

LEVY COUNTY SCHOOL DISTRICT DIGITAL CLASSROOM PLAN

Part I. DIGITAL CLASSROOM PLAN - OVERVIEW

I.A District Mission and Vision statements

Levy County remains rural with vast, open-wooded areas, springs, and rivers, and more than 50 miles of coastline on the Gulf of Mexico. We are located in the beautiful, Big Bend area of North Central Florida. It is the ninth largest county, geographically, in Florida (comparable in size to the state of Rhode Island), with a sparse population of 33,408 residents. Levy County remains rural with vast, open-wooded areas, springs, and rivers, and more than 50 miles of coastline on the Gulf of Mexico.

Levy County School District's mission is to educate all students in a safe environment and to graduate them ready for college and career success. In order to do this, Levy County School District will create an environment that integrates technology as a part of the educational experience, and provides all learners with skills to access knowledge that will build a foundation for their future. We will accomplish this vision by creating a technological environment that allows all learners equal access to interact and collaborate successfully. We believe that the use of technology as a part of the curriculum should focus on supporting higher-level learning, problem solving, critical thinking skills, and collaboration.

The Levy County School District's technology mission is to maintain and enhance the quality of learning and increase the effectiveness of teaching through the application of appropriate learning technologies. Equitable access to technology by all learners, professional development and pre-service education, and integration of technology are goals endorsed by the Levy County School District. By promoting the effective and appropriate use of learning technologies, the District is continuing to work to meet the need of the future.

Levy County School District has identified (how many) 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 5 year duration of this plan.

These goals are: (suggestions)

- Increase access to technology for learners in Levy County.
- Integrate technology into the curriculum aligned with the Florida Standards (FS).
- Integrate technology to automate department paperwork and processes across the district.
- Provide ongoing staff development for the implementation and use of technology.
- Provide ongoing communication with and between the Board, other administration, teachers, staff, students, parents, and the community.
- Establish district standards for infrastructure, procurement, hardware, software, and communications including upgrade and maintenance.
- Identify the resources necessary to implement the technology plan.
- Establish an ongoing process as a means to evaluate the effective implementation of the technology plan.

The core strategies of Levy's District Strategic Plan include and correlate to the technology plan as indicated:

Highest Student Achievement

- Students working to achieve high standards
- Educate the whole child
- Data-driven instruction
- Teams of teachers and administrators working collaboratively

Seamless Articulation and Maximum Access

- Expand digital learning
- Environment that promotes families as partners
- Accelerated coursework

Skilled Workforce and Economic Development

- Readiness for postsecondary and career placement
- Exposure to an integrated, rigorous curriculum
- Industry certifications
- Increased graduation rate

Quality Efficient Services

- Effective leaders and highly-qualified instructional personnel
- Fiscally responsible long range planning and resource management
- Continuous evaluation of support systems and services
- Provision and maintenance of safe and healthy facilities and learning environments

Levy County School District believes that an ongoing commitment to current technology is an integral component of an educational process designed to:

- prepare students to become competent lifelong learners
- improve student critical thinking, problem solving and decision making skills
- help students work ethically, independently, and collaboratively within a global environment
- enhance the learning environment to meet curricular needs across all subjects and grade levels
- improve equity of access to information, learning tools, and communications for all members of the learning community
- improve instructional strategies to increase student achievement regardless of ethnicity, socioeconomic status, learning styles, or abilities
- accurately and efficiently assess, monitor, and communicate student progress
- improve communications among parents, students, teachers, and community
- provide teachers with consistent and high quality professional development opportunities that will allow them to become highly skilled at integrating technology into their curriculum

Levy County School District visualizes technology as a means for enhancing and broadening the learning opportunities for Levy County students. It is seen as a method for improving student achievement by allowing students to become actively engaged in a learning process where their natural curiosity and creativity are supported. Students will become familiar with the use of advanced technology, not only as a tool for learning during their school careers, but as a tool for retraining or learning new skills in the future. Increased access to data bases presently available through computer networking is necessary to expand their understanding of the world around them and prepare them to take their places as leaders of the twenty-first century.

