



St. Johns County School District
DIGITAL CLASSROOMS PLAN

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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.

1.1 District Mission and Vision statements

The St. Johns County School District will provide students with opportunities to be engaged in a technology-rich environment that enhances teaching, fosters learning and develops essential life skills for all students.

1.2 **District Profile**

The St. Johns County School District (SJCSD) consists of more than 34,000 students and has realized growth of 15 percent over the last five years. The school system currently supports 18 elementary schools, three K-8 school, seven middle schools, seven high schools, one alternative center, six charter schools, and three juvenile justice facilities. Over the last several years, the SJCSD has made the transition from a small school district to a medium-sized school district.

The student body represents 113 different countries speaking 72 different languages. The district has identified 2,274 gifted students. Additionally there are 5,156 disabled students who have learning or intellectual disabilities, speech/language or sensory impairments and developmental delays.

The district continues to develop programs and services for a growing number of homeless and unaccompanied youth. Each year this number increases and at the conclusion of school year 2013/2014 it reached 803 students.

The district has been a leader in technology. A computer refresh cycle in 2006, 2009 and 2013 was implemented for teachers and key school administrators. The next computer refresh (for over 2300 machines) is planned in the spring of 2015. This initiative has placed new computers in the hands of teachers every three years for the past nine years. The refresh plan provides teachers and key school administrators with a standard and up-to-date technology tool to conduct both administrative and learning-based tasks. The technology plan outlines standard classroom technology equipment which includes digital projectors, teacher computers, document camera, teacher sound system, screen/white boards and interactive boards.

The district's network infrastructure has been upgraded each year to meet the growing demands on bandwidth, network management tools, edge equipment, wireless access and controls.

Wireless or wired access is available in 100 percent of classrooms. The wireless network reaches most, if not all, classrooms and common areas. Schools are being upgraded to the new wireless 802.11n or 802.11ac capability each year.

Classroom instruction whether Standard, Gifted Blended, Exceptional Student Education including programs of choice and career academies or some combination of each, is based upon students mastering content standards through high-yield instructional methodologies.

For students with demonstrated interests and abilities that are beyond their current grade level, differentiated learning experiences are implemented within the classroom, and acceleration opportunities are available. Acceleration through virtual education during the school day is also available.

Proper placement is ensured through data-based decision making using a systematic progress monitoring program. Interventions designed to assist students not yet mastering standards are prescribed via an instructional team review process. Remediation may take place within the regular classroom experience and/or summer programs.

Schools continue to emphasize a complete educational experience which includes all content areas and the arts. Guidance counselors and instructional literacy coaches at each school provide services including guidance counseling and academic advisement as well as support to assist teachers in delivery of international standards within the classroom.

School-based management is an important component of the SJCS D's culture. Complete information can be accessed in the Student Progression Plan and the St. Johns County Parent Resource Guide, both of which are available on the district's website.

There are 15 career academies with than 3,600 students at seven high schools. Five of these academies have earned Model Academy Status bestowed by the National Career Academy Coalition (NCAC). These career academies have developed and fostered relationships and support from some of Northeast Florida's leading businesses. In addition, there are several programs of choice offered throughout the district including International Baccalaureate (IB), Navy Junior Reserve Training Corps (NJROTC), Air Force Junior Reserve Officers Training Corps (AFJROTC), and the Cambridge AICE program.

The SJCS D offers virtual courses to over 2,000 students through its St. Johns Virtual School, a franchise of Florida Virtual School. In addition, virtual instruction is provided directly through Florida Virtual School and multiple other providers. All eligible SJCS D students have access to virtual instruction.

St. Johns County has had several notable achievements in the realm of digital learning over the past three years these include the integration of Edmodo into the classroom which is a secure social learning network that allows for the management of digital content and assignments. There are currently over 25,000 student accounts and over 2,300 teacher accounts across the district. Over 140,000 digital assignments have been turned into teachers from students since its implementation three years ago.

Teachers throughout the district are currently using the online resources from all of the textbooks to deliver digital content to students.

One of the first completely digital schools in the state, Palencia Elementary, opened three years ago. Its students use iPads and laptops to consume and create digital content for their class work.

Challenges the school district face, include the following:

Recruit and retain high-quality staff.

Implement a new performance pay plan for instructional staff which includes evaluations on an entirely new system using student performance and classroom practices.

Manage high student growth in spite of drastic capital funding reductions. Capital Improvement Millage has diminished due to the decline in taxable values and the reduction of 0.5 mills in taxing authority as determined by the legislature. These revenues are not expected to return to previous levels of funding. This reduced funding is jeopardizing the ability to maintain existing schools and to build new ones. Current growth trends indicate that the district will need to grow by 10 more schools over the next 10 years with a projected student population of 47,567.

The current 1:1 pilot covers approximately 7% of the student population and has a 5 year expected program cost of close to \$4 million. If this program was expanded to all district students, along with other key elements needed to establish a digital culture, the 5 year cost would approach \$92 million. This equates to approximately \$18 million per year or close to \$600/FTE per year. Given this tremendous cost, it is unlikely that our 1:1 pilot will expand beyond the current schools to all schools unless our funding source increases dramatically or the cost of technology hardware, content, software, support and professional development decreases drastically.

The implementation of a single-sign-on-portal is imperative. Currently, the management of multiple databases and numerous usernames and passwords is too cumbersome. In addition, lower income students do not have the same access to technology at home. The transition to digital resources is a complete paradigm shift in terms of instruction and requires substantial professional development and support.

With the growing requirement to purchase more and more online capable textbook materials and other learning software, there is an enormous task of creating students accounts to access vendor products. Most of the vendors from the state adoption have unique system requirements for creating student accounts, many of which do not support the directory integration structure used by most districts.

