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 –

Holmes County School District's Mission: Holmes District School believes that technology has become an important part of life and learning. Our Digital Classroom Plan seeks to realize our mission of "educating today's students for tomorrow's world" by dramatically enhancing our methods of educating through the use of technology.

Holmes County School District's Vision: Holmes County School District shall prepare every student, every day to a successful and responsible citizen in a global workplace and community.

Holmes District has identified eight long-term goals for integrating technology into all aspects of the educational system. These goals will guide the technology planning process and the implementation of the plan during the five year duration of this plan. These goals are:

1. Increase access to technology for all students and employees in our district.
2. Integrate technology into the curriculum aligned with the Florida Standards (FS) (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.
8. Establish an ongoing process as a means to evaluate the effective implementation of the technology plan.

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

Holmes County is a rural community located in the panhandle of northwest Florida. We serve approximately 3376 students in our eight schools and have around 19,500 residents. We have 8 schools, 2 elementary, 1middle, 2 K-12 schools, 2 high schools and 1 alternative school.
Holmes County is one of the poorest counties in the state and one of the state's smallest counties in size and population. Sharing a northern boundary with Alabama, Holmes County is rural and landlocked. The Choctawhatchee River divides the county geographically with only two bridges connecting the two sides, one near the northern border and one on the southern border. The County Seat is one hour away from the nearest city.

Located in a culturally and economically depressed area, the schools face the added challenge and responsibility of helping students overcome these disadvantages by providing them with the tools to solve real-world problems creatively and collaboratively, and the opportunity to develop lifelong learning skills.

The following broad factors have impact upon the district implementation of technology in our schools and community:

Economic

- The median household income of Holmes County is $34,928, while the state of Florida's is $47,309.
- The percentage of Holmes County residents below poverty level is 22.6% versus 15.6% for the State of Florida.
- 24.1% of the population age 25+ years and over has no high school diploma, while the state percentage is 14.2%
- Although agriculture provides the county with its economic base, the corrections and school systems are its largest employers.
- 66.5% of our students qualify for free/reduced lunches.
- Unemployment in Holmes County (as reported in July 2014) is 6.4%, although it fluctuates as textile industries and health care providers continue to downsize or move. The state of Florida's unemployment rate is 6.2%.

Demographic and Social

- The 2013 population estimate for Holmes County is 19,717.
- 90.0% of Holmes County residents are white, while 6.4% are black.
- This is an economically and culturally deprived area with a high rate of illiteracy.
- At-risk populations are growing, often shifting emphasis on elementary, secondary, and adult educational programs.
- The number of single-parent homes is growing.
- There are a growing number of non-English speaking people.

Education & Technology

- 45% of our 25 and older population is functionally illiterate.

- Eight schools, consisting of two preK-12, two elementary, one middle, one middle and high, one high school, and one alternative school serve a population of approximately 3376 students.
- Student performance in reading and math is at or below state average and results from Florida Writing assessment range from above to below state average. Viewing disaggregated data indicates a need for further development of strategies to address deficiencies of various sub-populations.
- There is an increase in the number of computer labs, computers in the classrooms, and teacher workstations.
- Improvement in the integration of technology into the curriculum and distance learning initiatives are being made, but some strategies are challenging to implement at all locations.
- The number of teachers or special staff members with a degree or certification in computer science, educational technology, media, and technology is low.
- All schools and the district use the **FloridaInnovates** surveys as a tool for use in technology planning, budgeting for resources, and assessment of progress.
- The **Inventory of Technology Literacy Skills** is used to assess teacher technology literacy.
- The **Technology Integration Matrix** guides us in evaluating technology integration in the classroom.
- The **Student Tool for Technology Literacy (ST^{2}L)** is implemented to gauge 8th grade students' academic performance through the use of technology.