Appropriate use of technology is a means for improving the preparation of students entering the technology and information age. The primary goal is to prepare lifelong learners, who despite significant changes in the world around them, will be able to access and use the technology tools available to them and succeed in life. It is our vision to use technology as a bridge to expand our students' horizons and provide opportunities only dreamed of in the past.

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

- Make technology a part of learning activities: Technology is most effective when integrated as one component into learning environments and used as a tool for active construction of knowledge and skills by students. It should promote higher levels of critical and creative thinking and problem solving. In addition, computer devices need to be in classrooms and other locations where students and teachers have easy access throughout the day.
- Provide ongoing staff and curriculum development: Intensive staff and curriculum development are critical to realize the potential of new learning technologies. An ongoing update of technology plans and staff skills will be needed.
- Promote the location and use of information to solve problems: Effective use of and improved access to technology are factors in the rapid expansion of knowledge today. Therefore, the ability to find and use information to solve meaningful problems is an essential outcome of education for today and tomorrow. Technology will enable schools, teachers, parents, and citizens to change toward helping people "learn how to learn" on a life-long basis.
- Accommodate individual learning styles for all students: Restructuring of information into interactive multimedia provides assistance to learn with individual styles and paces customized to our needs. It allows us to present and understand information using text, images, and sound to overcome traditional learning difficulties.
- Facilitate communication and teamwork: Computer networks can facilitate student, teacher, and family communication and promote teamwork through voicemail, electronic mail, electronic bulletin board systems, file-sharing, and database sharing.

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

1. Student computing – We will ensure that every student has access to a computing device when they need it with devices and policies differentiated by level and learner needs, to ensure access to information, increased collaboration, and multiple forms of student expression of learning.
2. Staff computing – We will provide all staff with the appropriate technology needed for high quality planning, instruction, and data use, as well as collaborative learning.
3. School learning spaces – We will create learning spaces that work for individual, small group, and large group instruction, and equip them with the right technology for collaborative projects and creative problem solving.
4. Networks and servers – We will upgrade our networks and servers so that students and staff can access resources when and where they need them.
5. Student information systems – We will improve our student data systems to help students and staff tailor learning based upon students' strengths and needs.
6. Professional learning for staff – We will implement ongoing, relevant, and collaborative professional learning for staff with a focus on instructional technology.
7. Support for all – We will provide students, staff, and families with high-quality technical support and strategies for authentic engagement.

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

I.B District Profile

Levy County, established in 1845, is on the Gulf of Mexico, south of Gainesville and west of Ocala. As part of Florida's "Nature Coast", Levy is home to the Suwannee River and many square miles of forests, marshlands, and a long Gulf Coast coastline.

Bronson, Levy's county seat, serves as a "bedroom community" for the city of Gainesville, 25 miles to the east. Williston serves as a "bedroom community" for two communities, Gainesville, 20 miles northeast, and Ocala, approximately the same distance to the southeast. Chiefland is an agricultural community located in northern Levy County on U.S. 19 (The Georgia Florida Parkway). Cedar Key, located on an island in the Gulf of Mexico, has a K-12 school which has been designated as an isolated school. Yankeetown, also located on the gulf in southwest Levy County, transports its high school students to Dunnellon High in Marion County. This is because of the distance Yankeetown is located from the nearest Levy community with a high school. Levy County has a total of 11 school sites located within the five communities.

Cedar Key, which was originally the west coast terminal of the first cross-Florida railway, is a beautiful holiday and vacation area for those looking for excellent fishing or a look at some restful sunsets.

The area's marshes and shallow seas are among nature's grandest nurseries, hosting seabirds, shore birds, ocean life and numerous estuarine species.

Between Yankeetown to the south and Cedar Key, a limited-access area covers 31,000 acres of wetlands in the Waccasassa Bay State Preserve. This area offers activities such as camping, canoeing, and fishing in one of the most wildly beautiful settings in the state.

Commercial fishing is the leading industry in the Yankeetown-Inglis and Cedar Key areas, and forestry represents an industry of more than \$7 million a year in the county. There are more than 40,000 head of beef cattle and calves in the county. Three commercial dairies are located in the county. Agriculture is diversified, with the harvesting of corn, peanuts, grain, and sorghum. Principal truck crops include watermelon, cucumbers, squash, and peppers.

