DISTRICT
DIGITAL CLASSROOM PLAN

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

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

The District's overview component of the plan should document 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.

The **general introduction/background/District technology policies** component of the plan should include, but not be limited to:

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.

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

1. *Increase access to technology for all students and staff in the district.*
2. *Integrate technology into the curriculum aligned with the Florida Standards (FS) (content and performance standards).*
3. *Integrate technology to automate department paperwork and processes across the district.*
4. *Provide ongoing staff development for the implementation and use of technology.*
5. *Provide ongoing communication with and between the Board, other administration, teachers, staff, students, parents, and the community.*
6. *Establish district standards for infrastructure, procurement, hardware, software, and communications including upgrade and maintenance.*
7. *Identify the resources necessary to implement the technology plan.*

8. *Establish an ongoing process as a means to evaluate the effective implementation of the technology plan.*

Taylor District's Strategic Plan. The core strategies (identify district strategies) 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*

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

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

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

- *Make technology a part of learning activities: Technology is most effective when integrated as one component into learning environments and used as a tool for active construction of knowledge and skills by students. It should promote higher levels of critical and creative thinking and problem solving. In addition, computer devices need to be in classrooms and other locations where students and teachers have easy access throughout the day.*
- *Provide ongoing staff and curriculum development: Intensive staff and curriculum development are critical to realize the potential of new learning technologies. An ongoing update of technology plans and staff skills will be needed.*

- *Promote the location and use of information to solve problems: Effective use of and improved access to technology are factors in the rapid expansion of knowledge today. Therefore, the ability to find and use information to solve meaningful problems is an essential outcome of education for today and tomorrow. Technology will enable schools, teachers, parents, and citizens to change toward helping people "learn how to learn" on a life-long basis.*
- *Accommodate individual learning styles for all students: Restructuring of information into interactive multimedia provides assistance to learn with individual styles and paces customized to our needs. It allows us to present and understand information using text, images, and sound to overcome traditional learning difficulties.*
- *Facilitate communication and teamwork: Computer networks can facilitate student, teacher, and family communication and promote teamwork through voicemail, electronic mail, electronic bulletin board systems, file-sharing, and database sharing.*

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

Taylor County is a rural school district located in north Florida serving students in all academic areas: K-12, adult education, and early childhood. During the 2013-14 school year the 3,009 students attended public schools in Taylor County were served at the seven school sites. The LEA's demographics are: 69.23% White, 23.8% Black, 0.4% American Indian, 1% Asian, 0.9 Hispanic, and 4% Multi-racial. 2013-14 direct certification data show that 1556, or 51.40%, of the students are certified eligible through this method. The district participated in the Community Eligibility Program during the 2013-14 school year in all schools and plans to continue this program. The district offers a comprehensive curriculum that meets the needs of all students. "Education - Priority 1," the district's slogan, reminds us that our primary responsibility is to provide a quality education that will enable each student to reach his or her potential.

The Taylor County School District has developed a three year plan that will enable all students to have access to a digital learning device if adequate funding is made available to support the plan. Due to the rural area and geographic sparsity of cellular technology, the district feels that internet access for all students will pose a problem.

Mission Statement:

The Taylor County School District is committed to equipping students for life-long learning through lessons in academics, accountability, and attitude.

Vision Statement:

The Taylor County School District will provide a rigorous and relevant education for all our students, in an effort to prepare them to be successful citizens in the 21st Century.

1.3 District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:

- 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.
- development of partnerships with community, business and industry; and
- integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

Title/Role	Name:	Email/Phone:
Information Technology District Contact	Ursula Brown	ursula.brown@taylor.k12.fl.us 850-223-4410
Curriculum District Contact	Sharon Hathcock	sharon.hathcock@taylor.k12.fl.us 850-838-2500
Instructional District Contact	Sharon Hathcock	sharon.hathcock@taylor.k12.fl.us 850-838-2500
Finance District Contact	Ashley Valentine	ashley.valentine@taylor.k12.fl.us 850-838-2503
District Leadership Contact	Jan Walker	jan.walker@taylor.k12.fl.us 850-838-2500

1.4 Planning Process- Summarize the process used to write this plan including but not limited to:

- how parents, school staff and others were involved;
- development of partnerships with community, business and industry; and
- Integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

The Taylor County School District began conversations and planning for the Digital Classroom Plan in May, 2014. These conversation started centering on the success of our Laptop Technology grant from 2007-2009. We saw the DCP grant as an opportunity to reinstitute and expand our original laptop program. The District Leadership Team recognized the need at all grade levels and agreed to target fifth grade, eighth grade, and ninth grade in the first year of implementation.