1.3 District Team Profile

Title/Role	Name:	Email/Phone:
Chief Information Officer	Bruce Patrou	Bruce.Patrou@stjohns.k12.fl.us 904-547-3921
Director, Network Services	Justin Forfar	Justin.forfar@stjohns.k12.fl.us 904-547-3923
Director, Technology Support	Chris Billings	Chris.billings@stjohns.k12.fl.us 904-547-3926
Ex. Director of Curriculum Services	Timothy Egnor	Timothy.Egnor@stjohns.k12.fl.us 904-547-7563
Principal, Palencia Elementary Fully Digital Elementary School	Allen Anderson	Allen.Anderson@stjohns.k12.fl.us 904-547-4012
Director, Budget	Darrell Colee	Darrell.colee@stjohns.k12.fl.us 904-547-7652
Ex. Director, Accountability & Intervention Services	Scott Sherman	Scott.Sherman@stjohns.k12.fl.us 904-547-7684
Director, District Assessment Development & Early Childhood Services	Brian McElhone	Brian.Mcelhone@stjohns.k12.fl.us 904-547-7772
Ex. Director, Educational Support Services	Meredith Strickland	Meredith.Strickland@stjohns.k12.fl.us 904-547-3980
Director, Instructional Technology & Media Services	Melanie Tahan	Melanie.Tahan@stjohns.k12.fl.us 904-547-3948
Coordinator, Charter Schools	Mackenzie Booth	Mackenzie.Booth@stjohns.k12.fl.us 904-547-8092
Director, Career Education	Paula Chaon	Paula.Chaon@stjohns.k12.fl.us 904-547-4871
Coordinator, Governmental Relations	Beth Sweeny	Beth.Sweeny@stjohns.k12.fl.us 904-547-7673

Additionally, beginning in January 2014 a team of district staff, instructional staff and school based staff have been creating and implementing a 1:1 Pilot Program in seven schools across the district. In addition to School Based Administrators and Curriculum Coordinators the Pilot Program team members include members of the following District departments:

- Accountability and Intervention Services
- Career Education
- Curriculum Services
- Educational Support Services
- Federal Programs
- Guidance and Choice
- Information Technology

- Instructional Services
- Instructional Technology, Media Services and Instructional Materials
- Professional Development

Specific member names, titles and contact information are included below.

Principal, Palencia Elementary School	Allen Anderson	Allen.Anderson@stjohns.k12.fl.us
Program Specialist, Title I	Amanda Bergamasco	Amanda.Bergamasco@stjohns.k12.fl.us
Director, District Assessment, Development and Early Childhood Services	Brian McElhone	Brian.McElhone@stjohns.k12.fl.us
Chief Information Officer	Bruce Patrou	Bruce.Patrou@stjohns.k12.fl.us
Director, Technology Support	Chris Billings	Chris.Billings@stjohns.k12.fl.us
Exceptional Student Education, Program Specialist	Carole Taylor	Carole.Taylor@stjohns.k12.fl.us
Principal, South Woods Elementary School	Cathy Hutchins	Cathy.Hutchins@stjohns.k12.fl.us
Instructional Literacy Coach, Sebastian Middle School	Christine Sikes	Christine.Sikes@stjohns.k12.fl.us
Principal, St. Johns Technical High School	Cynthia Williams	Cynthia.Williams@stjohns.k12.fl.us
Principal, Patriot Oaks Academy	Emily Harrison	Emily.Harrison@stjohns.k12.fl.us
Principal, Gamble Rogers Middle School	Greg Bergamasco	Greg.Bergamasco@stjohns.k12.fl.us
Assistant Principal, St. Johns Technical High School	Jennifer Gamble	Jennifer.Gamble@stjohns.k12.fl.us
Assistant Principal, Nease High School	Jessica Balla	Jessica.Balla@stjohns.k12.fl.us
Assistant Principal, Valley Ridge Academy	Julie Hudson	Julie.Hudson@stjohns.k12.fl.us
Director, Network Services	Justin Forfar	Justin.Forfar@stjohns.k12.fl.us
Principal, PVPV Rawlings Elementary School	Kathleen Furness	Kathleen.Furness@stjohns.k12.fl.us
Principal, Ketterlinus Elementary School	Kathy Tucker	Kathy.Tucker@stjohns.k12.fl.us
Principal, Sebastian Middle School	Kelly Battell	Kelly.Battell@stjohns.k12.fl.us
Media Specialist, Sebastian Middle School	Kristen Badger	Kristen.Badger@stjohns.k12.fl.us
Instructional Technology,	Kristin Harrington	Kristin.Harrington@stjohns.k12.fl.us

Program Specialist		
Director, Instructional Services	Dr. Linda Thomson	Linda.Thomson@stjohns.k12.fl.us
Instructional Technology Program Specialist	Lindsay Burke	Lindsay.Burke@stjohns.k12.fl.us
Instructional Media, Program Specialist	Lorraine Cosgrove	Lorraine.Cosgrove@stjohns.k12.fl.us
Deputy Superintendent, Academic Services	Martha Mickler	Martha.Mickler@stjohns.k12.fl.us
Director, Instructional Technology and Media Services	Melanie Tahan	Melanie.Tahan@stjohns.k12.fl.us
Executive Director, Educational Support Services	Meredith Strickland	Meredith.Strickland@stjohns.k12.fl.us
Assistant Principal, Patriot Oaks Academy	Patrick McGee	Patrick.McGee@stjohns.k12.fl.us
Director, Career Education	Paula Chaon	Paula.Chaon@stjohns.k12.fl.us
Director, Professional Development	Randy Kelley	Randy.Kelley@stjohns.k12.fl.us
Executive Director, Accountability and Intervention Services	Scott Sherman	Scott. Sherman@stjohns.k12.fl.us
Assistant Principal, Sebastian Middle School	Ted Banton	Ted.Banton@stjohns.k12.fl.us
Deputy Superintendent, Operations	Tim Forson	Tim.Forson@stjohns.k12.fl.us
Executive Director, Curriculum Services	Timothy Egnor	Timothy.Egnor@stjohns.k12.fl.us
Assistant Principal, Cunningham Creek Elementary School	Twila Powers	Twila.Powers@stjohns.k12.fl.us
Second Grade Teacher, Ketterlinus Elementary School	Veronica Celeste	Veronica.Celeste@stjohns.k12.fl.us
Instructional Literacy Coach, St. Johns Technical Center	Wayne Beck	Wayne.Beck@stjohns.k12.fl.us
Principal, Valley Ridge Academy	Wayne King	Wayne.King@stjohns.k12.fl.us