Williston, the county's largest town, has enjoyed a renewal of its downtown area through the efforts of local businesses. The Williston area offers a variety of recreational and residential amenities, including golfing, skydiving, and spring diving, while retaining a comfortable small-town atmosphere.

There are five communities in Levy County with schools that serve a student population of approximately 5,500 students in grades Pre-K through 12. Throughout the years, Levy County has had the opportunity to employ dedicated administrators, teachers, support personnel, and parental and business support which has contributed greatly to the success of students.

Levy County and the Nature Coast is an area with a rich history and a bright future. It is committed to creating one of the best school systems in the state, and provides opportunity for education professionals to make a meaningful contribution in a supportive, creative environment.

I.C District Team Profile –

Title/Role	Name:	Email/Phone:
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I.D Planning Process

The district digital learning committee established guidelines for the development, implementation, monitoring and evaluation of the Levy County School District 2014-2019 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 plan also parallels the District Vision Steering Committee's commitment to provide 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.

The School Advisory Council at various school levels are comprised of parents, community members, and business leaders. These councils will be made informed of the Digital Learning Plan and the DCP committee will seek input from the councils at their scheduled meetings.

Levy County has approximately 1,200 exceptional students enrolled in its public schools. An exceptional student is one who has special learning or behavioral needs. The special assistance received in school is called Exceptional Student Education, ESE, or Specially Designed Instruction. Our goal is to provide every exceptional student with a free appropriate public education (FAPE), help them progress in school, access the general curriculum, and prepare for life after school. Levy County School District is committed to reaching all learners, regardless of their abilities. Students with disabilities require accommodations and modifications, and our staff is devoted to utilizing flexible ways to present information such as digital books, text-to-speech applications, and specialized software (i.e. Kurzweil 3000, etc.). Our staff also provides 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. All computers have the ability to activate the "Accessibility Options" built in to the Microsoft and Mac operating system.

Assistive Technology is provided through the Assistive Technology and Universal Design for Learning Loan Library through Florida's MTSS Projects. Other website resources available for teachers are:

- Technology and Learning Connections <http://www.tlc-mtss.com/index.html>

- Professional Development – Online PDA Training Modules – Facilitated by the FDLRS Network <http://www.pda-ese.org/>
- Carol Ann Tomlinson's work on Differentiated Instruction information. <http://www.caroltomlinson.com/>

Websites for Understanding Design for Learning (UDL):

- <http://www.udlcenter.org/>
- <http://www.udlcenter.org/aboutudl/udlguidelines>

I.E Multi-Tiered System of Supports (MTSS)

To establish a sustainable process for recognizing and disseminating student produced learning using digital processes or resources the district shall develop and implement a process at each school for recognizing quality student developed digital learning supports and a process for sharing those process and/or resources with other students. Levy County uses Skyward as their Student Information System, Human Resources and Finance System, Educator Access, Parent Access and Student Access system. Skyward has a Multi-Tiered System of Supports embedded into the application that is integrated into the core application. District personnel, as well as teachers, can view relevant data (based on security roles) and then collaborate with administrators or fellow teachers. The system also includes a gradual release of responsibility strategies to accelerate independent student use of digital learning resources. Teachers can also broadcast communications to parents and students using Skyward or communicate one-on-one with parents/students using Skyward tools.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

II.A Student Performance Analysis -Needs Analysis:

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, Levy County School District is continuing to refine the use of the Online Assessment Reporting System and reports available through Performance Matters as an online repository 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 was conducted 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 five years – encompassing the 2014-2015 school year through the 2018-2019 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, and Social Studies

Levy County School District teachers use data on student academic performance to make informed instructional decisions in their classrooms. Currently, teachers use Performance Matters to track data in their classrooms. The district collects performance data on students several times over the course of the school year.

Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	ELA Student Achievement	FCAT 3-12 50%	52% FSA	2014-15
2.	Math Student Achievement	FCAT 3-8 55%	56% FSA	2014-15
3.	Science Student Achievement	51%	52%	2014-15
4.	ELA Learning Gains	63	NA	
5.	Math Learning Gains	62	NA	
6.	ELA Learning Gains of the Low 25%	65	NA	
7.	Math Learning Gains of the Low 25%	60	NA	
8.	Overall, 4-year Graduation Rate	78%		

9.	Acceleration Success Rate Dual Enrollment, AP, and Industry Certification	Dual Enroll. AP Industry Cert. 88%	Dual Enroll AP Industry Cert. 89%	
Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
1.	U.S. History EOC	71%	73%	2014-15
2.	Civics EOC	47%	50%	2014-15

**** According to Assessment and Accountability, there will not be a learning gains calculation with the new FSA.**

II.B. Digital Learning and Technology Infrastructure – Needs Analysis

Infrastructure Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Student to Computer Device Ratio	1.64:1	1:1	2018
2.	Count of student instructional desktop computers meeting specifications	1119	1300	2016
3.	Count of student instructional mobile computers (laptops) meeting specifications	302	400	2016
4.	Count of student web-thin client computers meeting specifications	0	0	
5.	Count of student large screen tablets meeting specifications	92	110	2016
6.	Percent of schools meeting recommended bandwidth standard	50%	80%	2018
7.	Percent of wireless classrooms (802.11n or higher)	0%	70%	2018

Digital Learning and Technology Outcomes:

- District will create a Digital Learning Infrastructure with the appropriate levels of bandwidth, devices, hardware, and software.
- District will provide access to cloud technology.
- District will increase access to online assessment testing.

- District will provide computer based testing certification in Microsoft Office and Adobe Academies.
- District will improve bandwidth to meet the state guidelines.

II.C. Professional Development Needs Analysis

The Levy County School District believes that educator professional learning is an ongoing and constantly evolving part of teaching in the 21st Century. In order to prepare our students to succeed in school as well as in the workforce, we understand that educators must be prepared to integrate and interact with technology to inspire students to create and learn. We also understand that educators possess different levels of knowledge and integration with technology, and professional learning opportunities with an instructional technology focus are essential for the successful integration of technology in the classroom. Leadership for a technology initiative is imperative for the success of this initiative and administrators will have opportunities to participate in professional learning with a focus on systemic improvement.

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

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

Digital Instruction and Content Development

Levy County School District understands that educators possess different levels of knowledge and integration with technology in their classroom. Before professional learning will take place, we will assess the current level of technology integration. To maximize the effects of the professional learning efforts will be focused on: Bronson Middle High, Chiefland Middle High, Williston Middle and Williston High. The decision to approach the professional learning in this manner was based on the need to have a model school/grade to show as an exemplar for our district educators.

Additionally, by focusing on this group, we will be able to pilot several different programs and create an action plan for subsequent years/phases with data from educators who have completed the professional learning. Options for professional learning will then be selected based on needs identified by district leadership with a focus on educators in the entry level. Leadership for a technology initiative is imperative for the success of this initiative and administrators will have opportunities to participate in professional learning with a focus on systemic improvement.

Professional Development (Professional Learning) will be evaluated based on the level of current technology integration by teachers into district classrooms. This will measure the impact of the professional development for digital learning into the classrooms. Average integration will be recorded as the percent of teachers at each of the 5 categories of the TIM for the levels of technology integration into the classroom curriculum: Entry, Adoption, Adaptation, Infusion, and Transformation.

PLANNED ACTIVITIES

Adoption of PD360 to specifically focus on classrooms that have project based lessons, Florida Standards lessons that have integration of technology in the students' work (sample lesson plans are provided with many of these). There are also segments on Project Based Learning and Blended Classes. North East Florida Education Consortium (NEFEC) will offer on-line coursework that will be funded by this project and participants will be provided a stipend. The classes include, but are not limited to: Creating Blended Classrooms, Project Based Approaches, and Collaboration in the Digital Classroom.