The District Leadership Team met with the school administrators of the three grade levels recommended for presenting our proposed plan for DCP, determining what we would need to implement, and what we wanted to accomplish.

The Taylor County School District presented in a workshop with the TCSD Board in an open forum, the opportunity being afforded to our district, funding that is available, our plan for the implementation of DCP, and the District funds required beyond the categorical funding awarded to our district. The workshop allowed questions by the Board and the community who attended. After the TCSB workshop, our local newspaper provided the community with our plan, why the plan is needed, how it will provide expanded educational opportunities for our students, and the funding of the project.

The Superintendent started speaking with the various service clubs and Chamber of Commerce to deliver our vision in implementing a digital classroom plan, in grades K-12. These information presenting opportunities allowed the school district to provide to the community about funding our project through FEFP categorical funds, general funds, and funds generated from the additional .25 mil voted to our local required effort.

1.5 Multi-Tiered System of Supports (MTSS)- Summarize the process used to write this plan including but not limited to:

- data-based problem-solving process used for the goals and need analysis established in the plan;
- the systems in place to monitor progress of the implementation plans; and
- the plan to support the implementation and capacity.

Taylor 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 (using I-Pads), text-to-speech applications, and specialized software. They also provide students with various ways to express themselves in order to increase active engagement in different settings and situations. In addition, assistive technology devices are available for students with disabilities to participate, communicate, and learn more effectively in the classroom. An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The district employs a variety of assistive technology devices to augment, supplement and compliment the educational process for students with special needs. Child Study Teams identify assistive technology needs on a case-by-case basis, and teachers have access to a laptop or desktop computer in the classroom, which in 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: Dragon Speak, PECS personalized and tailored to individual students, DynaVox voice output devices, Individual and classroom FM systems, LeapPads, Big Macs, Visual Timers, and CCTVs. Specialized programs to enhance the core program are purchased to help insure multiple opportunities for exposure to learning.

In Taylor County, this MTSS Infrastructure is anchored by the District-Based Leadership, which serves as a model of the problem-solving way of work for the district. The primary function of the district leadership team (DLT) is to: 1) ensure that a common-language, common-understanding exists around the rationale for and the purpose and expected outcomes of implementation; 2) clearly identify who has the responsibility for what and how those individuals will be held accountable; 3) ensure that district policies are supportive of, and not barriers to, the implementation of the model; 4) provide sufficient support (professional development, technical assistance) to ensure the implementation plan and timelines can be achieved, and; 5) identify clearly the district-and school-level leaders who will have implementation expectations as part of their annual performance reviews.
The 8 Step Problem Solving Process is the guiding way of work and the process used to organize data and identify priorities for the district. Once priorities are identified, goals are developed and included into the District Improvement Action Plan (DIAP)/Florida Continuous

Improvement Plan (FCIM). This one plan incorporates the focus for the district and all initiatives, other plans (Reading Plans, Targeted Indicator Plans, PBS, etc.), and the School I The DLT monitors progress toward attainment of the goals during regularly scheduled DAPPS meetings and quarterly school site visits. The DIAP/FCIM plan remains a living document, to be revisited and amended based on the data derived during the school year. Documentation of the DAPPS DLT meetings will be maintained in minutes and in action steps will be used to develop subsequent meeting agendas.

The goal of education in the 21st century is not simply the mastery of content knowledge or the use of new technologies. It is the mastery of the learning process. Education should help turn novice learners into expert learners. Education should produce students who want to learn, who know how to learn strategically, and who, in their own highly and flexible ways, are well prepared for a lifetime of learning. Education should produce teachers who want to teach, who teach strategically, and who in their own highly and flexible ways, are well prepared for a lifetime of teaching and learning.

Using Taylor County's vision statement as our guidance, the DLT began employing the problem solving process in its effort to provide a rigorous and relevant education for all our students to prepare them to be successful citizens in the 21st century. The district leadership team developed a goal: Taylor County classrooms will be digital classrooms by the first day of school in the school year 2017/2018. The team began problem solving and developing the Digital Classroom Plan for Taylor County Schools around this goal. Improvement Plans should clearly be derivatives of this district plan.

To that end, the DLT evaluated the various components of the grant application, reviewed elements of plans already in existence that should be incorporated into this plan, and assigned specific tasks to members of the team. Once all team members complete individual portions of the grant application, those portions will be combined into a unified plan, outlining Taylor County's goals for our Digital Classrooms, helping to insure our students are fully prepared for their futures.

