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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** - The mission of the Hendry County School District is to provide all students the opportunity to achieve at high academic levels, equipping them to successfully pursue college or career goals.

The vision of the Hendry County School District is to create a district where students want to learn, parents want to send their children, teachers want to teach, and employees want to work by a commitment to:

Academic Achievement - Student academic engagement at the highest level reflecting college and career readiness.

Instructional Effectiveness - Teachers and leadership creating a climate of rigor, relevance, and high expectations based on state and national standards.

Collaboration - Working with parents and community stakeholders to create a working partnership for academic excellence and student success.

Culture - Cultural diversity respected by all and individual strengths are maximized in a safe and secure environment.

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

The Hendry County School District is a very small, rural district in the middle of the agricultural industry in South Florida. Hendry County has the state's highest unemployment rate at 14.3%. This rate has varied between 9% and 16% in the past 5 years, but still ranks as the highest unemployment rate in Florida. The Hendry County School District has 10 schools and 2 alternative schools, with 8 of these schools qualifying as Title I with a free or reduced lunch rate of higher than 75%. The District free or reduced lunch rate is 82%.

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9/9/14

Hispanic population, recently reported as 69%. The LEA has had one of the largest increases in their English Language Learner populations in the state during the past two years which has been reported as a 16.4% increase. During the 2013-2014 school year, there were over 400 students who were identified as homeless throughout the LEA. During the 2013-2014, there were over 1500 students who were reported as migrant, including students classified as "out of school youth". Because of these demographics, access to technology is difficult for many families, especially families who live in very remote areas that are far from the nearest cities of LaBelle and Clewiston. Many families do not have a consistent internet or cable carrier, and often have cell phones that are on a monthly plan that do not require any type of a contract.

- 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:
- o 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.
 - o development of partnerships with community, business and industry; and
 - o 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	Leslie Mathis	mathisl@hendry.k12.fl.us 863-674-4559
Curriculum District Contact	Jodi Bell	bellj@hendry.k12.fl.us 863-674-4108
Instructional District Contact	Gordon Swaggerty	swaggertyg@hendry.k12.fl.us 863-902-4244
Finance District Contact	Michael Yanosik	yanosikm@hendry.k12.fl.us 863-674-4100
District Leadership Contact	Gordon Swaggerty	swaggertyg@hendry.k12.fl.us 863-902-4244

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

- o how parents, school staff and others were involved;

Parents, school staff, and other stakeholders have input in each school's school improvement plan, as well as the district intervention and assistance plan. A portion of each of these plans involves the analysis of technology needs and the current state of technology at each school. Stakeholders have the opportunity to ask questions about the current state of technology at each school at quarterly school advisory council (SAC) meetings, as well as monthly PTO meetings held at each school.

- development of partnerships with community, business and industry; and

The Hendry County School District and members of the Hendry County Economic Development Council meet regularly to discuss ways in which the business community can be involved in assisting schools with increasing student achievement. The Economic Development Council currently sponsors career days at each of the high schools to introduce students to professions that are available in Hendry County. The Hendry County School District's Workforce Development Department works with members of business and industry to identify needs to focus on each school year in the area of workforce development. The district currently works closely with the U.S. Sugar Corporation to implement a welding program that will graduate students who are ready to enter the welding field, which has been indicated as a need by the U.S. Sugar Corporation.

- integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

Technology is integrated throughout all curricular areas in the LEA. Promethean and SMART board technology is available to enhance instruction, and to increase student engagement in all curriculum areas. Computer based instruction and intervention programs are available at all levels for core instruction and credit accrual programs. Teachers have devices to immediately assess student understanding of a concept or standard, such as turning technologies hand held clickers. ELL students have technology available that assists with language acquisition in the form of computer programs such as Rosetta Stone and English in Minutes, and devices that give immediate visual cues when learning vocabulary. Students with disabilities have computer assistive devices available to them as needed.