1.4 Planning Process

The detailed and thorough plans developed through the 1:1 Pilot Program, which have been in progress for more than eight months, serve as the basis for the SJCSD's Digital Classroom Plan.

The Digital Task Force Committee was established on January 13, 2014 to put in place a comprehensive digital classrooms plan for our seven 1:1 pilot schools. The committee met at least once a month through June. Additional meetings were held on:

- February 14, 2014
- March 24, 2014
- April 21, 2014
- May 5, 2014
- May 19, 2014
- June 2, 2014

Results of the Digital Task Force Committee are as follows:

- Created Summer PD Training and Organized Presenters
- Created Device Management Plan
- Created Protocol for Ongoing Professional Development at Pilot Schools
- Created Parent Communication Presentation
- Created Surveys for Measurement of Pilot Schools Progress
- Created Pilot Logo and Plan for Community Involvement

Additionally, the following sub-committees were created:

- Summer Professional Development
- Community Relations
- 1:1 Management
- Ongoing PD/PLCs
- Parent Communication/plans
- Measurement

Parental Involvement:

As students and parents returned to school this year and attended open houses at our pilot schools, teachers were tasked with providing an overview of the pilot to parents and discuss the plan with them.

Additionally, during the first nine weeks of school, it is our plan to conduct a parent survey at our pilot schools regarding digital citizenship, program implementation evaluations and areas of concern, opportunity and improvement.

Pilot school administrative teams have been and continue to be an integral part of the creation of the pilot program and the district's Digital Classrooms Plan (DCP).

The district's wide-range of career academies bring with them a high level of business partnerships and technology focused instruction. Business partners and members of the community provide input and resources as they serve on one or multiple academy advisory boards.

In addition to the Pilot Task Force committee, the district formed a DCP committee to create the district wide plan. The committee included representatives of both instructional and administrative leaders in targeted areas, including Curriculum, Exceptional Student Education, Finance, Instructional Technology, Professional Development, and Assessment. Additional members of district office staff were consulted for specific input needed for the plan.

It has always been the intent of the district to scale at some level our 1:1 pilot project to all schools in the district once resources and data are available based on its success. Therefore, the DCP committee used the work our 1:1 Pilot task force members as a basis for the plan and added data from existing programs and reports. Furthermore, the DCP committee worked to establish additional goals and strategies required for the plan.

1.5 **Multi-Tiered System of Supports (MTSS)-**

SJCSD's Multi-Tiered System of Supports (MTSS) uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve proficiency.

SJCSD's MTSS 4-step problem-solving model involves:

Step 1: Define, in objective and measurable terms, the goal(s) to be attained (what we want students/educators/systems to know and be able to do).

Step 2: Identify possible reasons why the desired goal(s) has not being attained.

Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).

Step 4: Evaluate the effectiveness of the plan in relation to stated goals.

The district believes a problem-solving model provides the structure to identify, develop, implement and evaluate strategies to accelerate the performance of ALL students. The use of scientifically-based or evidence-based practices are used whenever possible. The effectiveness of the problem-solving process is based on both fidelity of the problem-solving process itself and fidelity in the implementation of the instruction/intervention plan. MTSS team members utilize the problem-solving process for all three tiers of instruction/intervention and is used for problem-solving at the community, district, school, classroom and/or individual student levels.

MTSS team members analyze school-wide data and district-wide data, including assessment, behavioral and attendance in the development of tiered plans to meet the needs of struggling students. Student data is monitored throughout the year and shared through hard copies with the MTSS team members. MTSS members participate in gap analysis, maintain the RtI database, perform classroom observations and provides referrals to students and parents to appropriate community resources.

The RtI database is where all RtI plans are created for St. Johns County. The RtI database is an effective tool because it allows any member of the MTSS team to look at a "snapshot" of where every RtI student stands in the process. Information such as RtI plan date, current tier, progress monitoring data, and a tracking sheet that shows what is complete and what is incomplete for each student is available.

Additionally, many existing terms and initiatives in St. Johns County share the common elements of data-based problem solving to inform instruction and intervention (e.g., Positive Behavior Support [PBS], Problem Solving/Response to Intervention [PS/RtI], Continuous Improvement Model [CIM], Lesson Study, Differentiated Accountability).

The St. Johns County School District will implement the same MTSS process to serve the digital needs of the school district. District-wide data will be analyzed when appropriate to make decisions and allocate the appropriate resources and enhancements to meet the technological needs of the district, individual schools and students.

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.

The following data is based on the district’s Annual Measureable Objective (AMOs). Due to the implementation of the new Florida Standards Statewide Assessment in the upcoming school year, which hasn’t been seen yet and for which baseline targets or cut scores have not yet been set, the following data figures are projections only and are subject to significant changes.

Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	ELA Student Achievement	77%	89%	2016-17
2.	Math Student Achievement	79%	90%	2016-17
3.	Science Student Achievement	79%	90%	2016-17
4.	ELA Learning Gains	75%	88%	2016-17
5.	Math Learning Gains	78%	89%	2016-17
6.	ELA Learning Gains of the Low 25%	68%	84%	2016-17
7.	Math Learning Gains of the Low 25%	67%	84%	2016-17
8.	Overall, 4-year Graduation Rate	86.7%	94%	2016-17
9.	Acceleration Success Rate	87.8%	93.9%	2016-17
10.	ELA for Students with Disabilities	36%	68%	2016-17
11.	Math for Students with Disabilities	41%	69%	2016-17
Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
1.	Drop-out Rates	1.1%	.6%	2016-17
2.	Readiness for College	79%	90%	2016-17
3.	Attendance – Early Warning	12%	6%	2016-17
4.	Digital Tool Certificates (Grades 6,7,8 only)	0%	75%	2018-19

■ **Quality Efficient Services – Technology Infrastructure**

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

Earlier this year, the district embarked on a 1:1 Student Device Pilot program at seven schools. The goal is to reach our technology vision by following the guiding principles set forth in our plan. In addition, the continued success and expansion of this pilot program is predicated on achieving the expected results within the budgeted funding. Each year the program will be evaluated to determine how and if to expand or continue based on the program results and costs.

The current 1:1 pilot covers approximately 7% of the student population and has a **5 year expected program cost of close to \$4 million**. If this program was expanded to all district students, along with other key elements needed to establish a digital culture, the **5 year cost would approach \$92 million. This equates to approximately \$18 million per year or close to \$600/FTE per year**. Given this tremendous cost, it is unlikely that our 1:1 pilot will expand beyond the current schools to all schools unless our funding source increases dramatically or the cost of technology hardware, content, software, support and professional development decreases drastically.

Infrastructure Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Student to Computer Device Ratio	2.65	2.40	2014-15
2.	Count of student instructional desktop computers meeting specifications	7,940	8,000	2014-15
3.	Count of student instructional mobile computers (laptops) meeting specifications	4,480	6,000	2014-15
4.	Count of student web-thin client computers meeting specifications	0	0	NA
5.	Count of student large screen tablets meeting specifications	2,000	2,100	2014-15
6.	Percent of schools meeting recommended bandwidth standard	12%	30%	2014-15
7.	Percent of wireless classrooms (802.11n or higher)	41%	51%	2014-15

Note: The District monitors school, WAN and Internet bandwidth to ensure we meet the needs of our growing student population and the digital infrastructure demands. Each year we make adjustments to expand our infrastructure’s speed and/or capacity to meet the digital learning and assessment requirements.

■ **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.

As stated in Part I of the Digital Classrooms Plan, the work completed through our 1:1 Pilot plan will drive future decisions of the district. This includes the direction our professional development will take. For purposes of the DCP, we have provided the below data, but it is subject to change.

Professional Development Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieve
1.	Average Teacher technology integration via the Technology Integration Matrix	Entry- 60% Adoption- 3% Adaptation- 8% Infusion- Less than 2% Transformation- Less than 1%	Entry- 40% Adoption- 20% Adaptation- 21% Infusion- 14% Transformation- 5%	2017-2018
2.	Average Teacher technology integration via the Technology Integration Matrix (Elementary Schools)	Entry- 50% Adoption- 35% Adaptation- 12% Infusion- Less than 2% Transformation- Less than 1%	Entry- 25% Adoption- 30% Adaptation- 28% Infusion- 12% Transformation- 5%	2017-2018
3.	Average Teacher technology integration via the Technology Integration Matrix (Middle Schools)	Entry- 65% Adoption- 27% Adaptation- 5% Infusion- Less than 2% Transformation- Less than 1%	Entry- 40% Adoption- 20% Adaptation- 23% Infusion- 12% Transformation- 5%	2017-2018
4.	Average Teacher technology integration via the Technology Integration Matrix (High Schools)	Entry- 65% Adoption- 27% Adaptation- 5% Infusion- Less than 2% Transformation- Less than 1%	Entry- 40% Adoption- 20% Adaptation- 23% Infusion- 12% Transformation- 5%	2017-2018
5.	Average Teacher technology integration via the Technology Integration Matrix (Combination Schools)	N/A		

Please see Appendix A for the district’s Master In-Service Plan (MIP).

Additionally, the following professional development opportunities were provided over the summer in preparation for our 1:1 Pilot Project.

June 10, 2014

- Introductions and SJCS D Technology Guidelines
- Edmodo Training
- Technology in the Classroom
 - Integrating Technology with Florida Standards and Marzano Elements
 - A Day in a 1:1 Technology Classroom
- Processing Time for Teachers and Schools

June 11, 2014

- Laptop Basic Use and Care
- iPad Basic Use and Care
- Microsoft 365 in the Classroom
- Digital Citizenship
- Reading EGGS
- Edmentum for Elementary School Teachers
- Edmentum for Secondary School Teachers
- Technology Teacher Quiz

July 29, 2014 – Textbook Training

- Elementary Math
- Elementary Science, Social Studies and ELA for Palencia Elementary
- WordPress Training for All Resource Teachers
- HMH Training for Secondary ELA Teachers
- HMH Training for Secondary Math Teachers
- Social Studies and Science Training for Secondary Science and Social Studies Teachers
- Resource Collaboration/Digital Infusion Resource for All Resource Teachers
- Secondary Content Area Collaboration
- Vision for Technology Professional Development
- Parent Communication/Parent Information

July 30, 2014

- Integrating Technology with EEE
- Technology Tools for Literacy
- 365 Basics and Beyond
- Microsoft Office in the Classroom
- Incorporating Technology in the Secondary Classroom
- Digital Organization Tools for Students and Teachers
- Engaging Students with Florida Research Standards
- Integrating Technology in the Resource Classroom
- Tech-Savvy Centers
- Digital Publishing on the iPad
- Discovery Education 101
- Digital Publishing Tools
- Study Island
- Plato

■ **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.

