

The School Board of Highlands County DIGITAL CLASSROOM PLAN

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

The School Board of Highlands County (SBHC) is developing this Digital Classroom Plan (DCP) to provide a comprehensive outline of software and hardware purchases needed to address the technology needs of all students, teachers and employees of our system. Professional development on the implementation and use of these technologies will also be addressed in the DCP. It is our belief that for all students to be successful academically and to become college and career ready, they need access to the latest technologies. Students and teachers need a high level of literacy on these technologies. Highlands County Schools is committed to providing access to the most current technology for all students and employees. The effective use of technology impacts student performance by enabling students to access and analyze information, solve problems, collaborate with others, and effectively communicate their thoughts and ideas, thereby emerging as self-directed, self-motivated lifelong learners, productive members of the workforce, and contributing citizens. The effective use of technology also promotes accountability by increasing the teaching and learning productivity of students and educators. For our students to become college and career ready, not only must they have necessary academic knowledge, but also technological skills. The SBHC is fortunate to be in the Heartland Educational Consortium (HEC). Through curriculum and technology meetings we have been able to collaborate with member districts for guidance in creating our DCP. HEC is a vital source of information and professional development in many areas including technology.

1.1 **Mission Statement** - "By uniting stakeholders, we will prepare our students to be college and career ready, empower our students to achieve personal excellence, and foster responsible citizens." **Vision Statement** - "Leading Together To Achieve Excellence" 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.

1.2 District Profile -

Highlands County is a rural county located in the geographic center of Florida. The county encompasses 1,043 square miles and represents 1.9 percent of the land mass of the state. Farm land, groves and ranches make up approximately 70 percent of the county while the three urban areas- Avon Park, Sebring and Lake Placid account for 20 percent, and fresh water lakes and streams make up the remaining 10 percent. Highlands County was named for its rolling countryside, primarily due to the ridge area that provides an elevation of 145 to 160 feet above sea level. Highlands County Schools.

The student enrollment as of February 2014 was 12,230. The district employs approximately 1,590 people. There are three high schools, four middle schools, ten elementary schools, and two alternative schools. Race/Ethnic/Gender Groups

(February, 2014)

White 45%

Black 17%

Hispanic 32%

Asian 2%

American Indian .3%

Multi Racial 4%

Male 51%

Female 49%

Percent on Free/Reduced Lunch (February, 2014): 73.2%

Dropout Rate (2012-2013): 4.1%

Graduation Rate (2012-2013): 61.75%

1.3 District Team Profile -

Title/Role	Name:	Email/Phone:
Information Technology District Contact	Darrell Layfield Harry Howes	layfield@highlands.k12.fl.us /863.471.5442 x261 howesh@highlands.k12.fl.us /863.471.5442 x300
Curriculum District Contact	Brenda Longshore	longshob@highlands.k12.fl.us /863.471.5548
Finance District Contact	Mike Averyt	averytm@highlands.k12.fl.us /863.471.5626
District Leadership Contact	Vivianne Waldron	waldronv@highlands.k12.fl.us
District Technology Committee		See Appendix A

1.4 Planning Process - Development of this DCP was accomplished with a collaboration primarily between the Curriculum Department and the Management of Information Services Department. This collaboration consisted of upper level meetings with the heads of these two departments to strategize and develop benchmarks. Technology Resource teachers within the Curriculum Department provided input based on the most current technology resources survey. (Spring 2014). The District Technology Committee made up of school and community members reviewed the DCP and offered suggestions.

1.5 Multi-Tiered System of Supports (MTSS)

Highlands County currently uses multiple programs to perform needs analysis and progress monitor students. Highlands County utilizes the 4-step problem-solving model to implement and monitor the MTSS and DIAP structures:

Step 1: Define, in objective and measurable terms, the goal(s) to be attained (what is it we want students know and be able to do).

Step 2: Identify possible reasons why the desired goal(s) is not being attained.

Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).

Step 4: Evaluate the effectiveness of the plan in relation to stated goals.

The District Leadership Team meets on a monthly basis and reviews student data at least four times per year. The District Leadership team meets monthly with school leadership to review district/school/ teacher data. The team provides support to individual school leaders through problem solving, resources, and mentoring.

The MTSS District leadership team roles include:

- Assistant Superintendent: Provides a common vision for the use of data-based decision making, ensuring that the school-based teams are implementing the 4-step problem solving process, ensuring implementation of intervention support and documentation ensuring adequate professional development to support implementation. The Assistant Superintendent schedules monthly data days throughout the year to ensure that instruction/interventions are informed by student data, ensures that instructional/intervention support is provided to all schools and creates frequent opportunities to celebrate and communicate success.
- Director of Elementary/Secondary Programs: Evaluates school core content standards/programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with administrators and content area specialists to identify, appropriate, evidence-based intervention strategies.
- Content Area Specialists: Assists each school with screening programs that provide early intervening services for children targeted to be at risk, assists in analyzing progress monitoring data, participates in the design, delivery, and support of professional development.

The District leadership team monitors the fidelity of the MTSS process and DIAP by providing professional development and support, data support, leadership support, and program evaluation. We will be using the assessment tools developed in Florida to assess levels of implementation and educator perceptions of the fidelity of the MTSS system. These tools include the Self-Assessment of Problem-Solving Implementation, the Benchmark of Quality, the PBIS Checklist, and the Benchmark of Advanced Tiers. Baseline Data Progress Monitoring and Reporting Network (PMRN), Florida Assessment in Instruction and Reading :(FAIR), Florida Comprehensive Assessment Test (FCAT), Screening (FLKRS), AIMSweb Progress Monitoring-PMRN, Curriculum Based Measurement (CBM), Performance Matters, AIMSweb Midyear: FAIR, Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA) End of Year: FAIR, FCAT Frequency of Data Days, monthly for data analysis Data Management Systems: A3 Academic Achievement, Performance Matters, AIMSweb, MIS Department can provide FCAT data numerous ways for data analysis.

MTSS will be supported district wide, through constant and consistent dialog as well as professional development throughout the year. The district will be a support team for decision making and planning for student academic success.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

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, SBHC is continuing to refine the use of the Performance Matters to deliver and analyze progress monitoring 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 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.

A) Student Performance Outcomes

SBHC teachers use data on student academic performance to inform instructional decisions in their classrooms. Currently, teachers and administrators use Performance Matters to track data in their classrooms. In addition, district staff uses Performance Matters to generate reports and monitor student achievement. The district collects performance data on students several times over the course of the school year. Content Area Specialists use the Item Bank Test Platform (IBTP) and UNIFY to create formative assessments for teachers. The schools rely on online/digital tools to complement instruction in the classroom. Data collected from these assessments is crucial in the decision making process.

All schools hold data chats with teachers multiple times per year to discuss student progress and develop strategies for continuous improvement.

B) Digital Learning and Technology Infrastructure

Highlands County Schools recently completed a county-wide upgrade to our network. Wireless access points were installed to gain wireless access on all campuses, and routers were upgraded to provide greater bandwidth and coverage. Upgrades are still needed on campuses to replace CAT5 cable with CAT 6 cable and replace/upgrade fiber to increase the performance of the local network. We have also adopted a classroom model of including a teacher laptop, interactive device, projector, and document camera in every classroom. These tools will give teachers the ability to improve their instruction through the use of technology and utilize all of our digital content and curriculum. New technology is purchased annually as the budget allows, and most classrooms currently have a laptop, projector, and interactive device, but many of the devices are outdated and need to be upgraded. Some teachers are using laptops that are almost ten years old, and many of our SMART Boards have delaminated and are no longer fully functional. Document cameras have been purchased for many classrooms, but some teachers are still in need of this technology. We are continuously working toward a 1:1 student to device ratio, but are far from achieving this goal. The emergence of Chromebooks as an affordable option to purchase and maintain are devices that we want to get into the hands of our students.

