers participate in PD 360 digital delivery professional development. Provides just in time training, conducted at the teachers pace and need.	2014-2018	$12,000	District	A1-5
C.5.	75% of all teachers participate	May 2015	$25,000	District	A1-5

	in professional development aligned with MIP.				
C.6.	75% teachers participate in book study and lesson studies on digital learning	May 2015	$15,000	District	A1-5

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.

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.	Teacher completion of ICT training	New course(s) added for student access and completion of new industry certifications.
C.2.	Information technology courses assigned and completed by teaching staff.	Implementation by teachers of newly acquired information technology skills in to the classroom-learning environment.
C.3.	Professional development implemented and completion in information technology targeted areas that are completed by teaching staff.	Implementation by teachers of newly acquired information technology skills in to the classroom-learning environment.
C.4.	Professional development segments utilizing PD360 completed in information technology targeted areas by teaching staff.	Implementation by teachers of newly acquired information technology skills in to the classroom-learning environment.
C.5.	Participation in MIP training held by the District and our consortia partner.	Implementation by teachers of newly acquired information technology skills in to the classroom-learning environment.
C.6.	Pick 3 books for study and review by all staff dealing with information technology and security measures to be used with the implementation electronic resources.	A knowledgeable workforce

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.	CIW-ICT Essentials Suite	2014-15	$4,000	District	A1
D.2.	Integrate 5 sets of TI 83/84 graphic calculators for upcoming FSA examination prep.	2014-15	21,000	District	A2/5
D.3.	ELA achieve 3000 differentiated literacy solutions for grades 6-8/9-12, and ELL intervention and enrichment. Achieve 3000 greatly accelerates lexile reading levels by providing uniform screening differentiated learning experiences.	2014-15	50,000	District	A1/3
D.4.	GoMath Digital implementation	2014-15	District funded (textbook dollars/technology)	District	A2
D.5.	Journey's ELA 3-5 Digital implementation	2014-15	District funded (textbook dollars/technology)	District	A1/3
D.6.	iStation ELA PK-8 digital implementation	2014-15	8,000	District	A1/3
D.7.	Collections ELA 6-12 Digital implementation	2014-15	District funded (textbook dollars/technology)	District	A1/3
D.8.	Pearson K-2 Digital implementation	2014-15	District funded (textbook dollars/technology)	District	A1-3

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.	Student participation in Essential Suites	Certification Credentials
D.2.	Classroom Walk-thrus to monitor implementation	Increased math proficiency on Florida Standards Assessments and End-of-Course Exams
D.3.	Designated Users and Program Usage Reports	Increase in student reading proficiency and language acquisition as measured by the program.
D.4.	Classroom Walk-thrus and Data Chats	Usage/Student Achievement Reports
D.5.	Classroom Walk-thrus and Data Chats	Usage/Student Achievement Reports
D.6.	Classroom Walk-thrus and Data Chats	Usage/Student Achievement Reports
D.7.	Classroom Walk-thrus and Data Chats	Usage/Student Achievement Reports
D.8.	Classroom Walk-Thrus/Lesson Plans	Mastery of Benchmarks

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					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Implement a 1:15 student wireless ratio in all classrooms as required by FL DOE standard and FSA testing needs for mobile testing devices.	March 2015	$50,000	HCHS NHE CHE SHE GWS	
E.2.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	September 2014	$50,000	District	
E.3.	Purchase 1,200 additional student devices for 1:1 and assessments	February 2015	$1,200,000	District	
E.4.					

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.	Track the increase in wireless distribution percentage compatible with state requirements.	100% wireless coverage in accordance with DOE wireless requirements of 1:15 ratio APs to students in a classroom environment.
E.2.	Monitoring software and coordination with our ISP to ensure bandwidth bursts are working correctly. Implementing Meriki software to help track and throttle bandwidth requests during testing from non-testing devices.	No testing complications due to bandwidth limitations or issues within the District's control.
E.3.	Implementation of 1:1 digital devices for grades 4-12, by grade.	100% success rate upon a complete 1:1 digital ratio with a continuous refresh strategy.