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.	Fully Implemented	Will continue to support and employ in classrooms	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.	Fully Implemented	Will continue to support and employ in classrooms	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	2016-17
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Fully Implemented	Will continue to support and employ in classrooms	2014-15
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	2016-17

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	2018-19
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	2018-19
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Partially Implemented	Will work to implement and employ	2016-17

Districts may also add metrics for the measurement of CAPE digital tools.

The Legislature intends that by July 1, 2018, on an annual basis, at least 75 percent of public middle grades students earn at least one CAPE Digital Tool certificate.

2014-15

SJCSD's Digital Tool takes into consideration the appropriate skills and abilities of students in elementary and middle school. Each year the plan will be reviewed to evaluate the skill levels, resources, and certificates that best align with each grade level and contribute to the knowledge needed in high school career classes to earn additional CAPE Industry Certifications.

SJCSD's Digital Tool implementation will begin with the Career and Technical Education middle school courses to ensure classrooms have adequate computers and instructional time to master the content to successfully earn CAPE Digital Tool Certificates. In addition, elementary schools who have with the appropriate level of infrastructure (computers, staffing) may elect to pursue Digital Tool Certification and resources through the district's CTE office.

Once resources are identified, this year's implementation will be based on a first-come, first-serve basis for schools desiring to offer the certificates. Schools must demonstrate the capacity for implementation by:

- 1) Computer environment in which each child has a computer
- 2) Financial commitment of \$10 per student participant (with potential \$73 ROI for each certification earned) for online text for 10 modules, teacher resources, and certificate testing
- 3) Agree to follow the recommended sequence of courses and only administer CAPE assessments to according to the 2014-15 CAPE Digital Tool Certificate Testing Plan
- 4) Commit to professional development and training of identified staff

Digital Tool Classes:

Currently, there are 39 Middle school courses with 141 sections serving 4065 students. Courses must be verified by teachers and principals to ensure the required computer resources are available in the classroom.

In grades 6, 7, and 8 there are 3,362 students who can benefit from Certification Partner's CIW modules in word processing, spreadsheets, communications, coding, cybersecurity, programming & logic, multimedia, gaming, computing essentials, web design, and database essentials. Of the 10 modules, 5 are on the proposed CAPE Digital Tool Certificates funding list and are worth .025 FTE per certification earned (up to a maximum of .2 FTE per student per year).

■ **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)	7,500	9,000	2014-15

STEP 2 – Goal Setting:

St. Johns County School District’s Digital Classrooms Guiding Principles

The process to achieve our vision must be monitored strategically to ensure student learning.

The identification of high-quality curriculum content is essential to the success of meeting student needs.

The technology used must be student-centered.

Professional development for teachers must be provided.

The proper infrastructure support is critical to the success of implementing the technology vision.

The most appropriate technology devices will be identified to meet assessment and curriculum needs for all students.

The technology support must be proportional to the number of devices per school site and the service level needed.

Below are additional core beliefs representative of SJCS D goals as Florida moves toward fulfilling a vision for providing the appropriate digital instructional materials, tools, and methods for delivering and creating high level learning opportunities.

Integrating technology in teaching and learning activities makes curriculum engaging and very relevant.

Technology facilitates teacher effectiveness to provide differentiated learning that supports the individual needs, learning styles and multiple intelligences of students.

Students and teachers should have equitable access to digital tools, devices, and resources as part of their learning and teaching process.

Employing innovative and emerging technologies and digital instructional materials within the teaching/learning process is critical for preparing today’s learners for our global and technology-dependent society.

STEP 3 – Strategy Setting:

St. Johns County School District Digital Classrooms Strategies

As stated in Part I of the Digital Classrooms Plan, the work completed through our 1:1 Pilot plan will drive future decisions of the district. This includes the strategies we will take in implementing digital classrooms across the district. For purposes of the DCP, we have provided the below strategies, but as our 1:1 pilot matures, they may change.

Goal Addressed	Strategy	Measurement	Timeline
High-Quality Curriculum	Supply Teachers with quality digital instructional materials	Quality digital instructional materials are being used in the classroom.	2014-15 and Ongoing
High-Quality Curriculum	Addition of an Applied Technology Coordinator to assist with the vetting of digital curriculum.	The Applied Technology Coordinator position has been hired.	2014-15
Appropriate Student Centered Technology and appropriate devices	Purchase grade level appropriate digital devices	An increased number of digital devices are being used in the classroom.	2014-15 and Ongoing
Provide Professional Development	Continue to provide quality professional development to teachers and administrators on the integration of the technology in the classroom.	Teachers are increasing the level of effective integration of technology in the classroom.	2014-15 and Ongoing
Technology Support	Continue to Upgrade Wireless network capacity and WAN bandwidth levels in all schools.	Expansion of Wireless 802.11n or greater and increased bandwidth	2014-15 and Ongoing
Technology Support	Continue to increase school and district level technology staff	Expansion of technology support staff	2014-15 and Ongoing

In addition, if the district participates in federal technology initiatives and grant programs, please describe below a plan for meeting requirements of such initiatives and grant programs.

The SJCS D plans to implement Learning Links: Digital Learning Support Resources.

Narrative

The SJCS D plans to establish a sustainable process for collaboration and coordination among classroom teachers in the use of web-based digital learning content related to state academic standards and quality instruction. The district also plans to enable teachers to share access to web-based learning resources.