In addition, there will be an opportunity for 3 hour professional development workshops presenting Edmodo, and Flipped Classroom. These sessions will be designed to help teachers integrate technology into the classroom. Teachers will be paid a stipend for attending the sessions and will be required to complete a follow up activity. The last activity will be a scholarship for one teacher from each school to attend FETC (Florida Educators Technology Conference). Participants will attend up to two workshops at the conference and upon return will present to their school faculty. Registration, travel and substitutes will be funded by this grant. The culminating project after these activities will be the three target schools (Williston HS, Bronson MHS, and Chiefland MHS) doing a Lesson Study cycle working using Integration of Students Using Technology. Classroom substitutes will be provided for teachers to participate as well as a stipend for attending an after-hours workshop. Ideally, the final product and evidence will be to film and provide Lesson Study examples for other schools in our district.

Coursework offered by NEFEC and offered through the \$75,000 PD grant will include the following online Intel Teach courses.

- **Assessment in 21st Century Classrooms (30 hours)**
An interactive e-learning experience that offers an in-depth look at assessment that meets the needs of 21st century teaching and learning. In this course, teachers see how assessment strategies can benefit their teaching practices and their students' learning.
- **Project-Based Approaches (30 hours)**
Teachers explore characteristics and benefits of Project-Based Approaches (PBA) using specific classroom scenarios. Throughout the course, teachers consider their own teaching practice as they follow a teacher new to project-based learning who discusses strategies with a mentor teacher. Participants also consider the ways that technology supports project-based approaches.
- **Thinking Critically with Data (30 hours)**
An interactive e-learning course that examines critical thinking with a focus on data analysis in our information-rich world. In this course, teachers explore practical skills and strategies to draw on when teaching students to think critically about the information

around them. Teachers will understand how to design student projects and assessments that address critical thinking skills when collecting and analyzing data.

- **Educational Leadership in the 21st Century (20 hours)**
School leaders review best practices, examine leadership behaviors, and develop strategies to better support their teachers. They follow two administrators who work together to better use technology to support teachers and improve student achievement. Participants discuss ideas and strategies with other leaders in the course and apply them to their own practice.
- **Collaboration in the Digital Classroom (30 hours)**
This interactive e-learning experience offers an in-depth look at collaboration using technology. In this course, participants will see how collaboration benefits students by helping them develop 21st century thinking skills, deepen content understanding, and prepare them for the global world. You will learn how to plan and manage collaboration activities that integrate online collaborative tools to enhance the learning experience.
- **Designing Blended Learning (30 hours)**
This interactive e-learning experience will help you develop an understanding of blended learning, including what it is and how it benefits students. Through many examples, you will consider how to create blended learning experiences for your students and what to address when designing these experiences. In addition, you will see how technology tools can foster collaboration while delivering engaging instructional content. You will also learn strategies for assessing students and managing a blended learning classroom.

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)

Additional professional development will be offered by NEFEC that the district will have the opportunity to participate in as they deem needed.

Grant Elements	Summary	NEFEC Supports
1. Support for the evaluation of classroom integration using the Technology Integration Matrix (TIM)	Use TIM to grow implementation of digital content through training, evaluation, and expert conversations (#4).	NEW: Professional Learning for teachers and leaders on the matrix and coordination of expert conversations
2. An Array of High Quality Master In-service Plan (MIP) Components Supporting Digital Learning	Develop MIP Components that provide for a cohesive, systematic plan for digital learning professional development	CURRENT: Digital Content Conversations Committee NEW: Updating MIP and provide support for inclusion in Digital Classrooms plan
3. Learning Links: Digital Learning Support Resources	Create and maintain system for sharing web-based learning resources.	CURRENT: Content resulting from the Foundations of Blended Learning and Intel Courses, Digital Content Conversation Networking group for district leadership
4. Expert's Conversations on Digital Learning	Enlist experts for conversations on effective integration of digital resources and the use of the TIM (#1).	NEW: Coordinate experts through multi-district collaboration
5. School based Book Studies AND Lesson Studies on Digital Learning	Implement book study and lesson study using PD toolkit and specific books (Must be on DOE approved list) on digital learning.	CURRENT: Lesson study training, TSC support NEW: Book study coordination and facilitation. Lesson study facilitation.
6. Student Projects using Digital Resources	Preparing teachers to enable student developed learning/digital products.	CURRENT: Intel, FDLRS training on MTSSS, blended learning NEW: Training for teachers and leaders
7. Professional development aligned with: · Developing Digital Content · Employing technology in the Content Areas · Educational technology leadership and management	Professional learning for both teachers and principals, specific to instructional design and developing digital content and assessments	CURRENT: Learning.com, Intel, CPALMS NEW: PD in the development of digital content through Learning.com, blended learning Leadership training on supervision of the development and implementation of digital instruction