C) Professional Development

We believe, as important as it is to provide digital tools to teachers and students, we must provide an adequate amount of professional development to teachers in the use of those tools. Through the 75,000 RTTT professional development opportunity and other internal fund sources, the district will meet the professional needs for our teachers. The district will monitor the use of our digital programs. Usage reports on Discovery Education, Britannica, Atomic Learning, BrainPOP, and Happy Scientist will be used to determine the amount of usage by teachers and students. Based upon reports with low usage, programs would be targeted with professional development to increase awareness of the capabilities of these specific programs. Management systems in EasyTech, Read 180, Fast ForWord, and Renaissance Learning (AR) are used by district and school personnel to generate reports and monitor student progress. Reports are used to analyze data and identify continued student needs. Professional development will be provided on gathering and analyzing reports from these systems.

D) Digital Tools

Highlands County schools currently use a variety of digital tools which allow teachers and students to engage in: researching information, communicating and collaborating, critical thinking, problem solving and decision making using 21st Century skills. Highlands is implementing the following digital tools:

- Gaggle - a cloud based management system which includes email, blogs, assignment dropboxes and digital lockers which allows students to collaborate and communicate with teachers in an online learning environment.
- Smart Advantage 2014 – combines interactive devices (SMART board/responders) with program software (Notebook 14) to create a meaningful learning environment. The use of these tools helps students and teachers construct and reinforce individual learning which contributes to the learning of others.
- Brainpop, Discovery Education, Britannica and Happy Scientist - Online animated resources which allow students to link learning activities to the world beyond the instructional setting. Brainpop engages students by illustrating complex concepts, providing students and teachers access to quizzes, game play and activities. Discovery Education is comprised of instructional content and online resources including an assignment builder, quiz builder and writing prompt builder along with other tools to accelerate student achievement. Britannica is a digital tool for students and teachers to gather and evaluate content from articles, images, videos, dictionaries, magazines and web's best sites. Happy Scientist is a web based subscription owned by Robert Krampf. Mr. Krampf performs science demonstrations in chemistry, physics, life sciences, earth sciences and astronomy.
- Scientific Learning/Fast ForWord, Read 180 - Both programs provide online reading interventions that help students develop and strengthen their reading comprehension skills and strategies, which are imperative to the students' educational success. Read 180 blends instruction from the teacher with innovative computer software that tracks students' progress and customizes instruction to meet their needs. Fast ForWord focuses on building listening accuracy, phonological awareness, and language structures.
- Odysseyware - This online learning experience provides secondary students the opportunity to recover previously failed courses/credits needed for grade level advancement. It provides a prescriptive learning path that is customized based upon the students proficiencies in each course. Additionally, this program is used as the core curriculum in an alternative school setting, allowing students to continue their learning, while working their way back into a traditional classroom. They are able to return to their home schools prepared and on track for academic success.
- EasyTech - A complete digital literacy curriculum which features self-paced lessons to practice skills, reinforce concepts, and quizzes to check for understanding. It provides instruction for core technology skills including mouse basics, keyboarding, word processing, database and presentation applications. Students also learn the importance of cyber-safety and develop skills as responsible digital citizens.
- Atomic Learning - Video tutorials, on the most commonly used technology devices and software applications, help teachers and students establish a sound understanding of technology skills and concepts. These resources enable teachers and students to create and adapt technology projects for use in the classroom, while enhancing 21st century digital skills.
- Renaissance Learning/Accelerated Reader (AR) - a computerized reading management program. It is a unique system for motivating children to read and for tracking achievement. Each school establishes its own incentive program to promote the use of AR which encourages students' reading skills.

