Nassau County School District
Digital Classrooms Plan

The intent of the District Digital Classroom Plan (DCP) is to provide a perspective on what the district considers to be vital and critically important in relation to digital learning implementation, the improvement of student performance outcomes, and how this progress will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by s.1011.62(12)(b), F.S.

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

The District's overview component of the plan documents the district's overall focus and direction with respect to how the incorporation and integration of technology into the educational program will improve student performance outcomes.

1.1 District Mission and Vision statements –

Our mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

The District Core Values are:

1. All people have intrinsic worth

2. All people are responsible for their actions

3. Effective relationships are developed and maintained through mutual respect, trust, and communication

4. The higher the expectations, the higher the performance

5. Everyone can learn and life-long learning is essential for individuals and communities to thrive

6. The role of the family is critical in the moral development of an individual

7. Strength of character is essential to making quality life choices

8. The community is strengthened when the potential of each person is developed

As stated in the Educational Technology Plan Framework for the State of Florida, the effective use of educational technology impacts student performance by enabling students to access and analyze information, solve problems, collaborate with others, and effectively communicate their thoughts and ideas, thereby emerging as self-directed, self-motivated lifelong learners, productive members of the workforce, and contributing citizens. The effective use of educational technology also promotes accountability by increasing the teaching and learning productivity of students and educators and contributing to the efficiency of administrators and staff.

An educational system's role must be adaptable and responsive to technological changes. Changes may come from within the system or be caused by outside influences, but systemic adaptations to change that are both progressive and proactive must occur if our students and teachers are to be successful.

The role of the teacher, within this changing environment, requires the teacher to become proficient in utilizing technology to assist in guiding student achievement. Given a comprehensive set of technology resources, both students and teachers will learn, thus providing a continued series of supportive environments in which students can improve individual

performance in order to prepare themselves for their futures by adapting toward the usage of technology as an everyday practice and by becoming lifelong learners.

Our mission is to create an environment that integrates technology as a part of the educational experience, and provides all learners with skills to access knowledge that will build a foundation for their future.

We will accomplish this vision by creating a technological environment that allows all learners equal access to interact and collaborate successfully. We believe that the use of technology as a part of the curriculum should focus on supporting higher-level learning, problem solving, critical thinking skills, and collaboration.

1.2 District Profile -

Nassau County is located in the northeast corner of Florida along the Atlantic Ocean and Interstate 95. Nassau County covers a total area of 726 square miles with an estimated population of 75,710.

Nassau County School District is comprised of 15 schools: 8 elementary schools, 3 middle schools, 3 high schools, and 1 middle-high combination school. The district has 5 Title I schools based on the percentage of students qualifying for free and reduced lunch program. The current student enrollment is 11,348 students.

Racial/Ethnic Group	%
White	83.2
Black or African American	6.9
Hispanic/Latino	4.7
Asian	0.7
Native Hawaiian or Other Pacific Islander	0.1
American Indian or Alaska Native	0.3
Two or More Races	4.2
Disabled	13.1
Economically Disadvantaged	44.7
ELL	0.9
Migrant	
Female	48.8
Male	51.2
Source: 2013-14 School Public Accountability Report	

1.3 District Team Profile - The digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in s.1011.62(12)(b), F.S.

Department	Name	Email/Phone
Assistant Superintendent of Instruction	Dr. Edward Turvey	904-491-9904 edward.turvey@nassau.k12.fl.us
Instructional Technology and Information Services	Kari Burgess-Watkins	904-491-9941 kari.burgess-watkins@nassau.k12.fl.us
Technology Services	John Wilson	904-491-9934 john.wilson@nassau.k12.fl.us
Elementary Education	Kristi Simpkins	904-491-9885 kristi.simpkins@nassau.k12.fl.us
Secondary Education	Dr. DeArmas Graham	904-491-9918 dearmas.graham@nassau.k12.fl.us
Business Services	Susan Farmer	904-491-9861 susan.farmer@nassau.k12.fl.us
Exceptional Student Education	Pauline Gregory	904-491-9881 pauline.gregory@nassau.k12.fl.us
Student Services	Dr. Cynthia Grooms	904-491-9944 cynthia.grooms@nassau.k12.fl.us
Staff and Program Development	Joyce Menz	904-491-9888 joyce.menz@nassau.k12.fl.us

1.4 Planning Process

The technology plan committee started meeting at the beginning of the year to develop a plan for identifying, evaluating, and implementing devices, software applications, online assessments, and classroom technology. The committee reviewed the goals and strategies of the School Advisory Council Plans, School Climate Surveys results, faculty meeting and department minutes.

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 school board regularly reviews and monitors the implementation of the district technology plan's goals and objectives. This ongoing monitoring of the plan enhances the district's curricular program and improves the technology skills needed to effectively implement the use of technology in the classroom, computer labs, and/or library media centers. The Nassau 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. 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.