With changing technology, Levy County District Technology Staff will be required to keep their skills up-to-date and stay abreast of the latest technology. The areas of training include but are not limited to covering desktop support, new desktop and server operating system support, virtual server support and keeping the network infrastructure in tuned with the latest trends.

Levy County School District Assessment of Current Technology Integration

Entry Level	85%
Adoption Level	11%
Adaptation Level	2%
Infusion Level	1%
Transformation Level	1%
Total	100%

Professional Development Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Average Teacher technology integration via the TIM	Entry	Adoption	2017
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Entry	Adoption	2017
3.	Average Teacher technology integration via the TIM (Middle Schools)	Entry	Adoption	2017
4.	Average Teacher technology integration via the TIM (High Schools)	Entry	Adoption	2017
5.	Average Teacher technology integration via the TIM (Combination Schools)	Entry	Adoption	2017
Professional Development Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
6.	Teacher training on technology integration	10%	90%	2017
7.	Leadership Training on Tech Integration Observation and instructional support	10%	90%	2017

8.	Internet Safety and Digital Citizenship Skills aligned with tech integration skills	10%	90%	2017
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II.D Digital Tools – Need Analysis

Levy County School District utilizes Performance Matters, an online platform which links student and educator data, driving decisions made by teachers, administrators, board members and parents to improve student learning and educator performance. This tool will assist staff and personnel in the assessment, management and monitoring of student learning and performance. Through Performance Matters, data is used to aid in instructional development and delivery.

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 uses it to create aligned curriculum guides.	District Curriculum maps online CPALMs (Fully Implemented)	Will continue to support	2015-16
2	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	CPALMS (Partially Implemented)	Will continue to implement	2015-16
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	UNIFY IBTP-state (Partially Implemented)	Will continue to implement	2015-16
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Track (Fully Implemented)	Continue to support	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.	Performance Matters (Fully Implemented)	Continue to train and support	2018
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.	Performance Matters (Fully Implemented)	Continue to train and support	2018

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.	Not implemented	No Plans to implement at this time	
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.	Skyward and Performance Matters (Fully Implemented)	Continue to grow and support	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.	STONEWARE SSO (Partially Implemented)	Continue to offer and train on the SSO	2018

Digital Tools Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
10.	Early Warning System (Performance Matters)	95%	100%	2014-15

II.E Online Assessment Readiness – Needs Analysis:

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%	
2	Computers/devices required for assessments (based on schedule constraints)	90%	100%	2017
Online Assessments Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
3	Human Resources (Proctors) required to administer tests	75%	100%	2017

STEP 2 – Goal Setting:

While overcoming the digital divide might entail more than providing basic access to computers and the Internet, our strategic plan will focus on Maughan (2001) described the essential components of any robust communication and information system as: 1. hardware, 2. infrastructure, 3. Skills, 4. Budget, and 5. Policies. Our strategic plan will focus on hardware and infrastructure needs that will support on-line learning opportunities. Each of these goals will be measured through an accountability system and progress will be documented.

The Levy Digital Classroom Plan will address needs in English Language Arts, Mathematics, and Technology Integration.

Mathematics

Goal: By May 2018, 90% of students in grades 3-12 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.

Strategy

- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.

- 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 3-12 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:

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

Technology Integration

Goal: Continue to integrate technology into classroom instruction and professional development including the use of environments such as Edmodo, Google Applications for Education, Blended Learning, and Web 2.0 tools.

Objective: Identify and develop support mechanisms and resources for teachers as they utilize 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 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.

Strategy

- Levy County School District will work together with various vendors, as necessary, to install the technical infrastructure and create the web-based interface that Levy County School District users will use. This includes registering new domains, creating student, teacher, and administrator accounts, building databases, and connection file services and directory services.
- Acquisition of new student laptops. Training will include the use of digital devices 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.