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

- data-based problem-solving process used for the goals and need analysis established in the plan;
- the systems in place to monitor progress of the implementation plans; and
- the plan to support the implementation and capacity.
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- See the attached MTSS/RTI Handbook for 2014-15

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	ELA Student Achievement	43%	72%	2017
2.	Math Student Achievement	51%	75%	2017
3.	Science Student Achievement	44%	60%	2017
4.	ELA Learning Gains	58%	70%	2017
5.	Math Learning Gains	60%	72%	2017
6.	ELA Learning Gains of the Low 25%	61%	70%	2017
7.	Math Learning Gains of the Low 25%	64%	73%	2017
8.	Overall, 4-year Graduation Rate	68%	85%	2017
9.	Acceleration Success Rate	53%	70%	2017
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■ **Quality Efficient Services**

For the infrastructure needs analysis, the required data points can and should be pulled from the Technology Readiness Inventory (TRI) if the data is accurate. Districts may choose to add any additional metrics that may be appropriate.

Infrastructure Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Student to Computer Device Ratio	2.30 to 1	1 to 1	2020
2.	Count of student instructional desktop computers meeting specifications	2090	2090	2014
3.	Count of student instructional mobile computers (laptops) meeting specifications	866	4710	2024
4.	Count of student web-thin client computers meeting specifications	0	0	2014
5.	Count of student large screen tablets meeting specifications	50	50	2014
6.	Percent of schools meeting recommended bandwidth standard	0	100%	2018
7.	Percent of wireless classrooms (802.11n or higher)	0	100%	2020
Infrastructure Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
8.	We need to test our band width, determine which schools need to be increased and increase the band width.	We have met testing requirements in the past.	We need to test and increase band width where needed.	2018
9.	We need to expand wireless capability to all schools and core classrooms.	We have wireless in a few classrooms.	All schools will be wireless.	The two high schools will be by March 2015.
10.				

■ **Skilled Workforce and Economic Development**

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation **SEE ATTACHED SPREADSHEET**
- **We will continue to work towards getting all of our teachers to the Transformation level however it will take several years.**

Professional Development Needs Analysis (Required) SEE ATTACHED SPREADSHEET		Baseline	Target	Date for Target to be Achieved (year)
1.	Average Teacher technology integration via the TIM			
2.	Average Teacher technology integration via the TIM (Elementary Schools)			
3.	Average Teacher technology integration via the TIM (Middle Schools)			
4.	Average Teacher technology integration via the TIM (High Schools)			
5.	Average Teacher technology integration via the TIM (Combination Schools)			
Professional Development Needs Analysis (District Provided)		Baseline (% of teachers identifying need)	Target	Date for Target to be Achieved (year)
6.	IPad Educational Apps	8.3%	100% of those having iPads	2016
7.	Using CPalms	8.6%	100%	2018
8.	Beginner Excel Spreadsheets	10.7%	100%	2016
9.	Using Promethean/Smart Boards to Enhance Instruction	17.8%	100%	2018
10.	Professional Development will be provided through Learning.com in the following areas: Learning in the classroom, Technology in the classroom, Assessments, Family Engagements, Curriculum Mapping, Getting the Most Out of your Data,	Will begin training in 2014	All teachers will participate in training.	2014 on going

Seamless Articulation and Maximum Access

Digital Tools:

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

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

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

Digital Tools Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Implementation status a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Fully Implemented	Will continue to support and employ	2014-Ongoing
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Fully Implemented	Will continue to support and employ	2014-Ongoing
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially Implemented	Will work to implement and employ	2014-Ongoing
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Partially Implemented	Will work to implement and employ	2014-Ongoing
5.	Implementation status of a system that	Partially	Will work	2014-

	includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	Implemented	to implement and employ	Ongoing
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	Partially Implemented	Will work to implement and employ	2014-Ongoing
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.	No System in Place	Will work to implement and employ	2014-Ongoing
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.	No System in Place	Will work to implement and employ	2014-Ongoing
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.	No System in Place	Will work to implement and employ	2014-Ongoing

■ **Quality Efficient Services**

Online Assessment Readiness:

Districts shall work to reduce the amount time used for the administration of computer-based assessments.

Online assessment (or computer-based testing) will be measured by the computer-based testing certification tool and the number of devices available and used for each assessment window.

Online Assessments Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	100%	2014
2.	Computers/devices required for assessments (based on schedule constraints)	2100	4500	2016
3.				
4.				
5.				