E) Online Assessments

Highland County Schools have been successful at online testing all required grades and subjects in a timely manner. Through the DCP we will upgrade computers that are upgradeable to meet testing specifications and we will replace all computers that are unable to be upgraded. Currently, our district has approximately 1,900 student desktops and 570 student laptops that are not meeting testing specifications. Most of these machines have the XP operating system. Our district is trying to eradicate the use of this operating system since it will no longer be supported by Microsoft affecting the security of the computers/laptops. Our district will be in a bind for the 2014-2015 school year required computer based state testing due to this issue.

■ Highest Student Achievement

Student Performance Outcomes:

Science teachers in Highlands County currently use Performance Matters to review Science achievement data on Science FCAT 2.0, Biology EOC, and Baseline assessments. The data from these assessments is collected and analyzed at the district level several times a year. It is also collected and analyzed at the school and individual teacher level. Curriculum Department members meet with school administration to review each school's individual data. Content Specialists also visit each school to review grade level state assessment data along with the progress monitoring data from the Baseline assessments. This data is used to drive instruction in teacher classrooms. Teacher representatives from each school also review the data throughout the year to monitor school and district data and make county-wide decisions on curriculum pacing.

Planning for high performance learning begins by focusing on student learning. The Florida 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.

Highlands County focuses on five major curriculum goals:

1. Florida Standards, test item specifications and roadmap's will be used to drive instructional practice using technology.
2. Professional development will be provided to teachers to support standards based instruction that integrates technology.
3. Assessment data will be utilized to drive standards based instruction.
4. Identify appropriate software and courseware to support the instructional program of the entire district.
5. Continue to increase student achievement in all core content areas including Language Arts, Mathematics, Science, Social Studies, and English Language Development.

Highlands County teachers use data on student academic performance to inform instructional decisions in their classrooms. Teachers currently use Performance Matters and i-Ready to track data in their classrooms as well as monitor student achievement. The district collects performance data on the students 3-4 times a year for the teacher, administration and district to analyze and make decisions to guide instruction. District specialists meet with administration at every school twice a year to review schoolwide data. Reading coaches from every school meet monthly to review data, plan instruction and PD. Math representatives from every school and math coaches from selected schools meet quarterly to review data, plan instruction and PD.

All schools have access to the following digital resources: iReady, Go Math, Big Idea Math, HMH Core Explorations Math, Math XL, Teen Engagement, Engage NY, Brain Pop, Visual Thesaurus, Read 180, SpringBoard, Fast ForWord, United Streaming, Encyclopedia Britannica, Digital Calculators, and Earobics.

Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (year)
1	ELA Student Achievement	51% - Highlands 58% - State	To decrease the gap proficiency between the state and district average by 20%	2014-2015
2	Math Student Achievement	55% - Highlands 61% - State	To decrease the gap proficiency between the state and district average by 20%	2014-2015
3	Science Student Achievement	46%	To decrease the gap proficiency between state and district average by 20%	2014-2015
4	ELA Learning Gains	64% - Highlands	67%	2014-2015
5	Math Learning Gains	65% - Highlands	68%	2014-2015
6	ELA Learning Gains of the Low 25%	65% - Highlands	68%	2014-2015
7	Math Learning Gains of the Low 25%	60% - Highlands	63%	2014-2015
8	Overall, 4-year Graduation Rate	61.8%	63%	2014-2015
9	Acceleration Success Rate	90.6%	93%	2014-2015

■ **Quality Efficient Services**

Technology Infrastructure:

Infrastructure Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Student to Computer Device Ratio	2.93:1	2:1	2016
2.	Count of student instructional desktop computers meeting specifications	2664	3270	4/2015
3.	Count of student instructional mobile computers (laptops) meeting specifications	1495	2000	2016
4.	Count of student web-thin client computers meeting specifications	90	90	Meeting Target
5.	Count of student large screen tablets meeting specifications	0	2000	2016
6.	Percent of schools meeting recommended bandwidth standard	0	17	2019
7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	NA