The components of the plan are:

1. Establish a mobile digital technology station at each school site.
2. Provide a minimum of two days of professional development to the targeted teachers through our district-funded Instructional Technology Program Specialists to assist teachers in the creation of active learning environments.
3. Embed the district curriculum maps (which are developed from the state standards) within the delivery of the training. (Academic Rigor)
4. Demonstrate multiple ways to use technology to gather student assessment data through several technology programs/applications.
5. Provide training on the use of technology to gather formative data through the use of several software applications. (Continuous Improvement)
6. Provide training on the use of technology to provide differentiated groupings for student learning through the use of technology within student center activities.
7. The fine arts/humanities infusion into the learning environment will be addressed through specific lessons developed and shared with the digital technology classrooms established through the grant.
8. The use of graphic organizers will be provided to the target teachers. Digital graphic organizers will be made available for students to access within specifically developed lessons.
9. The use of higher order thinking skills will be addressed through the use of digital collaboration. The digital collaboration will include writing projects where students go beyond providing concrete information in their writing and include personal connections to the selections which takes their learning to higher levels as identified in Costa's levels.
10. Instructional strategies will be an integral component of the training. The main instructional focus will be the use of technology for instructional centers that promote students developing and sharing digital content.
11. Language arts instruction will be supported through the use of technology tools during the reading centers. Reading centers focusing on the differentiated learning needs of students will be addressed through the technology centers created in the designated classrooms.
12. PLCs are an integral component of our professional development within our district. The PLCs are provided during our early release Wednesdays which occur weekly. The opportunity to extend learning beyond the early release days will be supported in the grant by providing days for substitutes to visit the classrooms within the school to see the technology use within their own building. Teachers who agree to participate in the program will agree to welcome colleagues into their rooms.
13. STEM coursework will be supported in the grant through the development of STEM lessons at the elem. and sec. levels. These STEM lessons will be made available throughout the district.

Summary of proposal

RTTT Technology Professional Development Grant

Rationale

We plan on developing demonstration classrooms that incorporate technology and facilitate standards-based collaboration.

Teachers want to see what a collaborative standards-based work environment looks like in a real classroom. We wanted to provide these teachers with an opportunity to receive training and materials in order to put this type of classroom into action, while providing a demonstration classroom for other teachers to see a collaborative digital work space.

Our grant proposal is to purchase hardware and provide professional development for teachers at every school in order to establish classroom environments that promote collaboration within a digital environment.

Process

The grant will be used to provide the selected teachers training, substitutes, and hardware.

We will have each principal select two teachers to participate. Additionally, principals will be asked to support this type of learning environment by providing the necessary number of laptops or iPads as necessary.

Training will be provided to the selected teachers over three days. The first day teachers will be given an overview of the vision, training on how to create a collaborative learning environment, and how to set-up the hardware. The second day of training will be focused on creating lesson plans to support a collaborative learning environment. The final day of training will be a follow-up training in which teachers do a final review to include: best practices, troubleshooting, and model lesson plans.

Substitute teachers will be provided for the teachers selected to be a part of the program while they are being trained. Additionally, two substitutes per school will be provided in order for other teachers around the school to observe the demonstration teacher and learning environment in action.

Additionally, the grant will be used to purchase the hardware necessary to create a collaborative learning environment. The goal is to develop a mobile station that can be used in any location within the school setting. A large TV monitor will be procured and mounted on a movable cart. The monitor will be used to display student work from their laptops or iPads for the rest of the group to view. Student laptops will be connected to a VGA switch box which will be connected to the monitor. The switchbox will allow students to "switch" which device will display on the screen. Up to eight students at a time can work in this space. If iPads are the device being used, one computer with AirServer software installed will be connected to the monitor. The computer and software will enable the iPads to display onto the monitor.

Lastly, a small portion of the grant will be used to provide specific training for the Instructional Technology Program Specialists. It will be used to purchase an online Coaching Academy based on the International Society for Technology in Education (ISTE) Standards for Ed. Tech. Coaches.

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

SJCSD student performance outcomes for 2014-15 that will be directly impacted by the DCP Allocation.

The following data is based on the district's Annual Measureable Objective (AMOs). Due to the implementation of the new Florida Standards Statewide Assessment in the upcoming school year, which hasn't been seen yet and for which baseline targets or cut scores have not yet been set, the following data figures are projections only and are subject to significant changes.

Student Performance Outcomes	Baseline	Target
1. ELA Student Achievement	77%	80%
2. Math Student Achievement	79%	82%
3. Science Student Achievement	79%	82%
4. Attendance - Early Warning	12%	10%
5. Acceleration Success Rate	87.8%	88.8%
6. Digital Tools Certificates (Grades 6,7,8 Only)	0%	26%

B) Digital Learning and Technology Infrastructure

Implementation Plan for B) Digital Learning and Technology Infrastructure:

Infrastructure Implementation				
Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
B.1. Purchase and implement 250 New student laptop devices	September 2014	\$121,450	8 Schools	A 1,2,3,4
B.2. Purchase (18) 1:1 laptop carts	September 2014	\$57,645	4 1:1 Pilot Schools	A 1-6
B.3. Purchase World Book online	September 2014	\$19,072	All Schools	A 1,2,3,4
B.4. Purchase Type to Learn	September 2014	\$20,998	28 Schools	A 1,2,3,4
B.5. Purchase Edmentum online digital curriculum	August 2014	\$318,075	All Schools	A 1,2,3,5
* Note: The total represents expected or completed expenditures that exceed the DCP allocation.	Total	\$537,240		

Below are anticipated and planned digital classroom expenses not covered under DCP allocated funds, which are being addressed by other funding sources.