Once these barriers were sufficiently addressed, the DLT began review of the DIAP goals and existing plans to insure that the Digital Classroom Plan was aligned to insure student academic, social, and emotional growth. The DIAP goals are:

1. *Taylor County School District will provide a system of supports to insure that each student meets requirements for the next grade levels and is on track for graduation with their cohort, as measured by promotion and retention rate at each grade level.*
2. *Taylor County School District will implement an effective multi-tiered system of supports to ensure all students receive relevant, high-quality instruction delivered with fidelity across the tiers to facilitate mastery of grade level standards.*

Technology will support and enhance the effectiveness of Tier 1 instruction. When students are using technology as a tool or a support for communicating with others, they are in an active role

rather than the passive role of recipient of information transmitted by a teacher, textbook, or broadcast. The student is actively making choices about how to generate, obtain, manipulate, or display information. Technology use allows many more students to be actively thinking about information, making choices, and executing skills than is typical in teacher-led lessons. Moreover, when technology is used as a tool to support students in performing authentic tasks, the students are in the position of defining their goals, making design decisions, and evaluating their progress.

Project-based and cooperative learning approaches prompt this change in roles, whether technology is used or not. However, tool uses of technology are highly compatible with this new teacher role, since they stimulate so much active mental work on the part of students. Moreover, when the venue for work is technology, the teacher often finds him or herself joined by many peer coaches--students who are technology savvy and eager to share their knowledge with others.

The most common--and in fact, nearly universal--teacher-reported effect on students was an increase in motivation. Teachers and students are sometimes surprised at the level of technology-based accomplishment displayed by students who have shown much less initiative or facility with more conventional academic tasks. Technology is the ultimate carrot for students – it is something they want to master. Learning to use it enhances their self-esteem and makes them excited about coming to school. Collaboration with peers and provision of peer-tutoring is also a common site in a digital classroom. Experiences in developing the kinds of rich, multimedia products that can be produced with technology, particularly when the design is done collaboratively so that students experience their peers' reactions to their presentations, appear to support a greater awareness of audience needs and perspectives. Multiple media give students choices about how best to convey a given idea (e.g., through text, video, animation). In part because they have the capability to produce more professional-looking products and the tools to manipulate the way information is presented, students in many technology-using classes are reportedly spending more time on design and audience presentation issues. Gaining a voice allows students belong. Students who belong attend regularly, have better grades, have few discipline issues, and graduate with their cohorts.

Expected benefits of the active learning digital classroom at Tier 1 include:

1. *Each learner will be recognized and rewarded for special strengths.*
2. *Opportunities for teachers to adapt lessons to students' interests and learning preferences will be provided.*
3. *The digital classroom will reduce the chances of boredom by offering a variety of activities.*
4. *The digital classroom will reduce the chances of social isolation because students are eager to share digital experiences and tutor one another in digital skills.*
5. *Digital classrooms provide a teaching/learning methodology that works.*

Helping Students Graduate: A Strategic Approach to Dropout Prevention

Progress Monitoring of Tier 1 is completed through universal screenings, summative assessments, and an Early Warning System. Monthly Instructional Leadership Meetings and District Action Planning and Problem Solving Meetings focus on progress and moving the district forward in professional development and data analysis to insure that data are analyzed and discussions focus on moving the district forward.

The delivery of Tier 2 instruction focuses on skills identified that pose a barrier to the acceleration of student learning. Removal of this barrier is typically addressed through a "Standard Protocol" approach. Student-centered data are used to identify groups of students who share the same identified barrier. The problem-solving process is used to develop evidence based interventions to accelerate the development of those skills. At this level, the determination of who provides the instruction and where the instruction is provided is based on a four-step process – How much time will be provided to the intervention; who will provide the intervention; and where will the intervention occur. These decisions are to be made by the School-Based Leadership Team and are driven by student needs and school resources as allocated by the team. The interventions can be delivered in the general education classroom or in a separate setting. The primary consideration is that Tier 2 should be provided in addition to Tier 1 because the purpose is to provide acceleration. Any Tier 2 instruction must be integrated with Tier 1 content and performance expectations and should incorporate Tier 1 instructional language that will afford the student the best opportunity of generalization to the Tier 1 curriculum.