1.5 Multi-Tiered System of Supports (MTSS)

The Nassau County School District has existing instructional programs and technology resources in place to track and monitor student progress as it relates to the MTSS/RtI requirements. Progress monitoring sources include: Lexia, i-Ready, Read 180, Star Reading, Star Math, FAIR, Achieve 3000, and the FOCUS database. The District Leadership team monitors student data throughout the school year and looks for trends and patterns that indicate the need for intervention. The FOCUS parent portal provides attendance, academic performance, and school information for students to parents. These systems provide crucial data for district and school level data meetings in order to make informed decisions relating to MTSS.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

Districts should identify current district needs based on student performance outcomes and other key measurable data elements for digital learning.

A) Student Performance Outcomes
B) Digital Learning and Technology Infrastructure
C) Professional Development
D) Digital Tools
E) Online Assessments

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

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.

Student Performance Outcomes (Required)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
1.	ELA Student Achievement	67%	68%	2016-17
2.	Math Student Achievement	70%	71%	2016-17
3.	Science Student Achievement	69%	70%	2016-17
4.	ELA Learning Gains	71%	72%	2016-17

5.	Math Learning Gains	73%	74%	2016-17
6.	ELA Learning Gains of the Low 25%	71%	72%	2016-17
7.	Math Learning Gains of the Low 25%	67%	68%	2016-17
8.	Overall, 4-year Graduation Rate	90.9%	91%	2016-17
9.	Acceleration Success Rate	60%	61%	2016-17

Quality Efficient Services

Infrastructure Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
1.	Student to Computer Device Ratio	2.74:1	1:1	2021-22
2.	Count of student instructional desktop computers meeting specifications	2,576	2,576	Current
3.	Count of student instructional mobile computers (laptops) meeting specifications	1,422	1,422	Current
4.	Count of student web-thin client computers meeting specifications (Chromebooks)	100	7,158	2021-22
5.	Count of student large screen tablets meeting specifications	-	-	-
6.	Percent of schools meeting recommended bandwidth standard	100%	-	Current
7.	Percent of wireless classrooms (802.11n or higher)	100%	-	Current
Infrastructure Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
8.	District Internet connection	600mbps	1.2gbps	2017-18
9.	School connection to District network	1gbps	11.0gbps	2017-18
10.	Wireless access in non-instructional areas	40%	100%	2021-22

Skilled Workforce and Economic Development

Professional Development:

The Technology Integration Matrix (TIM) can be found at: http://fcit.usf.edu/matrix/matrix.php. Average integration should 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
- Transformation

Professional Development Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Average Teacher technology integration via the TIM	Entry	Adaptation	2016-17
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Entry	Adaptation	2016-17
3.	Average Teacher technology integration via the TIM (Middle Schools)	Entry	Adaptation	2016-17
4.	Average Teacher technology integration via the TIM (High Schools)	Entry	Adaptation	2016-17
5.	Average Teacher technology integration via the TIM (Combination Schools)	Entry	Adaptation	2016-17

Seamless Articulation and Maximum Access

Digital Tools:

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

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

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

Digital Tools Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Implementation status of a system that enables teachers and administrators to access information about benchmarks and uses it to create aligned curriculum guides.	Partially implemented	Will work to implement and employ	2014-15
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Partially implemented	Will work to implement and employ	2014-15
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially implemented	Will work to implement and employ	2014-15
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Partially implemented	Will work to implement and employ	2014-15
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.	Fully implemented	Will continue to support and employ in classrooms	2014-15
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	Partially implemented	Will work to implement and employ	2014-15
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.	Partially implemented	Will work to implement and employ	2015-16
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	Partially implemented	Will work to implement and employ	2015-16

9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Partially implemented	Will work to implement and employ	2015-16

Quality Efficient Services

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

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

Online Assessments Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	100%	2014-15
2.	Computers/devices required for assessments (based on schedule constraints)	4,098	5,000	2014-15

STEP 2 – Goal Setting:

Curriculum and Instruction Goals:
1. Ensure educators have access to technology-based content, resources, and tools during and, as appropriate, beyond the school day.
2. Integrate technology into the curriculum aligned with the Florida Standards (FS) and Next Generation Sunshine State Standards (NGSSS).

Assessment Goals:
1. Use assessments that give timely and actionable feedback for student learning in order to improve student achievement and instructional practices.
2. Expand opportunities for educators and schools to use technology to improve assessment resources and processes for formative and summative assessments.

Technology Goals:
1. Ensure that every student has access to a digital device when needed.
2. Provide all administrators and instructional staff with the appropriate technology and support needed for high quality planning, instruction, data use, and collaborative learning.

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 Next Generation Sunshine State Standards across all content areas. 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.

