School District of DeSoto County

DISTRICT DIGITAL CLASSROOM PLAN

2015 -2016

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PART I. DIGITAL CLASSROOMS PLAN – OVERVIEW

1.1 District Mission and Vision Statements

Technology Mission Statement

The School District of DeSoto County's technology mission is to promote the effective use of technology within digital classrooms to improve performance of all students. Technology in DeSoto County will be used to prepare every student to enter college or postsecondary technical training without the need of remedial instruction and/or enter the job market at a level significantly above minimum wage. We are committed to integrating technology into the DNA of our District. All students will be instilled with the knowledge of the democratic process and the attitudes and values necessary to function as productive members of society.

> *We will foster a learning environment of 21st century technology learning opportunities that promote academic excellence leading to global collaboration, digital citizenship, and a desire for extended learning.*

We have identified 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:

- Implement a standards based instruction and integrate technology into the curriculum in every classroom
- Establish an ongoing process as a means to evaluate the effective implementation of the technology plan
- Provide ongoing staff development for implementation and use of technology
- Increase access to technology for all stake holders
- Implement 1:1 computers within K-12 grades

Technology Vision Statement

The School District of DeSoto County will incorporate technology as a means of integrating curriculum across subject areas. Students and educators will be guaranteed opportunities to use technology as an integral part of education. The School District of DeSoto County will be a proactive leader, identifying issues and offering innovative solutions to enable digital citizens to accomplish their goals and provide quality services to these citizens effectively and efficiently.

Achieving our vision for technology will encompass integration of more than a few elements including but not limited to the following:

- providing professional learning across different populations by implanting ongoing, relevant, and collaborative professional learning for staff around instructional technology.
- supporting education as a whole by providing students, staff, and families with high quality technical support and strategies for authentic engagement.
- student computing – work to ensure that every student has access to a computing device when they need it and roll out our 1:1 program over a five year span.
- facility computing – 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.
- building and maintaining a robust network and server infrastructure capable of handling just-in-time learning technology needed for high quality planning, instruction, and data use as well.

Preparing our plan includes preparation, implementation, and monitoring each phases to ensure each project's success. By phasing in projects strategically over the next five years, we can learn from experiences and evolve best practices, build on our successes, spread out upfront 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 achieving excellence and putting students first.

1.2 District Profile

The School District of DeSoto County is located in south central Florida, approximately 90 miles from the nearest metropolitan area. DeSoto County is the State's 48th most populous county, representing .2% of the state's population. Poverty levels within the county for individuals under the age of 18 are 43.5%, compared to the state at 25.6 %.

DeSoto County's local economy is heavily reliant upon agriculture and renewable energy. Primary agriculture elements include citrus, cattle, and watermelons. With an annual average temperature of 72 degrees, the climate is conducive to the production of citrus and cattle, which play a vital role in the county's economy.

DeSoto County is home to a 90,000 panel solar plant, the largest in the country. This Next Generation Solar Energy Center is estimated to generate about 42,000 megawatt-hours or enough power to serve about 3,000 homes. Over 30 years, the solar facility will prevent the emission of more than 575,000 tons of greenhouse gases. According to the U.S. Environmental Protection Agency, this is the equivalent of removing more than 4,500 cars from the road every year for the entire life of the project.

The ranching and renewable energy industries both rely heavily on the computer for management decisions, marketing information, maintaining inventories, scheduling, payroll, weather forecasts, and commodity trading. Engineering, designing, and installing irrigation systems requires computer assisted drafting and laser equipment. Even the smallest businesses and restaurants in our community rely heavily on technology to maintain records and operate their businesses.

The School District of DeSoto County is committed to providing every student with current technological skills needed for entry into the workforce or to continue to postsecondary educational programs. It is the intent of the district to provide high wage opportunities to all students. There are many opportunities within and outside our community that involve the use of technology.