Educational technology provides an alternative method of learning for those who struggle to learn using traditional method. Technology can be used to address multiple intelligences and also provide authentic learning experiences for students. It is an alternate avenue of instruction that can and be used to support the tiered intervention. Tier 2 instruction can be clearly defined and proactively differentiated, based on assessment to create an optimal personalized learning environment for each student. Using technology, Tier 2 can integrate increasing intensity of instruction matched to specific, research-based interventions to addressed identified student needs.

Tier 3 changes the focus from the large group (Tier 1) and the small group (Tier 2) to the individual student. Technology would not supplant the need for individualized teacher intervention at this level. But, it would enhance generalization of skills, allow continuous assessment and adjustment to the intervention, and allow for timely decision making in addressing student needs.

Technology in a multi-tiered system of supports across the district, schools, and classrooms allows students to maximize learning outcomes through multiple avenues of expressions. It creates a learning environment that aligns with differentiated instruction and a universal design for learning so that all materials, methods and assessments are usable by all students. Learners are afforded various ways to acquire information and demonstrate what they know, understand, and can do. Technology emphasizes multiple means of engagement in order to provide an appropriate instructional challenge for each student to afford the best opportunity to maximize the opportunity to reach potential.

Resources for teachers:
Technology and Learning Connections http://www.tlc-mtss.com/index.html
Professional Development – Online PDA Training Modules – Facilitated by the FDLRS Network
http://www.pda-ese.org/
http://www.caroltomlinson.com/
http://www.udlcenter.org/
http://www.udlcenter.org/aboutudl/udlguidelines
http://www.florida-rti.org/index.htm

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

Highest Student Achievement

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

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, Taylor District is continuing to refine the use of the Online Assessment Reporting System and reports available through the Taylor District Website as online repositories of classroom and district assessments.

We will continue to raise the level of technology integration in the learning experience for all students. Teachers must become more comfortable using technology to support student learning in the classroom. We want to see a measurable impact of technology on student achievement. Students should become better readers, writers and mathematicians because of their interaction with classroom technology. Teachers should be using technology tools to assist them in making good instructional decisions for their students. The evaluation that we did as part of our technology planning effort has assisted us in identifying several areas of focus. The district technology plan will address how the district's technology effort will continue to support the curricular needs of students over the next four years – encompassing the 2014-2015 school year through the 2017-2018 school year.

Planning for high performance learning begins by focusing on student learning. The Florida Standards and NGSSS curriculum standards need to be aligned with student technology standards. As we continue the process of using standards-based instruction and aligning technology standards, the district will be better prepared to plan for staff development and infrastructure management.

Our curriculum goals are divided into four areas:

1. *Integrate technology tools/equipment to support student learning and to aid teachers in the delivery of the core curriculum*
2. *Use assessment data to guide student learning activities and lesson plan development for all classrooms*
3. *Identify appropriate software and courseware to support the instructional program of the entire district*
4. *Continue to increase student achievement in all core content areas including Language Arts, Mathematics, Science, Social Studies and Visual and Performing Arts as well as English Language Development.*

Taylor District 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 test item banks aligned with instructional materials to create and administer assessments to further monitor student performance. In addition the district has begun to use the Performance Matters testing platform to create and administer assessments.

All schools have access to the following software:

- *Performance Matters*
- *Focus*
- *Renaissance Place*
- *Brittanica K-12 Assessment , Streaming and Science*
- *Study Island 3-12*
- *Edmentum*
- *Education City K-5*
- *Reading Eggs K-2*

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:

- *Think Central: Fusion, Journeys, Math, Core Math*
- *Connect ED*
- *Pearson Software*
- *English and Math for College Readiness*
- *Spring Board*

Student Performance Outcomes (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	ELA Student Achievement	52%	55%	2017
2.	Math Student Achievement	56%	59%	2017
3.	Science Student Achievement	53%	56%	2017
4.	ELA Learning Gains	66%	69%	2017
5.	Math Learning Gains	68%	71%	2017
6.	ELA Learning Gains of the Low 25%	67%	71%	2017
7.	Math Learning Gains of the Low 25%	60%	63%	2017
8.	Overall, 4-year Graduation Rate	73%	75%	2017
9.	Acceleration Success Rate			
10.				
Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	7th Grade Reading Proficiency	48%	51%	2016
2.	5th Grade Math Proficiency	40%	43%	2016
3.	4th Grade Writing Proficiency	32%	38%	2016
4.	5th Grade Science Proficiency	48%	52%	2016

- **Quality Efficient Services**

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

For the infrastructure needs analysis, the required data points can and should be pulled from the Technology Readiness Inventory (TRI) if the data is accurate. Districts may choose to add any additional metrics that may be appropriate.

