DISTRICT SCHOOL BOARD OF MADISON COUNTY

2014-2019 DIGITAL CLASSROOMS PLAN (DCP)

Board Approved: 09/23/2014

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

1.1 District Mission and Vision statements –

The District School Board of Madison County is a technologically advanced district that creates and sustains learning environments conducive to the development of critical thinking, creativity, and innovation, all of which leads to the highest levels of student achievement, teaching excellence, and parent/community involvement. The Five Essentials (University of Chicago) are the gauge by which the District measures effectiveness. The Essentials include: (1) Effective Leadership, (2) high levels of Parent/Community Involvement, (3) Collaborative Processes, (4) Support for Teaching and Learning, and (5) a commitment to Ambitious Instruction. The imperative to be a technologically advanced district is borne of the understanding that students must possess the tools necessary for success in twenty-first century life. These tools include the aforementioned critical thinking, creativity, and ability to innovate. Technology has permeated virtually every aspect of life. The human interface with technology is found in most career, higher education, and civic settings. The process of thinking critically, becoming an effective problem solver, displaying creativity, and demonstrating innovative abilities frequently occurs within the context of this interface. It is the moral obligation of a school district to ensure that students are prepared for twenty-first century life through provision of opportunities to develop twenty-first century skills in technology rich environments. The commitment to these environments and the Five Essentials will lead to high levels of student achievement, thus preparing them for college, career, and civic life in the twenty-first century.

A shared commitment to the education of *every* child is foundational to quality education systems. A relentless focus on student achievement is a cornerstone in that foundation. The District School Board of Madison County is committed to a common vision in which student achievement, teaching excellence, and parent/community involvement become 'the water in which we swim'. High expectations for student achievement replace a 'culture of mediocrity'. Teachers and instructional leaders collaborate to facilitate high levels of student achievement through a commitment to personalized, connected, and meaningful learning experiences in technology rich environments. The learning experiences designed and implemented by teachers working collaboratively transform instruction in profound ways. Students engaged in such experiences are visibly engaged and excited about learning.

To sustain such a commitment to twenty-first century learning, the District must continue efforts to develop and implement processes designed to facilitate transformation of instruction. There is recognition that not all of what existed prior to an emphasis on twenty-first century teaching and learning must be discarded. If it works, facilitates student achievement, and is consistent with the Five Essentials, then it has a place. Concomitantly, recognition exists that technological advances are occurring at a dizzying rate. School systems have an obligation to stay abreast of changes. A deep commitment to the integration of digital resources and infrastructure into teaching and learning processes is paramount. District leaders must work diligently to creatively align resources to the mission and vision. In-depth collaboration between teachers and instructional leaders is essential. Such collaborative planning must include access to rich data to assist in decision-making processes. All must work together to provide students with personalized, meaningful, and highly engaging learning opportunities.

The District School Board of Madison County 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 students, community members, teachers, staff, school administrators, and district administrators
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.

The core strategies—reading achievement, mathematics achievement, and meaningful parental involvement—of the strategic plan include and correlate to the technology plan as indicated:

- High quality, standards-based instructional program which correlates to the curriculum and effective, research- based methods as components of the plan
- High quality staff which correlates to the professional development component of the plan
- Safe and healthy learning environment which correlates to the infrastructure, hardware, technical support, and software component of the plan
- Effective communication and outreach which correlates to effective collaboration strategies and monitoring and evaluation components of the plan
- Managing fiscal resources which correlates to the funding and budget component of the plan

The District School Board of Madison County 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

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

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

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

1. Student computing – We will ensure that every student has access to a computing device when they need it with devices and policies differentiated by level and learner needs, to ensure access to information, increased collaboration, and multiple forms of student expression of learning.
2. Staff computing – We will provide all staff with the appropriate technology needed for high quality planning, instruction, and data use, as well as collaborative learning, including mobile computing for teachers and school administrators.
3. School learning spaces – We will create learning spaces that work for individual, small group, and large group instruction, and equip them with the right technology 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 on students' strengths and needs.