Other Digital Classroom Expenses completed in preparation for this school year or planned during 2014-15	Quantity	Estimated Cost	Other funding source
Purchase charging carts for 1:1 Pilot schools	15	\$41,175.00	Capital
Purchase notebook cases for 1:1 Pilot schools	315	\$2,263.50	Capital
Purchase ipads for 1:1 Pilot schools	40	\$23,160.00	Capital
Purchase ipad covers for 1:1 Pilot schools	40	\$1,460.00	Capital
Purchase notebook computers (Lenovo x140e)	1405	\$723,575.00	Capital
Purchase Microsoft Server, CALs, Office 2013, EES	All Schools	\$215,423.00	Operating
Purchase Discovery Science, K-8	K-8	\$54,095.00	Operating
Purchase upgraded Internet Filtering SW/HD	All Schools	\$95,000.00	Capital/Operating
Purchase approximately 2500 new teacher and administrator computers for schools (Computer Refresh)	All Schools	\$1,650,000.00	Capital
Upgrade wireless AP's at 4 schools (est. 400 AP's to install)	4 schools	\$560,000.00	Capital

Upgrade wiring at SJTHS	1 school	\$50,000.00	Capital
Upgrade Internet BW to 1Gbps	All Schools	\$88,800.00	Operating
Upgrade UPS devices for digital networks	7 schools	\$100,800.00	Capital
Upgrade Internet filtering and device security	All Schools	\$100,000.00	Capital/Operating
	Total	\$3,490,328.50	

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

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.	Ensure 1:1 Pilot Student notebook computers are being used during the first semester of 2014-2015. Monitor use of Office 365 and Student accounts.	Students are engaged in a technology rich environment. Students are receiving increasing levels of instruction using digital tools and curriculum.
B.2.	Ensure the notebook charging carts are in place and being used to support the 1:1 Pilot.	Carts are being used to support the 1:1 Pilot and in other schools to support digital classroom learning as well as assessment.
B.3.	Review the usage of World Book online.	This software is providing value to students engaged in digital learning.
B.4.	Review the usage of Type to Learn.	This software is proving value to students engaged in digital learning.
B.5.	Review the usage of Edmentum. This software package offers multiple digital courses of curriculum.	This software is proving value to students engaged in digital learning.

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.

3rd Party Evaluation Process:

An evaluation team from the School District of Clay County conducted a 3rd party evaluation of the SJCS D’s 2014-2015 Digital Classrooms Plan as it relates to Digital Learning and Technology Infrastructure and Implementation strategy. The School District of Clay County found the SJCS D DCP allocation expenditures are well planned and aligned with the FDOE Wireless Technology Guidelines and the FDOE Technology Guidelines. Additionally, the School District of Clay County found our 1:1 Digital Classroom plan to equip students with computer notebooks and touch tablets, classrooms with notebook carts and online digital content and resources identified in our plan are aligned with the State’s goals.

Please see Appendix B for the 3rd party evaluation results.

C) Professional Development

Implementation Plan for C) Professional Development.

Please see Appendix A for the SJCS D's Master-in-Service plan.

Professional Development Implementation				
Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
C.1. None with DCP Funds				
C.2.				
C.3.				
C.4.				

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

Brief description of other activities	Other funding source
Our Digital Learning Pilot School Teachers received 5 days of paid Digital Learning Professional Development during the summer of 2014.	SJCS D Operating funds Cost: \$100,000
District-wide model classroom and train the trainer model will be implemented in the 2014-2015 school year.	Professional Development for Digital Learning Grant (Race to the Top Funds) Cost: \$75,000
72 K-12 teachers (two from each school) will participate in professional learning aligned with the MIP components. This training will extend our model classroom/Train the Trainer model for additional teachers.	SJCS D Operating Funds Cost: \$80,000
One teacher from each of our 7 1:1 Digital Pilot schools will participate in a Professional Learning Technology Cadre meeting, along with three district level administrators. The purpose of this meeting is to support our Digital Learning plan at these schools.	SJCS D Operating Funds Cost: \$1,000
150 Digital Pilot School teachers will participate in 5 days of professional development training to expand the scope of our 1:1 digital pilot program.	SJCS D Operating Funds Cost: \$100,000
	Total: \$365,000

Evaluation and Success Criteria for C) Professional Development.

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	NA	
C.2.		
C.3.		

D) Digital Tools

Implementation Plan for D) Digital Tools.

Digital Tools Implementation				
Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
D.1. None with DCP Funds				
D.2.				
D.3.				
D.4.				

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

Brief description of other activities	Other funding source
Continue to improve the student assessment system.	Using district Planning and Accountability staff
Continue to upgrade the Professional Development system with additional features.	SJCSD Operating Funds
Provide 39 CTE middle school courses with instructional materials to learn essential computer skills and earn CAPE DT certificates.	SJCSD Operating Funds
Provide elementary schools with instructional materials to learn essential computer skills and earn 1 CAPE DT certificate.	SJCSD Operating Funds
Offer professional development/ training for all designated middle and elementary school teachers.	SJCSD Operating Funds
Tracking mechanisms will be established at each school; one person will be trained on data input by the District CTE office.	SJCSD Operating Funds and existing staff

Evaluation and Success Criteria for D) Digital Tools:

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	NA	

E) Online Assessments

Implementation Plan for E) Online Assessments.

Online Assessment Implementation				
Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
E.1. None with DCP Funds				
E.2.				
E.3.				
E.4.				

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

Brief description of other planned activities	Other funding source
Implement 300 additional devices to replace or increase the total number of online	Capital and Operating Funding
Increase internet bandwidth from 400 Mbps to 1Gbps	Operating and E-rate Funding

Evaluation and Success Criteria for E) Online Assessments.

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	NA	
E.2.		

APPENDIX A

MASTER IN-SERVICE PLAN TECHNOLOGY COMPONENTS

**St. Johns County School District
Master Inservice Plan (MIP)**

Technology Components

Technology in the Classroom 3-001-408

Assistive Technology in the Classroom 3-100-001

Technology Applications 3-404-001

TECHNOLOGY IN THE CLASSROOM

COMPONENT IDENTIFIER NUMBER: 3-001-408

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):

The purpose of this component is to provide teachers and staff with the ability to use appropriate technology in the teaching and learning process.