■ Skilled Workforce and Economic Development

Though the DCP our teachers and administrators will have access to many high quality professional development sessions for the 2014-2015 school year. When planning and delivering professional development we will utilize our adopted Master Inservice Plan located at:

[http://www.highlands.k12.fl.us/SBHC/HRRPD/RTTT/Master Inservice Plan 09152013.pdf](http://www.highlands.k12.fl.us/SBHC/HRRPD/RTTT/Master%20Inservice%20Plan%2009152013.pdf)

Thanks to a partnership with FLDOE and learning.com we will be able to offer the sessions below.

Digital Literacy: Why Students Need it and How to Teach it

In this workshop, teachers and administrators will gain a deep understanding of digital literacy and why it is critical to student success on Next-Generation assessments, state-specific standards, in college, and beyond. Participants will learn to use the tools in the Learning.com platform to create lessons and projects that integrate all available resources to help students develop digital literacy skills.

Integrating a Project-Based Approach: Getting Started with Inquiry

Developed as an introduction to a project-based approach to teaching and learning, this workshop will show how this approach helps strengthen critical thinking and problem-solving abilities to prepare students for success. Participants will learn how to implement Inquiry effectively and create their own project-based curriculum that integrates technology into core instruction.

Getting Started: Learning.com for Administrators

Designed specifically for those in an administrative capacity, this workshop will provide a comprehensive overview of Learning.com's solutions. Participants will gain a deep understanding of the Learning.com platform, curriculum items, and all administrative functions, as well as best practices to ensure a successful implementation.

Technology in the Classroom: Advanced Implementation and Integration

This workshop will help teachers build strong and supportive implementation plans for true technology integration. Participants discover proven strategies to incorporating technology into their day-to-day classroom practices, evaluating their district's technology standards and goals, deciding what curriculum should be introduced and reinforced, and determining how to best implement Learning.com solutions.

In addition to the learning.com solution the district will provide professional development in the area of instructional technology. Our students and teachers have access to a variety of online resources that support day-to-day classroom activities. These resources cross all curriculum areas. By providing substitutes and paying stipends, teachers learn to incorporate these tools into everyday teaching. Discovery Education Streaming includes instructional videos, skill builders, games, audio files, images, writing prompts, and encyclopedia reference materials that support multiple learning styles. Model lessons provide examples of how to integrate content into the classroom and meet the expectations of 21st-century skills. Teachers and students have access to BrainPOP. BrainPOP supports individual, team, and whole-class learning. BrainPop is used at school and in informal learning environments, with characters that help introduce new topics and illustrate complex concepts. Visual Thesaurus is an interactive dictionary and thesaurus which

creates word maps that blossom with meanings and branch to related words. Its innovative display encourages exploration and learning. Students will understand language in a powerful new way. In addition to those listed above, Gaggle, Encyclopedia Britannica and The Happy Scientists are other examples of online resources available to students and teachers. Teachers will receive professional development in creating interactive lessons and engaging student learning with those lessons. The district also supports a MOODLE server for teacher professional development along with offering online classes to students. Some teachers utilize Edmodo.

	Professional Development Needs Analysis (Required)	Baseline (estimate only, TIM not implemented)	Target	Date for Target to be Achieved (year)
1.	Average Teacher technology integration via the TIM	Entry	Adaptation	2015-2016
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Entry	Adaptation	2015-2016
3.	Average Teacher technology integration via the TIM (Middle Schools)	Entry	Adaptation	2015-2016
4.	Average Teacher technology integration via the TIM (High Schools)	Entry	Adaptation	2015-2016
5.	Average Teacher technology integration via the TIM (Combination Schools)	Entry	Adaptation	2015-2016

■ Seamless Articulation and Maximum Access

For the 2014-2015 FLDOE has provided the district access to 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