District Demography

White	Black	Hispanic	Multi-Racial	Asian	American Indian/Alaskan Native	Native Hawaiian/Other Pacific Islander	Total Students
1953	563	2192	116	20	9	3	4856
40.22%	11.59%	45.14%	2.39%	.41%	.19%	.06%	

ESE	ELL	Migrant
741	483	330
15%	10%	7%

1.3 District Team

Title	Name	Email	Phone
Superintendent of Schools	Dr. Karyn Gary	karyn.gary@desotoschools.com	(863)-494-4222 Ext 1002
Assistant Superintendent of Schools	Dr. Christina Britton	christina.britton@desotoschools.com	(863)494-4222 Ext 1002
Coordinator of Technology	Jeff Wood	jeff.wood@desotoschools.com	(863)494-4222 Ext 1402
Assistant Director of Curriculum	Kristie Joens	kristie.joens@desotoschools.com	(863)494-4222 Ext 1306
Assessments Coordinator	Laurie Graebner	laurie.graebner@desotoschools.com	(863)494-4222 Ext 1309

1.4 Planning *Process*

Digital classroom planning is accomplished by a combination of the school district, local business, and local industry. The District Technology Planning Committee will provide the organizational leadership to produce the District Digital Classroom Plan (DCP) and any periodical review for necessary revisions to the plan. The committee will also assist in the implementation of the activities described in the objectives. The plan consists of a comprehensive program that effectively uses technology to help students meet or exceed the state academic content standards in all core content areas including language arts, mathematics, science and social studies and English language development standards. The plan also provides a clear focus to enhance the district's curricular program and improve school community technology skills needed to effectively implement the use of technology in the classroom, computer labs, and/or library media centers. Technology curricular goals are included in each school site's plan for student achievement. This committee will consist of a broad representation across the district. The plan will be re-written in its entirety every three years and will be reviewed annually by the committee for necessary revisions and/or additions.

The planning process will consist of:

- appointing members to the District Technology Planning Committee to include members of the community, business and industry.
- participation in individual school advisory councils or special technology committees at each school level to assist in school technology planning.
- periodically evaluate the current plan.
- conduct needs assessment as warranted.
- establish long-term and short-term goals which will include but not be limited to the integration of technology in all areas of the curriculum.
- incorporate and plan for ESOL and special needs students with disabilities.
- plan for administrative needs and impending funding needs.
- identifying funding sources.
- compose the final plan.

With technology changing at a rapid pace, Desoto County is still in need of a paradigm shift to truly infuse technology into the curriculum. The Digital Classroom Plan will be reviewed and approved by the District Technology Committee prior to approval by the Desoto County School Board.

1.5 Technology Integration Matrix (TIM)

The District will be using the TIM tool this year to evaluate our technology use in the classroom as well as to evaluate teacher lesson plans. The Coordinator of Instructional Technology and the IT Staff will be trained by USF staff on the use of the TIM tool and then will train others as needed. The Coordinator of Instructional Technology and the IT Staff will conduct the initial observations and work with teachers to increase their technology use in the curriculum. Through coaching and modeling, we will continue to support our teachers' technology integration.

1.6 Multi-Tiered System of Supports (MTSS)

The focus of our DCP is to give all students the opportunity to enhance their learning through technology. Students that receive MTSS support on Tier 1, 2, or 3 will continue to receive researched based interventions using both the problem solving process and the standard protocols for interventions.

There will be a strong focus on professional development for teachers that are a part of the 1:1 program. The professional development for teachers will include how to enhance MTSS interventions through technology, working and monitoring small groups of students, and individualizing student needs. Professional development will be offered at a variety of times and it will be offered in a variety of methods (face-to- face, Schoology, etc.) to enhance the professional development.