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

Objective: All students will receive a copy of the NETS. (Primary, K-2, will receive “student-friendly” NETS standards.)

Objective: Students demonstrate NETS proficiency.

Objective: Upper grade students operate technology without assistance from teaching staff.

Strategy:

- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- 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.

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.

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 a minimum of one time per year about ethical use of technology and their responsibility to monitor their children/students' use of technology.
- 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 a minimum of 1 time per year about ethical use of technology and their responsibility to monitor their children/students' use of technology.
- 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: 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 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
- Implementation of online student learning environments
- Plan and budget for new and replacement hardware and software
- 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: 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
- 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
- Creation of District Professional Development Plan
- Continued adaptations to curriculum for students with IEP's using assistive technologies (including training)

Goal: The school district will increase parental involvement in the educational process through the use of the district's available technology.

Objective: Parents will receive access and an understanding of the district's SIS System

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/school websites to inform community of schools happenings
- Parent access to student reports

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 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 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, 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 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.

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 secured 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: 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 ticketing system
- Updated security, back up, and disaster recovery plans

- Continued IT training for Coordinator of Technology 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 the learning environments.

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 the secondary level.

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

Objective: The district will introduce varied platforms—Windows-based (primary), 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.

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

STEP 3 – Strategy Setting: (See Goals Above)

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. Levy County School District uses Performance Matters 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.

Levy County School District will continue to raise the level of technology integration in the student learning experience for all students. Using educational technology tools will become a regular component 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 was conducted 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 five years – encompassing the 2014-2015 school year through the 2018-2019 school years.

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

A) Student Performance Outcomes

Student Performance Outcomes	Baseline	Target	Date for Target to be Achieved (year)
1. 77% of Grades 6-8 students will show achievement in Reading	54%	77%	2018
2. 74% of Grades 9-12 students will show achievement in Reading	49%	74%	2018
3. 78% of Grades 6-8 students will show achievement gains in Math	54%	78%	2018
4. 72% of Grades 9-12 students will show achievement gains in Math	70%	72%	2018

5. 80% of students in the Lowest 25% will make Learning Gains in Reading	65%	80%	2018
6. 80% of students in the Lowest 25% will make Learning Gains in Math	63%	80%	2018

B) Digital Learning and Technology Infrastructure

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	Purchase 8, 12, 24 & 48 port Switches	2015	\$120,000	Chiefland MHS, Cedar Key School & District Office	1,2,3,4,5,6
B.2.	Purchase Switch Stacking modules	2015	\$5,000	Chiefland MHS, Cedar Key School & District Office	1,2,3,4,5,6
B.3.	Purchase Switch Rack Mounts (Wings)	2015	\$100	Chiefland MHS, Cedar Key School	1,2,3,4,5,6
B.4.	Purchase Mini-GBICs (SFPs)	2015	\$27,000	Chiefland MHS, Cedar Key School & District Office	1,2,3,4,5,6
B.5.	Purchase Cabling and Installation Services	2015	\$34,000	Chiefland MHS and Cedar Key	1,2,3,4,5,6
B.6.	Purchase Wireless Access Points	2015	\$37,500	Bronson MHS, Chiefland MHS, and Cedar Key	1,2,3,4,5,6

Brief description of other activities	Other funding source
	E-Rate

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

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1. Purchase 8, 12, 24 & 48 port Switches	Purchase Order, inventory and installation of switches	Implementation of switches into network
B.2. Purchase Switch Stacking modules	Purchase Order and installation of stacking modules	Implementation of stacking modules onto switches
B.3. Purchase Switch Rack Mounts (Wings)	Purchase Order, inventory and installation of rack.	Setup of the racks with mounted equipment
B.4. Purchase Mini-GBICs (SFPs)	Purchase Order and installation of Mini-GBICs (SFPs)	Implementation of Mini-GBICs (SFPs) into the switches
B.5. Purchase Cabling and Installation Services	Purchase Order, installation of cabling and increase speed	Implementation of new cabling and increase speeds
B.6. Purchase Wireless Access Points	Purchase order, installation of access points	Increase wireless coverage

See Appendix A for the independent third party results.