6. Professional learning for staff – We will implement ongoing, relevant, and collaborative professional learning for staff around 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.

1.2 District Profile

Madison County has a total of eight (8) schools campuses with all but one (1) qualifying as a Title I School. We have three (3) Elementary Schools - Greenville Elementary (GES) with 93.84% FRL; Lee Elementary (LES) with 70.79% FRL, and Pinetta Elementary (PES) with 70.27% FRL, and one (1) combination school – Madison County Central School (MCCS) serving Pre-K thru 8th grades with 87.46% FRL; one (1) senior high school – Madison County High School (MCHS) with 60.81% FRL, and one (1) classified as other – Madison County Excel Alternative School, (MCEAS) an alternative school with 92.59% FRL. Madison also has two Charter Schools: New Millennium Charter School (NMCS with K-2 grades) with 96.4% FRL and James Madison Preparatory High School (JMPHS grades 9-12) with only 20% FRL. Madison County is also responsible for the education at two (2) juvenile justice facilities, but the facility is maintained by a private contractor for the Department of Juvenile Justice.

The racial demographics for the school district are 40% White; 57% African American; 2% Hispanic or Latino origin; and less than 1% American Indian, Alaska Native, Asian, or Multiracial.

There are a total of 2,567 students enrolled in our eight schools and two DJJ facilities. The breakdown of student enrollment is as follows: MCHS – 591 students; MCCS – 1193 students; GES-167 students; LES-250 students; PES – 209 students; MCEAS-27 students; NMCS-26 students; and JMPHS-40 students. The two DJJ facilities had a total of 59 students combined.

High poverty rates and high minority rates have been found to be high risk factors of low student achievement with Madison County being no exception.

1.3 District Team Profile

Title/Role	**Name:**	**Email/Phone:**
Superintendent of Schools	Doug Brown	Doug.Brown@madisonmail.us (850) 973-1530
Instructional Technology Specialist	Dale Rickards	Dale.Rickards@madisonmail.us (850) 973-1528

Management Information Systems Specialist	Shane Roland	Shane.Roland@madisonmail.us (850) 973-1538
Coordinator of Instructional Innovation, Teacher Performance, and Adult Education	Paula Ginn	Paula.Ginn@madisonmail.us (850) 973-1534
Chief Academic Officer (CAO)	James Mills	James.Mills@madisonmail.us (850) 973-1529
Chief Financial Officer (CFO)	Ray Griffin	Ray.Griffin@madisonmail.us (850) 973-1541
Coordinator of Exceptional Student Education and Student Services	Lori Newman	Lori.Newman@madisonmail.us (850) 973-1562
Coordinator of Federal Programs, External Funding, and Charter School Relations	Dr. Cheryl James	Cheryl.James@madisonmail.us (850) 973-1533
Coordinator of Career, Technical, and Alternative Education	Sam Stalnaker	Sam.Stalnaker@madisonmail.us (850) 973-5796
Chief Executive Officer (Massive Academy)	Ryan Bonhardt	Ryan@makerbased.com
Sales Consultant (Curriculum Associates)	Andrea Shane	AShane@cainc.com (251) 455-7695

1.4 Planning Process

The technology update plan committee developed guidelines for the development, implementation, monitoring and evaluation of the District School Board of Madison County's 2013-2018 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.

The District School Board of Madison County 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 Chromebooks), 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. Student Intervention Teams/Individual Education Plan (IEP) teams identify assistive technology needs on a case-by-case basis, and teachers have access to a laptop or desktop computer in the classroom, which in many cases is connected to an interactive board. All computers have the ability to activate the "Accessibility Options" built in to the Microsoft and Mac operating system. On the higher-grade levels, students have access to a collaborative global community of learners, using tools such as online learning, podcasts, wikis, social networking, etc. Some of the most common hardware assistive technologies that you will find in the classroom include iPads, AlphaSmart devices, iPods, timers, laptops, electronic pens, and Lightspeed devices.