1.3 District Team Profile -

Title/Role	**Name:**	**Email/Phone:**
Information Technology District Contact	Michael Pinnella	pinnellam@hdsb.org 850-547-6674 ext. 255
Curriculum District Contact	Pamela Price	pricep@hdsb.org / 850-547-6674 ext. 238
Instructional District Contact	Pamela Price	pricep@hdsb.org / 850-547-6674 ext. 238
Title I / Equity District Contact	Carmen Bush	bushc@hdsb.org / 850-547-6674 ext. 253
ESE and Related Services District Contact	Donnita Butorac	butoracd@hdsb.org / 850-547-6674 ext. 233
District Media Specialist	Christy English	englishc@hdsb.org / 850-547-6674 ext. 252
Community Member	Sheri Brooks	sheribrooks39@gmail.com / 850–547-3128
Finance District Contact	Larry Hawkins	hawkinsl@hdsb.org / 850-547-6674 ext. 240
District Leadership Contact	Eddie Dixon	dixone@hdsb.org 547/6674 ext. 221

1.3 Planning Process-

Holmes County District schools used the following process to develop and write our Digital Classroom Plans:

- The District Instructional Administrator contacted the members of the District DCP development team. The members of the team collaborated during work sessions to develop the plan using input that had been gathered from district School Advisory Council meetings along with information that was gathered through on site school visits and discussion with principals and technology coordinators.
- Input from parents, school staff and community members were gathered at School Advisory Council meetings that were held at each school in the district.
- District Staff members attended the FETC this past January. At the conference the members interacted with several companies that produce classroom technology products and gathered ideas that could be implemented in the Digital Classroom Plan.
- The District Instructional Administrator, who is also the Career and Technical Administrator, asked for input on the plan from business and industry members of CareerSource Chipola.

The technology update plan committee developed guidelines for the development, implementation, monitoring and evaluation of the Holmes District 2014-2015 Technology Plan. The committee will also assist in the implementation of the activities described in the objectives. The plan consists of a comprehensive program that effectively uses technology to help students meet or exceed the state academic content standards in all core content areas including Language Arts, Mathematics, Science and Social Studies along with the English Language Development standards.
The District Governing Board supports the educational technology goals that provide guidance in addressing the district's technology needs. The plan also provides a clear focus to enhance the district's curricular program and improve school community technology skills needed to effectively implement the use of technology in the classroom, computer labs, and/or library media centers. Technology curricular goals are included in each school site's plan for student achievement.

Holmes 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 or Tablets), 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 some 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.

1.4 Multi-Tiered System of Supports (MTSS)-

Holms County uses the problem solving/MTSS method of developing and implementing instruction and interventions based on a three tiered model. Our MTSS model integrates core instruction (Tier 1), supplemental instruction/intervention (Tier 2), and intensive interventions (Tier 3). The procedures for conducting required general education interventions are specified in our admissions and placement manual and RtI procedures. Procedures below are documented on district-developed forms. At the end of each Tier, and Intervention Plan progress report is completed to serve as written documentation of required activities, meetings and responsible personnel. If parents are unable to attend team meetings, they are notified of the team outcomes, through the process. When parents attend meetings, their input into interventions is solicited so that there is synchronization between the school and home with respect to interventions.
Tier 1 – Core instruction and intervention utilize the general education staff to observe and analyze student data to adjust instructional techniques and provide differentiated instruction. The teacher establishes baseline data, completes a record review, uses existing databases, and conducts curriculum based assessments and/or behavior assessments. In Tier 1, we focus on core instruction provided to all students. Intervention assistance is derived from universal screening and/or teacher referral. Parents are contacted to discuss data, possible interventions, and any need for vision, hearing or speech/language. Interventions are implemented and progress monitoring data are collected to determine the effectiveness of interventions. A decision matrix is used to determine movement to Tier 2, modification of Tier 1 activities.
Tier 2 – Supplemental Instruction/interventions are managed by the MTSS/problem solving team. The teacher may complete a referral form if behavioral concerns are identified, and submit it to the facilitator. A team meeting is held with parent involvement to review the intervention referral, plan interventions, obtain social developmental history data, when appropriate. Intervention plans are formalized in writing, and screenings are conducted, as appropriate. Designated personnel implement interventions which include weekly progress monitoring. Post intervention measures are recorded on appropriate forms. Parents are notified of another meeting which is held to discuss observations, review results of interventions and review rate of progress to determine if the student is making adequate gains. A decision matrix is used to determine movement to Tier 3, or modification of Tier 1 or 2 activities.