Goal Addressed	Strategy	Measurement	Timeline
Ensure educators have access to technology-based content, resources, and tools during and, as appropriate, beyond the school day.	Provide professional development on existing resources.	Survey	May 2015 Ongoing
Integrate technology into the curriculum aligned with the Florida Standards (FS) and Next Generation Sunshine State Standards (NGSSS).	Complete curriculum mapping.	Proficiency as measured by state assessments	May 2015 Ongoing
Use assessments that give timely and actionable feedback for student learning in order to improve student achievement and instructional practices.	Use and continue professional development on available assessments.	Proficiency as measured by teacher, school, district and/or state assessments	May 2015 Ongoing
Expand opportunities for educators and schools to use technology to improve assessment resources and processes for formative and summative assessments.	Continue professional development for existing resources aligned with the Florida Standards and Next Generation Sunshine State Standards.	Agendas, minutes, teacher evaluations, teacher, school, district and/or state assessments	May 2015 Ongoing
Ensure that every student has access to a digital device, when needed.	Continue purchasing student devices, providing training, and communicating with administrators regarding access for all students.	Survey	May 2015 Ongoing

Provide all administrators and instructional staff with the appropriate technology and support needed for high quality planning, instruction, data use, and collaborative learning.	The Technology Integration Matrix (TIM) illustrates how teachers can use technology to enhance learning for K-12 students. Contracted staff will align critical key TIM indicators identified via Technology Uses and Perception Survey (TUPS) to teacher and student evidences within the Marzano Framework Domains I and II for the purpose of observing and coaching for technology integration into instruction (how to use evaluation system indicators to give feedback on classroom digital learning).	Aligned with the TIMS Matrix, the TUPS is designed to enable a district to gain a better understanding of how educators use technology in their teaching, their level of experience with technology, and their comfort with and attitudes toward technology. Results from this survey help identify professional development needs at the teacher, school, and district levels.	May 2015 Ongoing

The DCP and the DCP Allocation must include five key components as required by s.1011.62(12)(b), F.S. The five components that are included are:

A) Student Performance Outcomes
B) Digital Learning and Technology Infrastructure
C) Professional Development
D) Digital Tools
E) Online Assessments

A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP Allocation. These outcomes can be specific to a individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP Allocation for the 2014-15 school year.

Student Performance Outcomes			
Student Performance Outcomes		**Baseline**	**Target**
1.	Improve the percentage of students scoring as proficient or above on the standardized assessments in ELA.	67%	68%
2.	Improve the percentage of students scoring as proficient or above on the standardized assessments in Math.	70%	71%
3.	Improve the percentage of students scoring as proficient or above on the standardized assessments in Science.	69%	70%

B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf. These specifications are recommendations that will accommodate the requirements of state supported applications and assessments.

Digital Learning and Technology Infrastructure	
Brief description of other activities	**Other funding source**
Continue to enhance and maintain an infrastructure that supports the needs of digital learning and online assessments.	Capital Outlay, District Funds

Infrastructure Evaluation and Success Criteria		
Deliverable	Monitoring and Evaluation and Process(es)	Success Criteria
Not applicable: Digital Learning and Technology Infrastructure allocations are not requested from the DCP. Bandwidth and other infrastructure will be maintained through other funding.		

C) Professional Development

State recommendations for digital learning professional development include at a minimum, – High Quality Master In-service Plan (MIP) Components that address:

- School leadership "look-fors" on quality digital learning processes in the classroom
- Educator capacity to use available technology
- Instructional lesson planning using digital resources
- Student digital learning practices

Professional Development	
Brief description of other activities	**Other funding source**
By leveraging multiple forms of digital resources along with high yield instructional strategies (Marzano), teachers will transform their teaching practice to maximize engagement for all students. Focusing on whole group, small group and individualized	Professional Development for Digital Learning Grant, Federal Programs, District Funds

instruction, the conversations and professional development are carefully sequenced to scaffold the learning for teachers to build their confidence and ability to transform their classrooms and support the learning of others. MIP components will be scheduled and delivered based on teacher need, Technology Integration Matrix [TIM] data, student performance data, and teacher evaluation data.	

Professional Development Evaluation and Success Criteria		
Deliverable	Monitoring and Evaluation and Process(es)	Success Criteria
Not applicable: Professional Development allocations are not requested from the DCP. Professional Development will be maintained through other funding.		

D) Digital Tools

Implementation Plan for Digital Tools:

Digital Tools	
Brief description of other activities	**Other funding source**
The district will continue to implement CPALMS, Focus, digital textbooks, Lexia, i-Ready, Read 180, Star Suite, Achieve 3000, and other digital tools.	Capital Outlay, Federal Programs, District Funds

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
Digital Tools allocations are not requested from the DCP. Digital Tools will be maintained through other funding.		

E) Online Assessments

Implementation Plan for Online Assessments:

Online Assessments					
Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Increase the ratio of computer to student devices (31 carts with 30 chromebooks per cart)	February 2015	$314,929 (Each cart = $10, 159)	District-wide	1-3
E.2.	Increase the number of available headphones	February 2015	$24,290	District-wide	1

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Purchase and distribute chromebooks	Increased proficiency on state assessments
E.2.	Purchase and distribute headphones	Increased proficiency on state ELA assessments