Infrastructure Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Student to Computer Device Ratio	2:1	1:1	2016-2017
2.	Count of student instructional desktop computers meeting specifications	1150	500	2016-2017
3.	Count of student instructional mobile computers (laptops) meeting specifications	800	2400	2016-2017
4.	Count of student web-thin client computers meeting specifications	0	0	N/A
5.	Count of student large screen tablets meeting specifications	0	0	N/A
6.	Percent of schools meeting recommended bandwidth standard	100%	100%	2014-2015
7.	Percent of wireless classrooms (802.11n or higher)	70%	100%	2014-2015

- **Skilled Workforce and Economic Development**

  Professional Development:
  Instructional personnel and staff shall have access to opportunities and training to assist with the integration of technology into classroom teaching.

Professional Development should be evaluated based on the level of current technology integration by teachers into classrooms. This will measure the impact of the professional development for digital learning into the classrooms. 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

The Taylor County District will work to provide instructional personnel and staff with access to opportunities and training to assist with the integration of technology into classroom teaching. Master Inservice Plan components include the following and can be located at PAEC.org.

- *Technology in the Classroom/Digital Curriculum-component Number: 3-408-001 or 3-100-002 (ESE)*

Ongoing professional development opportunities will include the following, as outlined in the Professional Development for Digital Learning Grant Opportunities ($75,000):

- *Digital Literacies, Literacy Solutions, Grades K-12*
- *Technology for Student Success, An Introduction, FDLRS, PDA*
- *Technology for Student Success, Assistive Technology, FDLRS, PDA*
- *Technology for Student Success, Tools for Reading Comprehension, FDLRS, PDA*

In addition, Taylor District will take advantage of the support offered by Learning.com.

- *Getting Started: Foundations of Blended Learning*
  This hands-on workshop will provide an in-depth introduction to the products and tools in the Learning.com platform. Participants will learn how to set up classes, assign content, and become comfortable with the products, platform, and teacher management functions. This session will also provide instructions on how to use My Curriculum tools to create interactive, media-rich content that can be customized in order to engage students and address instructional goals. This workshop series will be offered through PAEC and will include training on Easy Tech, Curriculum Foundry, and Inquiry building tools that were built into the legislative appropriation.

Additional Training provided by PAEC is outlined below:

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.*	*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 Digital Learning by correlating components to the ISTE Technology Standards for Administrators, Teachers and Students	*Develop MIP Components that provide for a cohesive, systematic plan for digital learning professional development*	*CURRENT: Technology Advisory Council Digital Learning Committee* *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*

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*

Assessment of Current Technology Integration

Entry Level	10 %
Adoption Level	30%
Adaptation Level	40%
Infusion Level	10%
Transformation Level	10%
Total	100%

Professional Development Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Average Teacher technology integration via the TIM	42%	95%	2018
2.	Average Teacher technology integration via the TIM (Elementary Schools)	25%	90%	2018
3.	Average Teacher technology integration via the TIM (Middle Schools)	60%	95%	2018
4.	Average Teacher technology integration via the TIM (High Schools)	60%	95%	2018
5.	Average Teacher technology integration via the TIM (Combination Schools)	20%		

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:
  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:

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 Gains	*40% of students proficient*	*75% of students proficient*	*2017*

Digital Tools Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Implementation status a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Partially Implemented	Will work to fully deploy	2016-2017
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 fully deploy	2016-2017
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 fully deploy	2016-2017
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 fully deploy	2016-2017
5.	Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	Partially Implemented	Will work to fully deploy	2016-2017
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 fully deploy	2016-2017
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 fully deploy	2016-2017
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional	Partially Implemented	Will work to fully deploy	2016-2017

	resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.			
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 fully deploy	2016-2017

- **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%	2013-2014
2.	Computers/devices required for assessments (based on schedule constraints)	100%	100%	On-going

STEP 2 – Goal Setting:

Provide goals established by the district that support the districts mission and vision. These goals may be the same as goals or guiding principles the district has already established or adopted.

These should be long-term that focus on the needs of the district identified in step one. The goals should be focused on improving education for all students including those with disabilities. These goals may be already established goals of the district and strategies in step 3 will be identified for how digital learning can help achieve these goals.