1.5 Multi-Tiered System of Supports (MTSS)

The school district implements evidence-based interventions addressing the identified areas of concern in the general education environment. The interventions selected for implementation are determined by a team through a data-based problem-solving process that uses student performance data to identify and analyze the area(s) of concern, select and implement interventions, monitor effectiveness of the interventions and modify intervention or intensity when needed. Interventions are implemented as designed for a period of time sufficient to determine effectiveness, and with a level of intensity that matches the student's needs. The district collects pre-intervention and ongoing progress-monitoring data regarding academic or behavioral areas of concern and communicates the data to the parents in an understandable format, which may include, but is not limited to, graphic representation.

School Intervention Team members will identify the areas of academic need and intervention strategies through a problem-solving/response to intervention process. Multiple tiers of increasingly intense instruction and interventions will be implemented to support student academic achievement. Students needing remediation or intensive instructional support will be matched to strategic and intensive interventions based on screening, progress monitoring and diagnostic assessments.

The process of problem solving the response to intervention process involves three tiers of instruction and interventions with each tier providing more intensive level of support. Tier I will provide high quality instruction. Tier II will provide targeted, supplemental instruction/interventions in small groups of students. Tier III will include intensive interventions developed to meet the individual needs of students. These interventions and their intensity are matched to the student's needs based upon the student's data.

Teachers meet weekly as grade level or subject area teams to review and discuss student data. Teachers explore teaching styles and discuss student data. Teachers explore teaching styles and discuss activities and interventions that will enhance learning through the Tier I and Tier II models while focusing on student need. Teachers then meet monthly with administrators, school counselors and instructional coaches to explore data of student who are not responding to interventions. This team develops a plan for these students and collects data on student progress.

If the student is still not responding to Tier II interventions, then the student is referred to the School Intervention Team where Tier III interventions are developed and monitored based on the student data. This team includes participants who have knowledge of the student and expertise in the area of need. Team members consist of parents, teachers, ESE Staffing Specialists, Speech/Language Pathologists, School Counselors, Curriculum Specialists, School Psychologist, Instructional Coaches, and Administrators.

For each meeting within the problem-solving/MTSS process, there is a format and agenda that is followed to assist in the efficient use of time. Parents are formally invited to attend and actively participate in every step of the problem-solving process.

The district uses a Diagnostic and Instruction program to assess where students are academically, prescribe instructional grouping and instruction in deficient areas, progress monitoring and tracking student response to instruction/intervention. Positive Behavior Supports teams review early warning system data to screen and monitor students' behavioral needs. Diagnostic progress monitoring is conducted every twenty days. Weekly progress monitoring of student achievement and behavior is done by teachers in their teams. Monthly monitoring of early warning systems is also completed by the positive behavior supports team.

During the weekly and monthly problem-solving and progress monitoring meetings, school teams address struggling students who continue to exhibit poor or limited responses to the evidence-based interventions implemented with the intensive and extensive instructional services and may be recommended for a comprehensive evaluation to determine eligibility for exceptional student education services. Students making progress but for whom the level of intervention support required indicates a need for special education and related services may also be recommended by the school intervention team for a comprehensive evaluation to determine eligibility for exceptional student education services. Students who are making progress and responding to prescribed instruction/interventions will continue to be progress monitored.

School-based facilitators under the supervision of the district coordinator will oversee and coordinate the implementation of the school MTSS/problem-solving process. School Intervention Teams (SIT) will be established at each school and include the following members: School principal/administrator, teacher, ESE teacher/intervention specialist, school psychologist, speech/language pathologist, instructional coaches, school counselors, curriculum specialists, ESE staffing specialists, parent liaison, and parent/guardian. Parents will be invited to participate in SIT meetings to assist in the problem solving process and identification of areas of need for their child.

Student performance data from reading and mathematics are collected and analyzed as a district four (4) times per year as a means to assess Tier 1 instruction. The data source used is *iReady* (a computer adaptive progress monitoring platform for grades kindergarten through twelve) from Curriculum Associates for the first three progressing monitoring periods. Data provided include district level, school level, grade level, classroom level, and individual student level performance. The final assessment data source used is Florida Standards Assessment (FSA). As the fourth metric, data is available at the district level, school level, grade level, classroom level, and individual student level.