Tier 3 – Intensive interventions are managed by the MTSS/problem solving team, and must include ESE district or student services district staff. Parents are invited to a meeting where the team reviews all documentation from Tiers 2 and 3, and develops targeted intensive individual interventions for academic concerns. A formal PBIP is developed for behavioral concerns. Designated personnel implement interventions which include weekly progress which is held to determine one of three actions: (1) continue and/or modify Tier 2 or Tier 3 interventions, (2) request further information from Tiers 1,2 or 3 before finalizing decisions, or (3) make a formal referral for evaluation to determine if the student is an exceptional student.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

A) Student Performance Outcomes –

The district's needs are based on the 2013-14 district wide data as shown below:
Reading 55% proficient
Math 50% proficient
Science 46% proficient
Writing Grade 4 41% scoring 3.5 or above
Grade 8 50% scoring 3.5 or above
Grade 10 53% scoring 3.5 or above

The 2013-14 goal was to increase the percent scoring proficient by 10% in reading and math. The percent proficient increased by 1% in reading and 1% percent in math.

Our seven school grades for 2013 were, Bethlehem -C, Bonifay Elementary- A, Bonifay Middle -B, Holmes County High-B, Ponce de Leon Elementary- C, Ponce de Leon High-C, and Poplar Springs- C. The district grade remained a C from the previous year. The district will continue to focus on strengthening foundation skills in the core academic areas.

Breaking the 2013-2014 AMO data down even further, it shows that there is a large gap between African American students and students with disabilities compared to White and economically disadvantages students. To address these gaps, it is our goal to work closely with our 21st Century after school program that target our district students in need to ensure that these students are receiving the additional academic remediation daily that they need to succeed. These programs are located on our campuses which will give them access to all of the materials and technology that the students are exposed to each day, but in a more individualized program.

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, Holmes District is continuing to refine the use of the Online Assessment Reporting System and reports available through the Holmes 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 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.

Holmes District teachers use data on student academic performance to inform instructional decisions in their classrooms. Currently, teachers use the FOCUS and Performance Matters systems to track data in their classrooms. In addition, district staff uses the district's data warehouse to generate reports and monitor student achievement. The district collects performance data on students several times over the course of the school year. Many teachers use the Discovery Education test item banks to generate classroom developed assessments to further monitor students' progress.

B) Digital Learning and Technology Infrastructure –

After reviewing what we have in place in our district it was determined that we would still need the following items: enterprise grade wireless access points, managed switches, and their appropriate licenses.

C) Professional Development –

During the 2013-2014 school year only 21%, approximately 53 employees, completed the Inventory of Teacher Technology Skills. Approximately 20 employees began the inventory, but did not complete each area. A district survey of the digital classroom professional development needs of our employees showed that they desired training not only in how to use digital equipment in the classrooms, but how to plan effect lessons using technology.

D) Digital Tools –

After reviewing the number of digital tools that each school had in place we determined that we were in great need of mobile devices that could be used school wide for instructional learning purposes.

E) Online Assessments –

Increase bandwidth and number of computers available for administering online assessments.

■ High Student Achievement

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

Student Performance Outcomes (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	ELA Student Achievement	54%	75%	2016
2.	Math Student Achievement	52%	75%	2016
3.	Science Student Achievement	51%	70%	2016
4.	ELA Learning Gains	62	75	2016
5.	Math Learning Gains	67	75	2016
6.	ELA Learning Gains of the Low 25%	62%	80%	2016
7.	Math Learning Gains of the Low 25%	61%	80%	2016
8.	Overall, 4-year Graduation Rate	78%	85%	2016
9.	Acceleration Success Rate	86%	95%	2016
10.				

Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Discovery Education ELA	61%	75%	2016
2.	Discovery Education Math	58%	75%	2016
3.				
4.				
5.				

- **Quality Efficient Services**

Technology Infrastructure:
Districts shall create a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software.

Infrastructure Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Student to Computer Device Ratio	1:5	1:1	2019
2.	Count of student instructional desktop computers meeting specifications	700	900	2016
3.	Count of student instructional mobile computers (laptops) meeting specifications	20	20	2014
4.	Count of student web-thin client computers meeting specifications	0	0	2014
5.	Count of student large screen tablets meeting specifications	12	350	2017
6.	Percent of schools meeting recommended bandwidth standard	0%	100%	2017
7.	Percent of wireless classrooms (802.11n or higher)	90%	100%	2017
Infrastructure Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
8.	Increased bandwidth to each school	50 mbps	100 mbps	2018

9.	Increased Bandwidth to the internet	100 mbps	500 mbps	2018
10.	Build out wireless to enterprise specs.	29%	100%	2019

- **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.

Holmes 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 can be located at http://www.paec.org/mip.pdf on PAEC's website.

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 Holmes 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 PAEC 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. They will learn how to set up assessment events and access and interpret

assessment results. Every workshop is aligned to Florida Standards and supports the district curriculum.

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

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

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

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

- structured mentor/coaching program
- results from action research
- collaborative planning related to training
- creation of a product related to training
- study group participation
- electronic interactive
- electronic non-interactive

Professional Development Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Average Teacher technology integration via the TIM	20%	80%	2017
2.	Average Teacher technology integration via the TIM (Elementary Schools)	18%	80%	2017
3.	Average Teacher technology integration	20%	80%	2017

	via the TIM (Middle Schools)			
4.	Average Teacher technology integration via the TIM (High Schools)	22%	80%	2017
5.	Average Teacher technology integration via the TIM (Combination Schools)	20%	80%	2017
Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
6.	Classroom Technology Training	20%	80%	2017
7.	Educational Application Training	13%	80%	2017
8.				
9.				
10.				

Need
Rigorous instructional skills and strategies in the implementation of the Florida Standards English Language Arts and Mathematics for all students

Planned Professional Development

- Personnel participation in Florida 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 Standards
- A series of Florida 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

Need
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
- Site visits for teachers to view effective technology integration in classrooms.
- Personnel will attend the Florida Education Technology Conference to find resources and collaborate with colleagues from around the state on the effective uses of technology in the classroom.
- Feedback will be provided to stakeholders from district administrative walkthroughs

Need
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
- Personnel will analyze individual or group data as a regular part of their PLCs
- Feedback will be provided to stakeholders from district administrative walkthroughs

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 HEC, NEFEC and PAEC 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

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 of a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Partially implemented	Will work to implement and employ	2016
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Partially implemented	Will work to implement and employ	2016
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially implemented	Will work to implement and employ	2016
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Fully implemented	Will continue to support and employ in classrooms	2014
5.	Implementation status of a system that	Partially	Will work	2016

	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	
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	Partially implemented	Will work to implement and employ	2016
7.	Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district 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	2019
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	Partially implemented	Will work to implement and employ	2016
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Partially implemented	Will work to implement and employ	2016
Digital Tools Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
10.	Performance Matters	Partially implemented	Will work to implement and employ	2016
11.	FOCUS	Partially implemented	Will work to implement and employ	2016
12.	Discovery Education	Partially	Will work	2016

		implemented	to implement and employ	
13.	CTE Aerospace Program	Partially implemented	Will work to implement and employ	2015
14.	Learning.com / EasyTech	Partially Implemented	Will work to implement and employ	2016

- **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)	60%	100%	2017
Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
3.	Classroom Space	60%	85%	2018
4.	Devices (computers, tablets, etc.)	60%	100%	2018
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.