STEP 2 - Goal Setting:

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

District Goals:

- 90% of all students will demonstrate a 2-5% growth annually towards proficiency on the Florida Standards Tests in Math, Language Arts, Science, Social Studies, History.
- We will continue to integrate technology into classroom instruction and professional development.
- We will expand access to technology to all students.
- We will provide training to enable educators to effectively use educational technology to assist students in reaching mastery of the Florida Standards and any other standards created in the future.
- The District will increase parental involvement in the education process by providing more information on line through the use of the District's technology.
- Students will attain the technology skills and information skills to make them successful in school and life.
- Highest Student Achievement: All schools will meet federal AMO benchmarks and meet expected growth on state assessments.
- Seamless Articulation and Maximum Access: All students will have opportunities for industry certifications and are prepared to enter postsecondary with the skills necessary to succeed.
- Skilled Workforce and Economic Development: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.
- Quality Efficient Services: All school sites will be safe and effective environments to support developing students.

STEP 3 – Strategy Setting:

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

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Highest Student Achievement	Create an infrastructure that supports the needs of digital learning and on-line assessments	<ul style="list-style-type: none">Wireless access for all classrooms. Ensure that district has bandwidth access as needed to drive digital learning in the classroom and on-line assessments.	2014-Ongoing
Skilled Workforce	Provide professional development opportunity to assist teachers in the implementation of digital learning into the curriculum	Incorporate digital learning PO into the Master Inservice Plan	2014-Ongoing

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

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 percent of 3 - 10 grade students scoring proficient in reading across the Hendry County School District.	45%	52%
2.	Increase percent of 3 - 8 grade students scoring proficient in math across the Hendry County school District.	52%	60%
3.	Increase percent of 8 th grade students passing Algebra I EOC exam.	69%	75%
4.	Increase percent of 9 th grade students passing Algebra I EOC exam.	45%	55%
5.			

B) Digital Learning and Technology Infrastructure

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.					
Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
B.1.	Purchase and implement wireless access points	March 2015	\$300,000	All classes at Clewiston High and LaBelle High Schools.	1,2,3,4
B.2.	Purchase and implement 400 new student laptop devices	April 2015	\$225,000	All schools	1,2,3,4
B.3.	Purchase and implement wireless access points	March 2016	\$300,000	All classes at Clewiston Middle and LaBelle Middle School	1,2,3,4
B.4.	Purchase and implement 400 new student laptop devices	April 2016	\$225,000	All schools	1,2,3,4
B.5.					
B.6.					
B.7.					

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

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.	A third party assessment of the network will be completed Nov. 1. Contract will be awarded by Dec. 1. Installation will begin Jan 5 and will be completed by March 31.	After successful installation, student use of computers via wireless technology will increase technology based learning. It will be measured by the Technology Integration Matrix.
B.2.	Computers will be ordered by Nov. 1 by IT. Computers will be delivered by Jan. 5, 2015 to the warehouse. Computers will be configured and prepared for delivery by March 1, 2015.	After distribution of the devices, student use in all schools will be measured by the Technology Integration Matrix.
B.3.	A third party assessment of the network will be completed Sept. 1, 2016. Contract will be awarded by Dec. 1, 2016. Installation will begin Jan 5 and will be completed by March 31, 2016.	After successful installation, student use of computers via wireless technology will increase technology based learning. It will be measured by the Technology Integration Matrix.
B.4.		

C) Professional Development

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
C.1.	All new teachers will complete Assessment and Data Analysis training.	2015	\$20,000	District	1,2,3,4
C.2.	Methodology component for 25% of teachers	2015	\$15,000	District	1,2,3,4
C.3.	New teacher training in Technology and strategies to meet identified Accomplished Practices	2015	\$20,000	District	1,2,3,4
C.4.	An array of High Quality Master Inservice Components Supporting Digital Learning, Assessment and Data Use for better student achievement.	2015	\$50,000	District	1,2,3,4

Evaluation and Success Criteria for C) Professional Development:

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	Monitor the number of teachers successfully completing the training.	Increased utilization of technology by students and improved test scores on required Florida Standards testing.
C.2.	Same as C1	Same as C1
C.3.	Same as C1	Same as C1
C.4.	Same as C1	Same as C1

Additional professional development will be provided in cooperation with Heartland Consortium. We will coordinate with Heartland and obtain their assistance in providing some of the needed training. Funds for this training will come from this District and in some instances will be split between all the Heartland Districts.