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.	Partially implemented	Will work to implement and employ	2018
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Partially implemented	Will work to implement and employ	2018
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	2018
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	2018
5.	Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	Partially implemented	Will work to implement and employ	2018
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional	Partially implemented	Will work to implement and employ	2018

	resources to provide new ways of viewing and analyzing data.			
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	2018
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	Partially implemented	Will work to implement and employ	2018
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Partially implemented	Will work to implement and employ	2018

■ **Quality Efficient Services**

The district consistently has 100% participation in the Computer-Based Assessment Certification Tool. This perfect standing is possible through a participation between District Instructional Technology Resource Teachers, school technicians, Management of Information Services staff and school administration. The district has near perfect success at the delivery of online assessments.

	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%	2014-2015
2.	Computers/devices required for assessments (based on schedule constraints)	4159	4765	2014-2015

STEP 2 – Goal Setting:

Goal 1: Through the use of digital tools and resources students will show growth in the areas of Mathematics, Science and Language Arts. Teachers will have access to and will use various digital tools in the instruction of students.

Objective: Increase student achievement in Language Arts

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

Objective: Increase student achievement in Mathematics

Strategy: 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: Increase student achievement in Science

Strategy: 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.

Goal 2: Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings.

Objective: The district will adhere to the minimum classroom standards by providing an efficient laptop, interactive white board, projector, document camera and speakers in all classrooms.

Strategy: Purchase necessary equipment to maintain the minimum standard

Objective: The district will expand hardware deployment 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.

Strategy: Purchase necessary software and equipment.

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

Strategy: Purchase necessary equipment and provide installation

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

Strategy: Purchase digital tools that meet the needs of teachers and students

Goal 3: Successfully administer online assessments at all schools in a timely manner.

Objective: Each school will have the minimum number of computers to administer the Florida Standards Assessment

Strategy: Create an infrastructure that supports the needs of digital learning and online assessments. Upgrade or replace, if necessary, computers that don't meet the minimum requirements for the Florida Standards Assessment.

STEP 3 – Strategy Setting:

We believe that in order for teachers to deliver digital content effectively they must have a minimum set of hardware and software tools. Highlands County has established a minimum standard for each classroom through this plan we will upgrade teacher equipment so that they not only have the minimum standard but that what they do have is of the best quality possible.

We will continue to raise the level of technology integration in the student learning experience for all students. Using educational technology tools will become a regular part of how students and teachers work on core curriculum learning. We want to see a measurable impact of technology on student achievement. Students should become better readers, writers and mathematicians because of their interaction with classroom technology. Teachers will use technology tools to assist them in making targeted instructional decisions for their students. The evaluation that we did as part of our technology planning effort has assisted us in identifying several areas of focus that will serve as the cornerstone of the technology plan for the district.

We are responsible to all stake holders to provide our schools the hardware and infrastructure necessary to administer online assessments on time and with high efficiency.

Goal Addressed	Strategy	Measurement	Timeline
Through the use of digital tools and resources students will show growth in the areas of Mathematics, Science and Language Arts. Teachers will have access to and will use various digital tools in the instruction of students.	Supply teachers and students with high quality digital content aligned to the Florida Standards	<ul style="list-style-type: none"> • Progress monitoring assessments and Florida Standards Assessment results 	2014-2015
Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings.	Ensure that all teachers have hardware that adheres to the classroom standard (Laptop, Interactive Device, Projector, Doc camera)	<ul style="list-style-type: none"> • Purchased equipment based on needs assessment 	2014-2015
Successfully administer online assessments at all schools in a timely manner.	Create an infrastructure that supports the needs of digital learning and online assessments	<ul style="list-style-type: none"> • Upgrade or replace computers as planned 	2014-2015

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

Planning for high performance learning begins by focusing on student learning. The Florida 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. Even though there are no specific expenditures in this area we believe that all students and teachers will benefit from the expenditures in the other areas shown below.