Students using Tier 1 interventions will receive high quality instruction comprised of universal screenings, which are used to monitor the effectiveness of the instruction. Students that are identified, as needing Tier 2 supports will have interventions developed that support small group instruction, more frequent monitoring, and more time to practice the target skills. The DCP will enhance these interventions by allowing students more time to work on their target skills within their classroom. Students that have a 1:1 device will be able to more easily access programs that are differentiated to their need (i.e. iReady®). Students that do not respond to Tier 2 interventions will receive more intense interventions that are tailored to specific individual learning or behavior targets. Students will be able to access web centric programs on a more regular basis that are tailored to their specific target skills.

The Exceptional Student Education (ESE) department will continue to provide support to all teachers throughout the MTSS process. We include members of the MTSS district team to work with ESE teachers in the 1:1 program in order to enhance the interventions that students are receiving. The MTSS district team will provide professional development on differentiating instruction to all staff in the 1:1 program.

The leadership team will monitor the attendance, suspension rate and overall performance of the students in the 1:1 program. The students receiving interventions will be monitored and compared to the students that are not in the 1:1 program. The DCP will focus on iReady® Reading and Math to monitor the effectiveness of interventions, and Skyward® will be used to monitor other factors like attendance and discipline.

1.7 District Policy

Type of Policy	Brief Summary of Policy	Web Address	Date of Adoption
Student data safety, security, and privacy	Defines FERPA, Data breach and procedures for maintenance and transfer of student records	www.desotoschools.com/	2015
District teacher evaluation components relating to technology	Explores and implements innovative ways to incorporate existing technologies to increase active participation by students and enhance student achievement.	www.desotoschools.com/	2015
BYOD (Bring Your Own Device)	Students in grades 6-12 are permitted to bring their own device to use in the classroom for instructional purposes with a signed consent form after reviewing our BYOD policy.	Internal URL	2015
Policy for refresh of devices (student, teacher, admins)	This currently is a work in progress.	Internal URL	Coming soon
Acceptable/ Responsible Use Policy (student, teachers, admin)	For students this is included in our Student Code of Conduct and can be found at the link provided.	www.desotoschools.com/	2015
Master Inservice Plan (MIP) technology components	We are currently in the process of rewriting our MIP for 15-16. The current plan will go to the school board for approval in September.	Internal URL	2015

PART II: DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1: NEEDS ANALYSIS

The focus of our technology plan is to find ways to effectively integrate technology into the curriculum. The District supports the premise that technology will promote higher-level learning, greater problem solving aptitudes, critical thinking skills, and collaboration across all curricular areas. As a parallel development, the School District of DeSoto County is continuing to refine the use of the online assessment reporting system and reports available data through the district website as online repositories of classroom and district assessments.

Our curriculum goals are divided into the following areas:

- continue the proliferation of student achievement in core content areas including language arts, mathematics, science, social studies and visual and performing arts as well as English language development.
- identify suitable educational software to support the instructional programs.
- utilize assessment data to guide student learning activities and lesson plan development for all classrooms.
- incorporate technology to support student learning and assist teachers in the delivery of core curriculum.

Teachers in the district use data on student academic performance as a basis for instructional decisions in their classrooms. Currently, teachers use Performance Matters ™ to track students. In addition district staff uses Performance Matters ™ to generate reports and monitor student achievement. The district collects data on students several times over the course of the school year. Many teachers use the Florida Interim Assessment Item Bank, and Performance Matters ™ test item banks to generate classroom developed assessments to further monitor students' progress.

All schools have access to the following software:

- Mimio and Mimio Vote.
- Teach Town.
- Learning.com.
- Discovery Education.
- iReady.
- Schoology.
- Google Classroom.

Highest Student Achievement

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.

One of the primary reasons for moving toward a 1:1 program is to find ways to reach every student at their current instructional level to differentiate their learning so they can be successful and make progress. With 1:1 computer devices, teachers will be allowed to focus on differentiated instruction, problem solving, collaboration, critical thinking skills and individualized learning.

Our recent evaluation component of the technology plan assisted us in identifying several areas of focus. The DCP will address how the district's technology effort will continue to support curricular needs of students over the next five years encompassing the 2015-2016 school year through the 2018-2019 school year.