The district will hold monthly meetings with school site MTSS/RTI facilitators to review the problem solving processes and to provide any technical assistance where needed. The weekly data meetings held by the grade level teams, assist the district in building capacity within the problem solving process by allowing teacher leaders to facilitate the disaggregation of data, formulation of interventions, and progress monitoring of student achievement within the grade level teams.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

Highest Student Achievement

Student Performance Outcomes
One of the primary reasons for developing a technology plan is to find ways to effectively integrate technology into the curriculum. We believe that technology should promote higher-level learning, problem solving, critical thinking skills, and collaboration across all curricular areas. As a parallel development, the District School Board of Madison County is continuing to refine the use of the Online Assessment Reporting System and reports available through the District School Board of Madison County's 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 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, Social Studies and Visual and Performing Arts as well as English Language Development.

The District School Board of Madison County teachers use data on student academic performance to inform instructional decisions in their classrooms. Currently, teachers use the Performance Matters system 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 *iReady* test item banks to generate classroom developed assessments to further monitor students' progress.

All schools have access to the following software: Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Outlook, and Microsoft Publisher.

In addition to the software titles listed, every school has a myriad of digital resources that are part of the instructional materials adoptions that have taken place over the past several years. These resources include ThinkCentral (Journeys, Go Math, and Fusion) and SpringBoard Online (SpringBoard).

Student Performance Outcomes (Required)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
1.	ELA Student Achievement	43%	58%	2019
2.	Math Student Achievement	45%	60%	2019
3.	Science Student Achievement	35%	50%	2019
4.	ELA Learning Gains	60%	75%	2019
5.	Math Learning Gains	62%	77%	2019
6.	ELA Learning Gains of the Low 25%	59%	74%	2019
7.	Math Learning Gains of the Low 25%	56%	71%	2019
8.	Overall, 4-year Graduation Rate	64%	79%	2019
9.	Acceleration Success Rate	100%	100%	2019

Quality Efficient Services

Technology Infrastructure

Infrastructure Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
1.	Student to Computer Device Ratio	3.04:1	1:1	2019
2.	Count of student instructional desktop computers meeting specifications	491	250	2019

3.	Count of student instructional mobile computers (laptops) meeting specifications	363	400	2019
4.	Count of student web-thin client computers meeting specifications	205	1500	2019
5.	Count of student large screen tablets meeting specifications	91	150	2019
6.	Percent of schools meeting recommended bandwidth standard	100%	100%	2019
7.	Percent of wireless classrooms (802.11n or higher)	64%	100%	2019

Skilled Workforce and Economic Development

Professional Development

The District School Board of Madison County 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.paec.org/mip.pdf.

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

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

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

In addition, the District School Board of Madison County will take advantage of the support offered by Learning.com: http://www.learning.com/fdcp.

- *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 them. 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.

Also, the following professional development opportunities will be provided to the District School Board of Madison County through the Panhandle Area Education Consortium.

Grant Elements	Summary	PAEC 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. Revise PAEC Master In-service Plan (MIP) Components Supporting	Develop MIP Components that provide for a cohesive, systematic plan for digital	CURRENT: Technology Advisory Council Digital Learning Committee

Digital Learning by correlating components to the ISTE Technology Standards for Administrators, Teachers and Students	learning professional development	NEW: ISTE Correlated MIP for inclusion in Digital Classrooms plan
3. Technology Tips and Tools: Digital Learning Support Resources	Create and maintain system for sharing web-based learning resources.	CURRENT: Intel Courses, Digital Content Conversation Networking and best practices from various state and national groups that focus on digital Classrooms
4. 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: Project Based Learning Training for Teachers and Administrators
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: Intel, CPALMS NEW: Facilitate PD free and available from various online sources. i.e. ISTE, CAST, COSN Leadership training on supervision of the development and implementation of digital instruction

As a Race to the Top district, Madison County has applied for an additional $75,000 to support a pre-approved project, **Learning Links: Digital Learning Support Resources**.