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 3rd – 8th will demonstrate a 3-5% growth annually towards proficiency on the Florida 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 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 3rd – 11th will demonstrate a 3-5% growth annually towards proficiency on the Florida 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: see Mathematics

English Language Development
Goal: By May 2018, 90% of students in grades 3rd – 11th will demonstrate required growth annually towards proficiency on the state annual measurable objectives as measured by the FSA ELA.
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: see Mathematics

Science
Goal: By May 2018, 90% of students in grades 5 and 8 will demonstrate a 3-5% growth annually towards proficiency in the science standards as measured by Discovery Education Assessments.
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 standards and how teachers can begin to use them during science instruction, specifically technology integration.

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

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

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 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: see Mathematics

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, and wikis throughout the 2014-2020 school years.
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 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

- Holmes District will work together with various vendors, as necessary, to install the technical infrastructure and create the web-based interface Holmes 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 tablets, laptops/Chromebooks and carts. Training will include the use of tablets, netbooks and laptops in the classroom to positively affect teacher instruction and the use of technology in the home environment.
- 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 to 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 Holmes 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 during preschool trainings and at the first Title I Family Night each year.
- 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 during preschool trainings and at the first Title I Family Night each year.
- 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 four computer workstations for every regular education classroom and a minimum of five 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 8th 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 (name) grade 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 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: 1: 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 for personnel)

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, FOCUS.
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 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 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 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 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 core content areas, 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 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 the district data management system and use the Report Manager on the Holmes District website that track 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 FOCUS 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 Standards report card.

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 by individual schools and teachers to provide more informational items, such as daily homework, projects, and long-term assignments.

- **STEP 3 – Strategy Setting:**

We 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 Standards and NGSS standards across all content areas. Holmes District uses FOCUS 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.
We will continue to raise the level of technology integration in the student learning experience for all students. Using educational technology tools will become a regular part of how students and teachers work on core curriculum learning. We want to see a measurable impact of

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

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

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Highest Student Achievement in English Language Arts	• Review of Assessment Data to Determine Trends, Strengths and Needs • Development of Access Plan to Ensure the Availability of Technology	• Ensuring the Purchase of Instructional Materials in Digital Formats	2014 and ongoing
Highest Student Achievement in Mathematics	• Review of Assessment Data to Determine Trends, Strengths and Needs • Development of Access Plan to Ensure the Availability of Technology	• Ensuring the Purchase of Instructional Materials in Digital Formats	2014 and ongoing
Highest Student Achievement in Science	• Review of Assessment Data to Determine Trends,	• Ensuring the Purchase of Instructional Materials in Digital	2014 and ongoing

	Strengths and Needs • Development of Access Plan to Ensure the Availability of Technology	Formats	
Highest Student Achievement in Social Studies	• Review of Assessment Data to Determine Trends, Strengths and Needs • Development of Access Plan to Ensure the Availability of Technology	• Ensuring the Purchase of Instructional Materials in Digital Formats	2014 and ongoing
Seamless Technology Integration	• Install Adequate Infrastructure • Acquisition of Tablets, Netbooks/ Chromebooks	• Wireless Access Across the District • Bandwidth Amounts	2014 and ongoing
Teacher Acquisition of Skills and Knowledge Necessary to Effectively use Educational Technology	• Utilize Site Based Professional Learning Communities • District will Provide Continuous and Sustained Professional Development	• Integration of Instructional Materials into Systems	2014 and 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.	Use virtual classes to expand educational offerings that are not otherwise available to a district of our size.	28%	75%
2.	Use virtual classes to offer remediation and credit recovery opportunities.	19%	75%
3.	Improve district wide graduation rates.	78%	85%
4.	Improve FSA ELA scores district wide.	FCAT Reading 55%	75%
5.	Improve FSA Math scores district wide.	FCAT Math 50%	75%

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.	Purchase and implement wireless access points, switches and licenses	June 2015	$85,000.00	Five schools in our district	Outcome Example 1, 2, 3, 4, 5
B.2.	Purchase lab infrastructure	June 2015	$13,288.20	District	Outcome

	hardware.			Wide	Example 1, 2, 3, 4, 5
B.3.					
B.4.					