Student Performance Outcomes		Baseline	Target
A.1.	NA	NA	NA

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

Brief description of other activities	Other funding source
Language Arts, Mathematics and Science and other content area classrooms will benefit from the Digital Learning and Digital Tools listed below.	NA

B) Digital Learning and Technology Infrastructure

Implementation Plan for B) Digital Learning and Technology Infrastructure:

Through the DCP we will be purchasing new laptops and upgrading certain newer models to include a minimum of 4GB of RAM and the Windows 7 operating system. We will also be purchasing new SMART boards that will replace older delaminated SMART boards. The new boards use a different technology for touch interaction and will eliminate the previous problem of delamination and allow for multi-touch collaborative activities. Document cameras will be purchased for classrooms that do not currently have this technology, and outdated projectors will be replaced with newer models. Chromebooks will be purchased with the management console to pair the devices with digital content courses and begin implementing them with the rest of our district technology. These Chromebooks will serve as a pilot at 2 schools.

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
B.1.	Chromebooks	6/2015	\$10,530	District	Goal 2
B.2.	Document Cameras	6/2015	\$7,930	District	Goal 2
B.3.	Projectors	6/2015	\$6,300	District	Goal 2
B.4.	Interactive Devices	6/2015	\$22,400	District	Goal 2
B.5.	Teacher Laptops	6/2015	\$19,182	District	Goal 2

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

Success of the expenditures will be proof of purchase and delivery of items. A detailed needs assessment was conducted on the specific classrooms targeted by these purchases.

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.	Purchase Orders	Setup and Delivery to Classroom
B.2.	Purchase Orders	Setup and Delivery to Classroom
B.3.	Purchase Orders	Setup and Delivery to Classroom
B.4.	Purchase Orders	Setup and Delivery to Classroom
B.5.	Purchase Orders	Setup and Delivery to Classroom

SBHC intends to use the Heartland Educational Consortium (HEC) technology group as a third party reviewer of our DCP and purchases. HEC is made up of representatives from DeSoto, Glades, Hardee, Highlands and Okeechobee Counties. The technology representatives from these districts are well versed in the needs of the schools. We discuss at length issues, strategies, successes, etc. that we face on a daily basis.

C) Professional Development

Through the \$75,000 RTTT professional development grant and other district funds we feel that we will be able to provide a sufficient amount of PD to our users. We are lucky to have 7 district technology resource teachers, 4 content area specialists and several school level curriculum coaches that do an excellent job at providing PD for our schools

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

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

Brief description of other activities	Other funding source
Substitutes provided for professional development in the integration of online resources and interactive devices into the curriculum.	\$75,000 RTTT Grant
Pay teacher stipends for attending professional development in the use of online resources.	\$75,000 RTTT Grant
Substitutes provided for professional development in Math, Language Arts and Science. Sessions include: STEM Planning, Springboard, Textbook Resources, Read180, GradeCam, FSA, Test Item Specification, planning, and Performance Matters formative assessment development	\$75,000 RTTT Grant

D) Digital Tools

Implementation Plan for D) Digital Tools:

Highlands County will purchase the digital tools in the table listed below. Specific digital tools will allow teachers and students to engage in: researching information, communicating and collaborating, developing critical thinking, problem solving, and decision making using 21st Century skills. In addition, the intervention programs will enable select students to utilize and develop effective reading strategies increasing success in all curricular areas.