Project Performance and Accountability Chart for Learning Links: Digital Learning Support Resources

Scope of Work Tasks/Activities	**Deliverables (product or service)**	**Evidence (verification)**	**Due Date (completion)**	**Unit Cost**
Establish contacts in each school that will coordinate school level collaboration on infusion of web-based digital learning resources into the classroom environment.	List of school contacts	Collaboration Plan	October 2014	$0
Use the Technology Integration Matrix (TIM) to establish baseline for levels of technology integration in the learning environment.	Baseline TIM report	Analysis of baseline TIM report	October 2014	$0
Determine the professional development needs based on the TIM analysis	Professional Development Plan	Schedule of Workshops	November 2014 and ongoing as needed	$0
Provide training for school staff based on the TIM results; how to access the Learning Links tool on the Florida School Leaders (FSL) website	Training led by school contact	Sign In Sheets	November 2014 and ongoing	$50,000
Establish a district work group to	List of District	Sign In	November	$0

coordinate sharing of websites identified at the school levels with all schools in the district and submit district supported web resources for inclusion on the Learning Links section of the FLS website.	Workgroup	Sheets	2014	
Identify a district representative who will serve on a state wide workgroup that will coordinate sharing among districts of information on helpful digital learning resources thru the Learning Links tool on the FSL website.	District representative identified	Name submitted to the department	November 2014	$1,000
Provide demonstrations at the school site on processes that inform students and teachers on safe processes for identification and use of web-based resources and a process for the district workgroup to share information with school and the department on sites that are deemed not appropriate for student access due to inaccurate or inappropriate content.	Schedule of demonstrations	Identified processes	December 2014	$5,000
Provide demonstrations at school sites of TIM compatible lessons developed by Madison County School District	Schedule of demonstrations	Lesson plans, resources and materials	March – May 2015	$19,000

teachers that model effective use of district selected website content to embed in students learning environment with supporting lesson plans, resources and materials.		Sign in sheets of participants		
Provide the demonstration lessons plans and supporting resources to the department for sharing with districts.	Lessons plans and supporting resources	Lesson plans are uploaded to the department	June 2015,	$0

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

District School Board of Madison County Assessment of Current Technology Integration

Entry Level	20 %
Adoption Level	55 %
Adaptation Level	15 %
Infusion Level	10 %
Transformation Level	0 %
Total	100%

Professional Development Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Average Teacher technology integration via the TIM	Adoption	Infusion	2019
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Adoption	Infusion	2019
3.	Average Teacher technology integration via the TIM (Middle Schools)	N/A	N/A	N/A
4.	Average Teacher technology integration via the TIM (High Schools)	Adoption	Infusion	2019
5.	Average Teacher technology integration via the TIM (Combination Schools)	Adoption	Infusion	2019

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
- 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

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

Performance Outcomes	Baseline	Target	Date for Target to be Achieved
Digital Literacy	Determine % of	75% of students	2019

Gains	students proficient as determined by completion of EasyTech curriculum	proficient	

Digital Tools Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
1.	Implementation status a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Yes	Yes	2014
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Yes	Yes	2014
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Yes	Yes	2014
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Yes	Yes	2014
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.	Yes	Yes	2014
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.	Yes	Yes	2014
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	No	Yes	2019

	to use or support the system.			
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	No	Yes	2019
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	No	Yes	2019

Quality Efficient Services

Online Assessment Readiness

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%	2019
2.	Computers/devices required for assessments (based on schedule constraints)	480	1000	2019

STEP 2 – Goal Setting

Mathematics

Goal: By May 2019, 90% of students in grades 3-11 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 2019, 90% of students in grades 3-11 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.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data to determine trends, strengths, and needs.
- Facilitate students' successful completion of activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development, hardware or software.
- Identify software and Internet resources to be used.
- Purchase needed software.
- Identify and schedule needed professional development.
- Develop plan for acquiring hardware needed to achieve student performance targets.