Enter district goals below:

Mathematics
Goal: *By May 2018, 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 enhance their learning of mathematics content towards mastery of the Florida mathematics standards and the eight standards of mathematics practice.*
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.*
Strategy

- *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.*
- *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.*

Language Arts
Goal: *By May 2018, 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 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:

- *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.*
- *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.*

English Language Development
Goal: *By May 2018, 90% of students in grades 3-11 will demonstrate required growth annually towards proficiency on the state annual measurable objectives as measured by the state assessment, special education assessments and IEP goals in English Language Arts.*
Objective: *Students will utilize technology resources to enhance their learning of ELA content towards mastery of the ELA standards.*
Objective: *Students will use educational software that supports the ELA standards.*
Objective: *Students will use graphic organizing and presentation software to brainstorm and organize their work.*
Objective: *Students will learn keyboarding and word processing skills as outlined in the Florida ELA standards..*
Strategy:

- *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.*
- *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.*

Science

Goal: *By May 2018, 90% of students in grade 3-11 will demonstrate a 3-5% growth annually towards proficiency in the science standards as measured by state assessment.*

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.*

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 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.*

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.*
- *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 2014-2017 school years.*

Objective: *Integrate 1 to 1 computing in all classrooms in the Taylor District.*

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

- *Taylor District will work together with various vendors, as necessary, to install the technical infrastructure and create the web-based interface Taylor District users will use. This includes registering new domains, creating student, teacher, and administrator accounts, building databases, and connection file services and directory services.*
- *Acquisition of new student laptops/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.*
- *Teacher training will be rolled out in multiple phases throughout the academic year (initial and follow up). This will include training on refining the use of current software and hardware to meet student needs and the requirements of common core standards.*
- *Pilot projects will be rolled out in multiple phases throughout the academic year (initial and follow up). This will include training on new environments and devices for students and staff, and to understand how 1 to 1 computing and the numerous environments can and will affect teacher instruction in the classroom and student assignments for completion at home.*

Goal *By May 2018, 90% of students within the Taylor District will demonstrate mastery of National Educational Technology Standards (NETS) at their appropriate grade level.*
Objective: *All students will receive a copy of the NETS. (Primary, K-2, will receive "student-friendly" NETS standards.)*
Objective: *Students demonstrate NETS proficiency.*
Objective: *Upper grade students operate technology without assistance from teaching staff.*
Strategy: *see Mathematics*

Goal: *Promote ethical use of technology in the classroom by students and staff.*
Objective: *Implement and refine structured lessons that cover the ethical use of technology in the classroom.*
Objective: *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 (where).*
- *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.*

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 (where).*
- *Facilitate students' successful completion of curriculum and technology activities and mastery of objectives.*
- *Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.*
- *Assess need for additional professional development.*

Goal: *Provide expanded access to technology for all students.*
Objective: *The district will maintain a minimum standard of (how many) computer workstations for every regular education classroom and a minimum of (how many) 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.*
- *Implementation of online student learning environments*
- *Plan and budget for new and replacement hardware and software*
- *Implementation of student personalized learning environments and appropriate training of (name) grade online technology literacy assessment*
- *Student participation in extended learning opportunities/programs*
- *Equitable and accessible hardware and software technologies purchases*

Goal: *Educators will attain the skills and knowledge necessary to effectively use educational technology to create more rigorous learning environments to assist students to master the Florida Standards and Next Generation Sunshine State Standards by personalizing learning through the collection of student data to support differentiated instruction and to manage the on-line assessment environments.*
Objective: 1: *The management and security of assessment sessions will be planned and implemented to maintain the administration process and specific problem determination procedures will be developed to resolve technical problems.*
Objective: *Classroom instruction models will be designed to support the rigorous expectations of the new learning and assessment environment to support student readiness for the types of questions and performance based activities found on the state assessments.*
Objective: *District personnel will make use of available tools to best utilize data to drive instruction and make decisions.*
Objective: *District personnel will have access to up to date hardware and software appropriate for discipline and working environment.*
Strategy/Activity

- *Personnel participation in local, state, national and global online professional learning communities*
- *Use of formative and summative assessments to individualize instruction*
- *Facilitate the use of online webinars, video conferencing*
- *District professional development on state assessments including security*
- *Plan and budget for research based hardware and software*
- *District professional development on effective educational technology usage, UDL, the use of rubrics, student choice, authentic and relevant student centered project based learning*
- *Evaluation of educational technology as part teacher evaluation system*
- *Implementation of district walkthroughs*
- *Online access to curriculum*
- *Current broadband, voice, and data networks available in all learning/working environments*
- *District access to online research-based resources*
- *Timely access to technical support*
- *Dialogue of the utilization of data to drive instruction*
- *Creation of District Professional Development Plan*
- *Continued adaptions to curriculum for students with IEP's using assistive technologies (including training)*