C) Professional Development

As a member district, Levy County School District is part of the NEFEC Master In-service Program. The program provides the following services:

- Conducts an annual survey to determine current in-service and professional development component needs
- Serves as a conduit for information from Florida Department of Education regarding requested and/or mandated changes to components included in the MIP, makes the changes, and works with the districts to implement the new rules
- Develops, modifies, and deletes components upon request by districts and/or FLDOE
- Updates the MIP annually and provides electronic and print copies to member districts

Master In-service Plan components can be located at
<http://www.nefec.org/document1163/download>

Professional Development Implementation				
Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome (from Section A)
C1. Multiple trainings will be offered showing teachers how to use flipped classroom and Edmodo	2015	\$0.00 **Paid through PD grand	Middle/High	1,2,3,4,5,6
C.2. NEFEC online coursework on creating blended courses,	2015	\$0.00 **Paid	Middle/High	1,2,3,4,5,6

collaboration in the digital classroom, and project based approaches		through PD grand		
C.3. Lesson study by a group at the schools	2015	\$0.00 **Paid through PD grand	Middle/High	1,2,3,4,5,6
C.4. Technology Training for IT Team to cover desktop and server operating system support, virtual server support, and keeping network infrastructure in tuned with the latest trends	2015	\$10,000	District Technology Department	1,2,3,4,5,6

Brief description of other activities	Other funding source
Professional Development offered through Race to the Top Grant	\$75,000 Race to the Top Grant

Evaluation and Success Criteria for C) Professional Development:

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1. Trainings showing teachers how to use flipped classroom and Edmodo	Roster and agenda	Observation of technology being used in the classroom
C.2. NEFEC online coursework on creating blended courses, collaboration in the digital classroom, and project based approaches	Registration and agenda of activities	Completion of Course certificate
C.3. Lesson study by a group at the schools	Roster and agenda of activities	Observation of increased technology use
C.4. Technology Training for IT Team to cover desktop and server operating system support, virtual server support, and keeping network infrastructure in tuned with the latest trends	Roster and agenda of activities	Completion of Course certificate and actions toward certification

D) Digital Tools

Levy County School District will maintain a digital tools system intended to support and assist district and school instructional personnel and staff in the management, assessment and monitoring of student learning and performance. These digital tools will also support CAPE objectives.

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome (from Section A)
D.1.	Stoneware Renewal for SSO access to C-Palms	2016	\$16,000	District	1,2,3,4,5,6,
D.2.	Microsoft Office Word, Excel, PowerPoint - CAPE	2016	\$0.00	Middle/High	N/A
D.3.	Adobe Digital Design - CAPE	2015	\$0.00	Middle/High	N/A

Brief description of other activities	Other funding source
Microsoft Office	CTE (Career and Technical Education)
Adobe Certiport/Certiprep CAPE Certification	Perkins Grant

Evaluation and Success Criteria for D) Digital Tools:

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1. Stoneware Renewal for SSO access to C-Palms	Implementation and reports of usage of both Stoneware and C-Palms	99% uptime of Stoneware and access to C-Palms
D.2. Microsoft Office Word, Excel, PowerPoint - CAPE	To provide curriculum and practice tests for student preparation	Successful attainment of industry certification
D.3. Adobe Digital Design - CAPE classrooms/labs as a digital tool	To provide a curriculum tool to assist the student with certification preparation and career readiness	Successful attainment of industry certification

E) Online Assessments

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Increase school bandwidth to meet state guidelines	2015	\$20,400	Bronson MHS, Williston MS, Williston HS	1,2,3,4,5,6
E.2.	Increase DAN Host Connection	2015	\$12,000	District	

Brief description of other activities	Other funding source
	E-Rate

Evaluation and Success Criteria for E) Online Assessments:

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1. Increase school bandwidth to meet state guidelines	Implement and speed test bandwidth	80-95% delivered bandwidth
E.2. Increase DAN Host Connection	Implement and speed test bandwidth	80-95% delivered bandwidth