English Language Development

Goal: By May 2019, 90% of students in grades 3-11 will demonstrate required growth annually towards proficiency on the state annual measurable objectives as measured by the World-Class Instructional Design and Assessment (WIDA).
Objective: Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of ELD content towards mastery of the ELD standards (which correlate to the Florida ELA standards and college and career anchor standards).
Objective: Students will use educational software that supports the ELD standards.
Objective: Students will use the Internet for research and to enhance their understanding of the ELD and Florida ELA standards as well as to collaborate with others in ELD and ELA.
Objective: Students will use graphic organizing and presentation software to brainstorm and organize their work.
Objective: Students will use multimedia to enhance their presentation skills.
Strategy:

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

Science
Goal: By May 2019, 90% of students in grades K-12 will demonstrate a 3-5% growth annually towards proficiency in the science standards as measured by district-developed, Grade 5 FCAT 2.0 Science, and Grade 8 FCAT 2.0 Science 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:
- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data to determine trends, strengths, and needs.
- Facilitate students' successful completion of activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development, hardware or software.
- Identify software and Internet resources to be used.
- Purchase needed software.
- Identify and schedule needed professional development.
- Develop plan for acquiring hardware needed to achieve student performance targets.

History-Social Science

Goal: Integrate History-Social Science content standards into day-to-day teaching and learning of the ELA and Mathematics Florida content standards (as applicable) to include an integral use of technology.
Objective: Students will use the Internet for research and to enhance their understanding of Florida 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:
- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data to determine trends, strengths, and needs.
- Facilitate students' successful completion of activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development, hardware or software.
- Identify software and Internet resources to be used.
- Purchase needed software.
- Identify and schedule needed professional development.
- Develop plan for acquiring hardware needed to achieve student performance targets.

Visual and Performing Arts

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

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

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

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

Strategy:

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

Technology Integration

Goal: Continue to integrate non-standard technology into classroom instruction and professional development including the use of environments such as Edmodo, Google Applications for Education, Blending Learning, and Flipped Classroom as well as Prezis, podcasting, blogs, wikis, and 1 to 1 computing throughout the 2014-2019 school years.

Objective: Integrate 1 to 1 computing in all classrooms in the District School Board of Madison County.

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

- The District School Board of Madison County will work together with various vendors, as necessary, to install the technical infrastructure and create the web-based interface District

School Board of Madison County 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/Chromebooks and carts. Training will include the use of netbooks and laptops in the classroom to positively affect teacher instruction and the use of technology in the home environment. The District School Board of Madison County will ensure community awareness through presentations to stakeholders.
- 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 2019, 90% of students within the District School Board of Madison County 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.
- 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.

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 at each school site.
- Facilitate students' successful completion of curriculum and technology activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development.

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

- Review and refine structured lessons on ethical use of technology for students.
- Present information to staff and parents a minimum of 1 time per year about ethical use of technology and their responsibility to monitor their children/students' use of technology at each school site.
- 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 minimum standard of 22 computer workstations for every regular education classroom and a minimum of 12 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 12th 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.
Objective: 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 12th 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: 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 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 online 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/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 develop and update grade-appropriate curricular processes in conjunction with the Florida Department of Education.
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, and networking to meet our district's growing and evolving needs.
Objective: The district will utilize site-based, professional learning communities to provide professional development training which is customized for the needs of their specific school.
Objective: The district will provide content-specific training through after school workshops, site-based workshops, and "anytime, anywhere" online training (such as webinars, training videos, etc.) which support use of district software.
Objective: The district will implement orientation/training programs for staff specifically designed to provide support for online testing.
Objective: The district will encourage district administration to participate in technology-specific professional development programs which support the implementation of 21st Century learning environments.
Objective: The district will provide direction and support for school-based Professional Learning Communities as a forum for collegial learning and sharing.
Objective: The district will provide continuing and sustained professional development activities through the district and by approved professional development providers to support continuing, effective and relevant staff development programs.
Objective: The district will review and revise content area curriculum guides to reflect the inclusion of 21st century workplace skills.
Objective: The district will encourage that Professional Improvement Plans for all staff members include the individualized development of skills necessary to infuse technology into daily practices.
Objective: The district will ensure staff members instruct students in the use of safe and ethical computer/Internet usage through professional development training on same.