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 parent portal.*
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*

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*

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 (name) District website that track student progress towards standards mastery.*
Objective: *District will provide a web-based classroom management system that is accessible to administrators, teachers, students and parents.*
Objective: *Utilize the Focus System that features a **s**tandards-based grade book that reports to students and parents.*
Objective: *Pre-populate student information for parents to verify, change, and/or delete.*
Objective: *Identify platform for online report card and develop Florida Standards report card.*

Goal: *A technology infrastructure will be established and maintained to support the district's instructional and administrative goals.*
Objective: *District locations will have appropriate hardware/software to support district learning and administrative goals.*
Strategy/Activity

- *Installation and maintenance of fiber throughout the district*
- *High speed connectivity that supports instructional and administrative needs*
- *Stakeholders' access to technical Support via an Online Tech Request System*
- *Updated security, back up, and disaster recovery plans*

- *Continued IT training for Supervisor of Technology, Network Administrator and IT team*
- *Evaluate, plan, and budget for new and replacement infrastructure and learning hardware and software*
- *Maintain current district hardware and software licenses*
- *Maintenance of appropriate memory/capacity of district hardware/software*
- *Increase the use of Cloud Computing as appropriate*
- *Support Blended Learning Environments will be supported by IT as appropriate*

STEP 3 – Strategy Setting:

Districts will outline high-level digital learning and technology strategies that will help achieve the goals of the district. Each strategy will outline the districts theory-of-action for how the goals in Step 2 will be addressed. Each strategy should have a measurement and timeline estimation.

District's curricular goals that are supported by the technology plan

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. Taylor District uses Performance Matters as a data management/reporting system for the classroom, the reporting functions of other software programs used in the district, and the district's data warehouse where teachers and principals can access and generate additional reports.

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

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

Goal Addressed	Strategy	Measurement	Timeline
High student achievement	Provide teachers and students with high quality digital content for math, ELA, and content areas that is aligned with the Florida Standards	Purchase Instructional Materials in digital format	50% of purchases in 2014-2015
Equitable Access to Support High Student Achievement	Enhance and maximize infrastructure and hardware purchases to assure equitable access to technology	Assure infrastructure equity, purchase and install hardware to meet district specifications for all	2014 and ongoing

	tools and digital content for all teachers and students	classrooms	
High student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	Bandwidth amount, Wireless access for all classrooms	2014-2019
High Student Achievement	Provide Teacher training and support for the use of digital content and technology tools to transform instruction	Training for teachers to align with parameters of TIM, Ongoing support with training, full utilization of the district technology technicians for teacher support	2014 and ongoing
Student Safety and Security	Provide training on Internet safety and ethical use	Cybersafety training for students, internet usage training for staff	2014 and ongoing

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by s.1011.62(12)(b), F.S. In this section of the DCP, districts will outline specific deliverables that will be implemented in the current year that are funded from the DCP Allocation. The five components that are included are:

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

This section of the DCP will document the activities and deliverables under each component. The section for each component include, but are not limited to:

- Implementation Plan – Provide details on the planned deliverables and/or milestones for the implementation of each activity for the component area. This should be specific to the deliverables that will be funded from the DCP Allocation.
- Evaluation and Success Criteria – For each step of the implementation plan, describe process for evaluating the status of the implementation and once complete, how successful implementation will be determined. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.

Districts are not required to include in the DCP the portion of charter school allocation or charter school plan deliverables. In s. 1011.62(12)(c), F.S., charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in s. 1002.33(17)(b).

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

A) Student Performance Outcomes

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

Enter the district student performance outcomes for 2014-15 that will be directly impacted by the DCP Allocation below:

Student Performance Outcomes		Baseline	Target
1.	Increase the percent of fifth grade mathematics students performing proficiently in Taylor County.	40% - 2014	43% - 2016
2.	Increase the percent of eighth grade science students performing proficiently in Taylor County.	50% - 2014	52% - 2016
3.	Increase the percent of ninth grade ELA students performing proficiently in Taylor County.	46% - 2014	49% - 2016
4.	Improve graduation rates at Taylor County High school.	73% - 2014	74% - 2016

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.

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	Implement 670 Laptops for 3rd, 8th, 9th graders	Nov. 2014	$217,477	District wide 3rd, 8th, 9th graders	3rd, 8th, 9th grade students are

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

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

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.	This will be monitored by the monthly reporting by stakeholders of activities	All 670 devices installed and functioning properly by December 2014.