SPECIFIC OBJECTIVE(S):

Upon completion of one or more of the professional development activities participants will:

1. Utilize appropriate learning media, computer applications and other technology to address students' needs and learning objectives.
2. Utilize instruction and other electronic networks to provide students with opportunities to gather and share information with others.
3. Use a wide variety of instructional technologies including hardware and software such as CD-ROM, interactive video, digital cameras, scanners, electronic libraries and web-based resources to enhance instruction.
4. Work with technical and instructional specialists available to each school, teacher and student to collaborate on instructional design and delivery.
5. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
6. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
7. Understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.
8. Model and teach legal, ethical and safe practice related to technology use.
9. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics and abilities while ensuring equitable access to technology resources for all students.
10. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
11. Apply current research on teaching and learning with technology when planning learning environments and experiences.
12. Plan strategies to manage students' learning in a technology-enhanced environment.
13. Facilitate technology-enhanced experiences that address Common Core State Standards and Next Generation Sunshine State Standards and higher order skills and creativity.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

To earn credit, participants should complete a minimum of one initial professional development activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Delivery Methods: A,B,C,D,F,G

Follow-up Methods: M,N,O,P,Q,R,S

Evaluation Methods: A,B,C,D,F,G/A,B,C,D,Z

FEAP: A1,A3,A4

ASSISTIVE TECHNOLOGY IN THE CLASSROOM

COMPONENT IDENTIFIER NUMBER: 3-100-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE:

This professional learning will enable instructional personnel to obtain and improve professional knowledge and competencies in using assistive technology in the classroom.

SPECIFIC OBJECTIVES:

Upon successful completion of an inservice activity, the learner will be able to:

1. Use technology to promote and enhance the student's learning, communication and real-life problem solving skills.
2. Consider individual student needs to determine the most appropriate assistive technology device to use.
3. Learn the skills needed to use assistive technology devices, teach students to use the devices, and monitor the effectiveness or use with both verbal and written communication.
4. Be able to integrate the use of assistive technology within the curriculum to augment students' verbal and written communication.
5. Learn the skills involved with using universal design to enable all students to access the curriculum.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

To earn credit, participants should complete a minimum of one initial professional development activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Delivery Methods: A,B,C,D,F,G

Follow-up Methods: M,N,O,P,Q,R,S

Evaluation Methods: A,B,C,D,F,G/A,B,C,D,Z

FEAP: A1,A3

TECHNOLOGY APPLICATIONS

COMPONENT IDENTIFIER NUMBER: 3-404-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):

The purpose of this component is to provide teachers and staff with the knowledge and skills needed to increase productivity and design and deliver effective technology lessons.

SPECIFIC OBJECTIVE(S):

Upon completion of one or more of the professional development activities participants will:

1. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology.
2. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
3. Use technology resources to engage in ongoing professional development and lifelong learning.
4. Apply technology to increase productivity.
5. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
6. Use a wide variety of instructional technologies including hardware and software such as CD-ROM, interactive video, digital cameras, scanners, electronic libraries and web-based resources.
7. Continually review and evaluate educational software to determine its appropriateness for instruction and management and share findings with others.
8. Teach students to use available computers and other forms of technology at the skill level appropriate to enable success and maintain interest.
9. Use appropriate technology to construct teacher materials, e.g. construct assessment exercises, prepares programmed instruction, uses work processing, produces graphic materials, etc.
10. Recognize the importance of family and family structure to the individual learner and uses knowledge of the student's family situation to support individual learning.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

To earn credit, participants should complete a minimum of one initial professional development activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Delivery Methods: A,B,C,D,F,G

Follow-up Methods: M,N,O,P,Q,R,S

Evaluation Methods: A,B,C,D,F,G/A,B,C,D,Z

FEAP: A1,A3,B1

APPENDIX B

3RD PARTY EVALUATION REVIEW

DIGITAL CLASSROOM PLAN 3RD PARTY EVALUATION



DISTRICT DIGITAL CLASSROOM PLAN UNDER REVIEW

District Name	St. Johns County School District	Review Date	12 Sept 2014
District POC	Bruce Patrou, CIO	Other District DCP team members present	Justin Forfar, Director of Network Services Beth Sweeny, Coordinator of Governmental

EVALUATION PROCESS

An evaluation team from the School District of Clay County conducted a 3rd party evaluation of the St. Johns County School District's 2014-2015 Digital Classroom Plan as it relates to Digital Learning and Technology Infrastructure and implementation strategy. The School District of Clay County is a neighboring district with a student enrollment, network infrastructure, and wireless environment comparable to St. Johns County Schools.

DIGITAL PLAN AREAS UNDER REVIEW AND EVALUATION

The St. Johns County School District Digital Classroom Plan contains the following:

Digital Learning and Technology Infrastructure planned Deliverables:

- Implement new student laptop computers
- Implement laptop carts to support 1:1 digital instruction and assessment
- Implement student online digital curriculum content, and resources to include, Type to learn, World Book and Edmentum

EVALUATION FINDINGS

St. Johns County School District has identified DCP allocation expenditures that are well planned and aligned with the FDOE Wireless Technology Guidelines and the FDOE Technology Guidelines. In addition, their 1:1 Digital Pilot vision, guidelines and overall strategy are also outlined in the District's 2014-2017 Technology Plan that was submitted to FDLOE in Spring 2014. Their Digital Classroom Plan to equip students with 1:1 computer notebooks and touch tablets, classrooms with notebook carts and online digital content and resources identified in this plan are aligned with the state's goals.

3RD PARTY EVALUATORS

Organization	School District of Clay County	Evaluation Team Members and Titles	Relations Sabrina Thomas, ARD, Information Services Eddie Adams, Supervisor, Information Services
Lead Evaluator	Carl Hendrick, Director of Information Services	Signature	