Objective: The district will support committees, such as the Workflow Committee, etc., to foster investigation of new ideas and methods to streamline workload and make all students successful learners.
Objective: The district will maintain technology resource website to provide increased classroom-based access to technology of all staff members.

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

Goal: Use technology to provide improved record keeping and assessment.
Objective: District will continue to implement the district data management system and use the Report Manager on the District School Board of Madison County 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 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. The District School Board of Madison County uses FOCUS and Performance Matters as data

management/reporting systems 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 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 District School Board of Madison County's Technology Plan supports the district's curriculum goals.

Goal Addressed	Strategy	Measurement	Timeline
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	● Purchase Instructional Materials in digital format	50% of purchases in 2014-2015
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	● Fully implement system across nine components ● Integrate instructional materials into system	2014 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	● Bandwidth amount ● Wireless access for all classrooms	2014-2019

A) Student Performance Outcomes

For the 2014-15 school year, the following student performance outcomes are specifically addressed through activities related to the Digital Classrooms Plan (DCP) allocation and apply to district-wide goals.

Student Performance Outcomes		Baseline	Target
1.	ELA Student Achievement	43%	46%

2.	Math Student Achievement	45%	48%
3.	Science Student Achievement	35%	38%
4.	ELA Learning Gains	60%	63%
5.	Math Learning Gains	62%	65%
6.	ELA Learning Gains of the Low 25%	59%	62%
7.	Math Learning Gains of the Low 25%	56%	59%
8.	Overall, 4-year Graduation Rate	64%	67%
9.	Acceleration Success Rate	100%	100%

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.	Network switches to replace obsolete network infrastructure	December 2014	$87,800	Madison County Central School	Outcomes 1-7
B.2.	Chromebooks to support instructional and assessment activities	October 2014	$8,800	Greenville Elementary School	Outcomes 1-7
B.3.	Chromebooks to support instructional and assessment activities	October 2014	$67,540	Pinetta Elementary School	Outcomes 1-7
B.4.	Chromebooks to support instructional and assessment activities	October 2014	$85,960	Lee Elementary School	Outcomes 1-7
B.5.	Chromebooks to support instructional and assessment activities	October 2014	$10,000	Madison County High School	Outcomes 1-9

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 and installation network switches at Madison County Central School	Paid invoices for installed switches at Madison County Central School
B.2.	Purchase and implementation of Chromebooks at Greenville Elementary School	Paid invoices for purchased Chromebooks at Greenville Elementary School; distribution and implementation of Chromebooks for each

		student
B.3.	Purchase and implementation of Chromebooks at Pinetta Elementary School	Paid invoices for purchased Chromebooks at Pinetta Elementary School; distribution and implementation of Chromebooks for each student
B.4.	Purchase and implementation of Chromebooks at Lee Elementary School	Paid invoices for purchased Chromebooks at Lee Elementary School; distribution and implementation of Chromebooks for each student
B.5.	Purchase and implementation of Chromebooks at Madison County High School	Paid invoices for purchased Chromebooks at Madison County High School; distribution and implementation of Chromebooks for selected students

In addition, to the Infrastructure Evaluation and Success Criteria listed above, the district will contract by October 2014 with a third-party to evaluate the technology and infrastructure of all sites within the district as required by s.1011.62 (12)(b), F.S. The completed technology and infrastructure evaluation will be presented to the board.

C) Professional Development

Implementation Plan for **C) Professional Development:**

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

No district DCP Allocation funding will be spent in this category. The following professional development activities will be supported through the district's Race to the Top allocation for Professional Development for Digital Learning. The pre-approved project in the amount of $75,000 is *Learning Links: Digital Learning Support Resources*. All activities listed below directly support the Student Performance Outcomes listed above.