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, s.1011.62(12)(b), F.S. requires districts to submit a third-party evaluation of the results of the district's technology inventory and infrastructure needs. Please describe the process used for the evaluation and submit the evaluation results with the DCP.

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

These MIP components should include participant implementation agreements that address issues arising in needs analyses and be supported by school level monitoring and feedback processes supporting educator growth related to digital learning.

Please insert links to the district MIP to support this area, attach a draft as an appendix to the district DCP or provide deliverables on how this will be addressed.

Implementation Plan for C) Professional Development:

The plan should include process for scheduling delivery of the district's MIP components on digital learning and identify other school based processes that will provide on-going support for professional development on digital learning.

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1	Teachers will complete and implement learning from the Training and Technical Assistance for Digital Literacy Course: Digital Literacies.	May 2015	$1144.00, Stipends for participation $20,000	Taylor	Participants will become familiar with free electronic resourses and other solutions such as social media, online lesson content and interactive organizers to plan a hybrid literacy curriculum with. They will also

					learn how to develop lesson plans that integrate digital technologies with traditional classroom instruction for a differentiated and engaging, content-specific curriculum.
C.2	Teachers will participate in Professional Development Alternatives through FLDRS: Technology for Student Success: An Introduction, Technology for Student Success: Assistive Technology and Technology for Student Success: Tools for Reading Comprehension	May 2015	Stipends ~ $45,000	Taylor	Participants will develop, increase and demonstrate knowledge about instructional technology, assistive technology, accessible instructional materials and Universal Design of Instruction.

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

Brief description of other activities	**Other funding source**
C1-C2	Funded through the Professional Development for Digital Learning Grant

Evaluation and Success Criteria for C) Professional Development:

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

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	This activity will be monitored through attendance and course completion data.	100% of the participants will complete the course
C.2.	This activity will be monitored through attendance and course completion data.	100% of the participants will complete one of the PDA courses.

D) Digital Tools

Digital Tools should include a comprehensive digital tool system for the improvement of digital learning. Districts will be required to maintain a digital tools system that is intended to support and assist district and school instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

Digital tools may also include purchases and activities to support CAPE digital tools opportunities and courses. A list of currently recommended certificates and credentials can be found at: http://www.fldoe.org/workforce/fcpea/default.asp. Devices that meet or exceed minimum requirements and protocols established by the department may also be included here.

Implementation Plan for D) Digital Tools:

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	Integrate 7 sets of instructional materials into the digital tools system	December 2014	$7,000	Taylor	
D.2.	Offer 2 additional CAPE digital tool certifications from approved list	2014-15	$7,000	Taylor	
D.3.	Assure full communication of and increased utilization of digital instructional materials to students and parents	2014-15	$2,000	Taylor	
D.4.	Implement Learning.com technology tools	2014-15	-0- PAEC	Taylor	

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

Brief description of other activities	**Other funding source**
D.1,D.2,D.3	District Technology budget

Evaluation and Success Criteria for D) Digital Tools:

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

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	Usage of new digital tool	75% of teachers will show increased usage of the tool throughout the year
D.2.	Provision of the CAPE certification tools	85% of students enrolled in classes will achieve the industry certification
D.3.	Usage of digital instructional materials	75% of students will indicate usage of the digital instructional materials
D.4.	Provision of Learning.com	75% of teachers will utilize Easy Tech with students

E) Online Assessments

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

Implementation Plan for E) Online Assessments:

EXAMPLES					
Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Increase external bandwidth connection to 100 Kbps per student	September 2014	$0	Taylor	
E.2.	Increase internal bandwidth connection to 100 Kbps per school	November 2014	$0	Taylor	Example Outcome 2
E.3	Refresh and expand assessment devices per the District 5-Year Refresh plan as needed	Ongoing	$200,000	2 mil	

If not district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be funded by other sources.

Brief description of other activities		**Other funding source**			
E.2			$15,000	2 mil	
E.3			$200,000	2 mil	

Evaluation and Success Criteria for E) Online Assessments:

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

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Increase external bandwidth connection to 100 Kbps per student	Successful completion of the state's Infrastructure Trial
E.2.	Increase internal bandwidth connection to 100 Kbps per school	Successful completion of the state's Infrastructure Trial
E.3.	Refresh and expand assessment devices per the District 5-Year Refresh plan as needed	Successful completion of the state's Infrastructure Trial