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
D.1.	Atomic Learning	6/2015	\$9505	District	Goal 1
D.2.	Discovery Education Streaming	6/2015	\$28265	District	Goal 1
D.3.	Brain Pop	6/2015	\$16794	District	Goal 1
D.4.	Britannica Online	6/2015	\$8800	District	Goal 1
D.5.	SMART Advantage	6/2015	\$10473	District	Goal 1
D.6.	Gaggle.Net - 1700030	6/2015	\$11644	District	Goal 1
D.7.	Happy Scientist:Robt.Krampf	6/2015	\$2700	District	Goal 1
D.8.	Scientific Learning/Fast Forward	6/2015	\$20740	District	Goal 1
D.9.	Odysseyware	6/2015	\$44000	District	Goal 1
D.10.	*Renaissance(LPM,LPH,HGM)	6/2015	\$8155	District	Goal 1
D.11.	EasyTech(Learning.com)	6/2015	\$6100	District	Goal 1
D.12.	Read 180 (Partial)	6/2015	\$57314	District	Goal 1

Evaluation and Success Criteria for D) Digital Tools:

Through usage reports, checking lesson plans and reports on student achievement, we will be able to evaluate the success of our purchases. We also plan to do satisfaction surveys with teachers to determine their likelihood of using and continuing to use these tools.

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	Usage Report/Lesson Plans	Increase in usage and presence in lesson plans
D.2.	Usage Report/Lesson Plans	Increase in usage and presence in lesson plans
D.3.	Usage Report/Lesson Plans	Increase in usage and presence in lesson plans
D.4.	Usage Report/Lesson Plans	Increase in usage and presence in lesson plans
D.5.	Usage Report/Lesson Plans	Increase in usage and presence in lesson plans
D.6.	Usage Report/Lesson Plans	Increase in usage and presence in lesson plans
D.7.	Usage Report/Lesson Plans	Increase in usage and presence in lesson plans
D.8.	Improved Reading Scores	3%-5% increase in reading scores for students in the program
D.9.	Course Completion	3%-5% increase in students completing courses
D.10.	Usage Report/Lesson Plans	Increase in usage and presence in lesson plans
D.11.	Usage Report/Lesson Plans	Increase in usage and presence in lesson plans
D.12.	Improved Reading Scores	3%-5% increase in reading scores for students in the program

E) Online Assessments

Implementation Plan for E) Online Assessments:

Through the DCP we will upgrade computers that are upgradeable to meet testing specifications and we will replace all computers that are unable to be upgraded. The steps below will raise the number of computers meeting the minimum specifications by 381.

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
E.1.	Replace CPU only in 4 labs	3/2015	\$21,816	District	Goal 3
E.2.	Replace whole computers in 3 labs	3/2015	\$16,549	District	Goal 3
E.3.	Upgrade computers in 7 labs	3/2015	\$17,800	District	Goal 3

Evaluation and Success Criteria for E) Online Assessments:

This section will be measured by the purchase of necessary equipment. Equipment will be ordered, setup and delivered to target labs.

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Purchase Orders	Setup and delivery to target lab
E.2.	Purchase Orders	Setup and delivery to target lab
E.3.	Purchase Orders	Setup and delivery to target lab

Appendix A –

**DISTRICT TECHNOLOGY COMMITTEE
2014-2017**

Jodi Lee	Human Resources, Recruitment and Professional Development Manager
David Dietz	MIS Network Manager
Chris Doty	Principal Representative - Middle School
Kim Douberley	Instructional Technology Resource Teacher - Middle School Level
Michael Haley	Assistant Principal - Sebring High School
Rodney Hollinger	Deputy Superintendent
Harry Howes	MIS Technical Manager
Barbara Lancaster	MIS Finance/Human Resources and Student Database Manager
Darrell Layfield	District Instructional Technology Specialist
Susan Harris	Instructional Technology Resource Teacher - High School Level
Richard Norris	Past School Board Member - Community Representative
Andrew Lethbridge	Director of Elementary Programs
Vicki VanDam	Speech and Language Pathologist / Assistive Technology Specialist
Ian Belanger	Instructional Teacher - Elementary School
Lucretia Brannon	Instructional Technology Resource Teacher – Elementary Level
Eric Goudge	Instructional Technology Resource Teacher – High School Level
Shawna Warren	Instructional Teacher - Elementary