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

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

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

Holmes District Schools are working with our neighboring county, Washington District Schools, to conduct an evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process will enable our district to monitor progress toward the specific goals and targets of each deliverable and make 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. Invoice from the purchase of wireless access points, switches and licenses	Determine the percentage of coverage	100% of coverage in all classrooms
B.2. Invoice from the purchase of infrastructure hardware	Ensure the smooth operation of online assessments, virtual classroom and streaming video	Gather feedback for teachers and staff about their online experiences
B.3.		
B.4.		

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

Holmes District Schools Master In-service Plan can be located at http://www.paec.org/mip.pdf on PAEC's website.

Implementation Plan for C) Professional Development:

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.	20 teachers who facilitate our virtual and remedial course will participate in professional development aligned with MIP.	June 2015	$2,500.00	District Wide	Outcome Example 1,2,3,4,5
C.2.	Content area/grade level teachers will be given release time to observe in highly effective digital classrooms.	June 2015	$5000.00	District Wide	Outcome Example 3,4,5
C.3.	Content area /grade level teachers will be given release time to plan and collaborate to develop lessons incorporating technology.	June 2015	$4900.00	District Wide	Outcome Example 3,4,5
C.4.					

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

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

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. Invoice from Edge-nuity Training	Verification of Edgenuity teachers in attendance at training	Virtual and remedial course are being used in the district
C.2. Sign-In Sheets Record of Substi-tutes for teacher sat training	Verification of attendance on site visit	Record of collaboration with teachers on visit and at site school
C.3. Sign-In Sheets Record of Substi-tutes for teachers at training	Evaluation of lesson plans and lessons taught	Lesson Plan objectives were met
C.4.		

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.	Integrate 7 sets of tablets (25 per school).	June 2015	$90,000.00	District Wide	Example Outcome 4,5
D.2.	Expand district's virtual school and remedial offerings	June 2015	$36,000.00	District Wide	Example Outcome 1,2
D.3.	Integrate high school's digital reading program	October 2015	$4,800.00	District Wide	Example Outcome 4
D.4.	Integrate Aerospace Career Academy at 3 high schools	June 2015	$8115.00	Bethlehem High School/Holmes County High School/Ponce de Leon High School	Example Outcome 1,2,3,4,5
D.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.

Brief description of other activities	Other funding source

Evaluation and Success Criteria for D) Digital Tools:

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

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1. Invoice from the purchase of the tablets	Verifying that equipment was received and payment was made.	Tablets are placed in each school and are being used by students and teachers to enhance instruction.

D.2. Invoice verifying that licensing was received	Verifying that virtual and remedial courses were received and payment was made.	Virtual and remedial courses are being used in all high schools in the district.
D.3. Invoice verifying that licensing was received	Verifying that digital reading program was received and payment was made.	Digital reading program is being used in all high schools in the district.
D.4. Invoice verifying that Aerospace Career Academy was purchased for three high schools	Verifying that three high schools are offering the Aerospace Career Center and payment was made.	Aerospace Career Center program is being used in three high schools in the district.

E) Online Assessments

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

Implementation Plan for E) Online Assessments:

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	36 Computers for the creation	January	$10396.80	Holmes	Example

	of a new lab. (20 HCHS / 24 PdLE)	2015		County High School / Ponce de Leon Elementary School	Outcome 1,2,3,4,5
E.2.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	January 2015	$15,000.00	District Wide	Example Outcome 1,2,3,4,5
E.3.					

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

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

Evaluation and Success Criteria for 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. Invoice from the purchase of the computers	Verifying that equipment was received and payment was made.	Computers are placed at HCHS and are being used by students and teachers to enhance instruction.
E.2. Invoice from the purchase of the bandwidth monitor	Verifying that licensing was received and payment was made.	Bandwidth monitor is utilized district wide to better facilitate assessments and instruction.

licensing		
E.3.		
E.4.		