Brief description of other activities	**Other funding source**
Establish contacts in each school that will coordinate school level collaboration on infusion of web-based digital learning resources into the classroom environment.	No funding source required
Use the Technology Integration Matrix (TIM) to establish baseline for levels of technology integration in the learning environment.	No funding source required
Determine the professional development needs based on the TIM analysis	No funding source required
Provide training for school staff based on the TIM results; how to	$50,000 from the RttT

access the Learning Links tool on the Florida School Leaders (FSL) website	Professional Development for Digital Learning project will be used to support this activity
Establish a district work group to coordinate sharing of websites identified at the school levels with all schools in the district and submit district supported web resources for inclusion on the Learning Links section of the FLS website.	No funding source required
Identify a district representative who will serve on a state wide workgroup that will coordinate sharing among districts of information on helpful digital learning resources thru the Learning Links tool on the FSL website.	$1,000 from the RttT Professional Development for Digital Learning project will be used to support this activity
Provide demonstrations at the school site on processes that inform students and teachers on safe processes for identification and use of web-based resources and a process for the district workgroup to share information with school and the department on sites that are deemed not appropriate for student access due to inaccurate or inappropriate content.	$5,000 from the RttT Professional Development for Digital Learning project will be used to support this activity
Provide demonstrations at school sites of TIM compatible lessons developed by Madison County School District teachers that model effective use of district selected website content to embed in students learning environment with supporting lesson plans, resources and materials.	$19,000 from the RttT Professional Development for Digital Learning project will be used to support this activity
Provide the demonstration lessons plans and supporting resources to the department for sharing with districts.	No funding source required

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.	N/A	N/A

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.	N/A	N/A	N/A	N/A	N/A

No district DCP Allocation funding will be spent in this category. The following digital tools resources will be supported through the district's Race to the Top allocation for CTE Expansion.

Brief description of other activities	**Other funding source**
Software to develop, improve, or expand the use of technical applications and teamwork used to by the students for the development, operation and expansion of CTE programs improve academic integration within CTE programs such as: Agritechnology, Allied Health Assisting, Criminal Justice Operations, Culinary Arts, Digital Design, Early Childhood Education, Energy and Power, Industrial Biotechnology, and Web Development. Purchases may include updated programs such as Dreamweaver, Photoshop and Flash.	$5,000 from the RttT CTE Expansion project
Industry Certification testing for students enrolled in CTE programs, such as Agritechnology, Allied Health Assisting, Criminal Justice Operations, Culinary Arts, Digital Design, Early Childhood Education, Energy and Power, Industrial Biotechnology, and Web Development.	$2,500 from the RttT CTE Expansion project

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.	N/A	N/A

E) Online Assessments

Implementation Plan for **E) Online Assessments:**

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Chromebooks to support instructional and assessment activities	October 2014	$8,800	Greenville Elementary School	Outcomes 1-7
E.2.	Chromebooks to support instructional and assessment activities	October 2014	$67,540	Pinetta Elementary School	Outcomes 1-7
E.3.	Chromebooks to support instructional and assessment activities	October 2014	$85,960	Lee Elementary School	Outcomes 1-7
E.4.	Chromebooks to support instructional and assessment activities	October 2014	$10,000	Madison County High School	Outcomes 1-9

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.	Purchase and implementation of Chromebooks at Greenville Elementary School	Paid invoices for purchased Chromebooks at Greenville Elementary School; distribution and implementation of Chromebooks for each student; certification of Chromebooks through FDOE's Computer-Based Testing Certification Tool
E.2.	Purchase and implementation of Chromebooks at Pinetta Elementary School	Paid invoices for purchased Chromebooks at Pinetta Elementary School; distribution and implementation of Chromebooks for each student; certification of Chromebooks through FDOE's Computer-Based Testing Certification Tool
E.3.	Purchase and implementation of Chromebooks at Lee Elementary School	Paid invoices for purchased Chromebooks at Lee Elementary School; distribution and implementation of Chromebooks for each student; certification of Chromebooks through FDOE's Computer-Based Testing Certification Tool
E.4.	Purchase and implementation of Chromebooks at Madison County High School	Paid invoices for purchased Chromebooks at Madison County High School; distribution and implementation of Chromebooks for selected students; certification of Chromebooks through FDOE's Computer-Based Testing Certification Tool