This training will cover the following areas:

- 1. Creating a network to review and assess digital learning products and programs.**
We will form a multi-district advisory group for the purpose of reviewing and evaluating digital products/programs.
Heartland will support by coordinating the advisory group and facilitating district collaboration.
- 2. School based Book and Lesson Studies on Digital Learning.**
Using the DOE approved list we will implement book and lesson studies on digital learning.
Heartland will assist in coordination and facilitation.
- 3. Expert Conversations and Meeting on Digital Learning.**
We will bring together recognized experts in the field of implementation of digital resources and the use of the Technology Integration Matrix for conversations to increase our understanding and knowledge base.
Heartland will coordinate the experts and set up multi-district meetings.
- 4. Increased utilization of Digital Resources by Students.**
We will train teachers how to use digital resources and how to effectively teach students how to use digital resources to improve student learning.
This training will be done through the use of our Master Inservice Components, Beacon, Learning.com and training provided through Heartland.
- 5. Technology Training through the District Master Inservice Plan (MIP)**
The District will maintain existing courses and develop new MIP Courses that will provide quality digital learning for professional development. Training will be in a developmental, systematic plan that will provide training to the new teacher as well as the veteran teacher in improving education through the use of technology.
- 6. Training in use of the Technology Integration Matrix for evaluation of the effective use of technology in the classroom.**
We will use TIM to evaluate existing use of technology and to increase and improve the use of digital resources.
We will work with Heartland and other consultants to provide professional training for teachers, principals, and school leaders on the appropriate use TIM.
- 7. Development of professional training in the areas of: Using technology in the classroom, Developing Digital Content for student learning, and Educational technology leadership and management.**
We will develop and provide training programs that will focus on using technology in the classroom, developing digital content and the management and use of technology and data by teachers and school leaders.
We will use Learning.com for professional development. We will provide both teacher and leadership training in cooperation with Heartland and other knowledgeable experts in the field of development and implementation of digital instruction and technology.

D) Digital Tools

Implementation Plan for D) Digital Tools:

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
D.1.	Implementation of Learning.com	2014	None for first year unknown after that	Hendry	1,2,3,4
D.2.	Continue to use Performance Matters to administer base line assessments and monitor progress of students.	2015	\$45,000	Hendry	1,2,3,4,
D.3.	We will use the IBTP system from DOE to create EOC assessments	2014	\$0	Hendry	1,2,3,4
D.4.	Integration of digital learning by providing students individual computer devices. Most likely Chrome Books	2015	\$250,000	Hendry	1,2,3,4

Evaluation and Success Criteria for D) Digital Tools:

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	Sign up and implementation of Learning.com program	Will be determined by the number of teachers accessing and using the program.
D.2.	Monitoring teacher use of Performance matters.	Reports will be generated monthly to review who is using Performance Matters and who we need to focus on to get them to appropriate use this teaching tool.
D.3.	Monitoring district use of IBTP to develop EOCs will be done on a quarterly basis.	Success will be determined by the number of complete EOCs that have been developed for use by the time EOCs are given each year.
D.4.	We will monitor the purchasing process from the request for proposals through purchase, receipt and distribution to the schools.	Success will be achieved when all of the devices are in classrooms and being used by students.

E) Online Assessments

Implementation Plan for E) Online Assessments:

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
E.1.	Implementation of wireless system at Clewiston and LaBelle High Schools	March 2015	\$300,000	Labelle High, Clewiston High	1,2,3,4,
E.2.	Purchase of 400 Chromebooks for online testing.	March 2013	\$225,000	LaBelle High, Clewiston High	1,2,3,4
E.3.					
E.4.					

Evaluation and Success Criteria for E) Online Assessments:

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	A third party assessment of the network will be completed Nov. 1. Contract will be awarded by Dec. 1. Installation will begin Jan 5 and will be completed by March 1.	After successful installation, student use of computers via wireless technology will increase technology based learning. It will be measured by the Technology Integration Matrix.
E.2.	Computers will be ordered by Nov. 1 by IT. Computers will be delivered by Jan. 5, 2015 to the warehouse. Computers will be configured and prepared for delivery by March 1, 2015.	After distribution of the devices, student use in all schools will be measured by the Technology Integration Matrix.
E.3.	Evaluation of implementation of digital tools and of online assessment will be done by the Asst. Supt. of Curriculum, Asst. Supt of Continuous Improvement, and the Director of IT.	Success will be determined by the implementation and utilization of the deliverables. Progress will be continually monitored with monthly meetings to review and discuss. Success will be determined by 100% of the planned projects being fully implemented.

E.4.		
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