Planning for high performance learning begins by focusing on student learning. 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.

Student Performance Outcomes		Baseline *,**	Target	Date for Target to be Achieved
II.A.1.	ELA Student Achievement	TBD from school year 2014-15	To decrease the proficiency gap between state and district average by 30%	2015-2016
II.A.2.	Math Student Achievement	TBD from school year 2014-15	To decrease the proficiency gap between state and district average by 30%	2015-2016
II.A.3.	Science Student Achievement	5th -31% 8th -32%	5th -35% 8th -35%	2015-2016
II.A.4	Science Student Achievement Biology	64%	67%	2015-2016
II.A.5.	ELA Learning Gains	64%	67%	2015-2016
II.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	2015-2016
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	2015-2016
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	2015-2016
II.A.9	Overall 4-year Graduation Rate	70%	80%	2015
II.A.10	Acceleration Success Rate	89%	99%	2015

Technology Infrastructure has far-reaching needs beyond the need for computers and a wireless infrastructure. Many of our facilities are decades to a half-century old, and the need for some of the basic infrastructure is missing. The School District of DeSoto County, being small, rural and agricultural struggles to maintain funding to provide these infrastructures.

The growing need for bandwidth is a result of a growing need for devices that uses the bandwidth. These devices need to have power and a place for them to reside. With limited financial resources earmarked for these items, they often become barriers to providing a true digital classroom experience. A Bring Your Own Device (BYOD) plan does not add devices to the district's inventory, but does add traffic and stress to the existing network infrastructure. With the move to web centric applications and BYOD becoming a necessity, security becomes of greater importance. This matter will be an ever changing and evolving part of the digital classroom.

Infrastructure Needs Analysis		Baseline 2014	Spring 2015	Target	Date for Target	Gap to addressed
II.B.1	Student to Computer Device Ratio	2.4:1	1.07:1	1:1	2018-2019	.07
II.B.2	Count of student instructional desktop computers meeting specifications	1940	2031	2031	2018-2019	None
II.B.3	Count of student instructional mobile computers (laptops) meeting specifications	233	1113	1113	2018-2019	None
II.B.4	Count of student web-thin client computers meeting specifications	0	1658	4628	2018-2019	2970
II.B.5	Count of student large screen tablets meeting specifications	180	153	80	2018-2019	None
II.B.6	Percent of schools meeting recommended bandwidth standard	60%	85%	100%	2017	15%

Infrastructure Needs Analysis		Baseline 2014	Spring 2015	Target	Date for Target	Gap to addressed
II.B.7	Percent of wireless classrooms (802.11n or higher)	100%	100%	100%	2014	None
II.B.8	Security assessment	N/A	N/A	N/A	N/A	None
II.B.9	Support of browser	N/A	Yes	Yes	2015-2016	None

Skilled Workforce and Economic Development

The District will provide instructional personnel and staff with access to opportunities and training to assist with the integration of technology into classroom teaching. Professional development will be available in person at the regional, consortium, and district levels, by synchronous video-conferencing, or by asynchronous broadcast via web.

In addition, the 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 NEFEC and will include training on Easy Tech, Curriculum Foundry, and Inquiry building tools that were built into the legislative appropriation.

- *Technology in the Classroom: "Advanced Implementation and Integration*" training will assist teachers to build strong and supportive implementation plans for true technology integration. Participants will discover proven strategies to incorporate technology into their classroom practice, evaluating their district's technology standards and goals, deciding what curriculum should be introduced and reinforced, and determine how to best implement solutions.

The delivery of 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

Professional Development

The District will work to provide instructional personnel and administrators with access to opportunities and training to assist with the integration of technology into classroom teaching and administration of their schools. We collaborated with Millennium Technology Group, LLC, to help us prepare our teachers and administrators for the move toward digital content and 1:1 classrooms. Through their services we will create, a Digital Education Roadmap (DER), which is a gap analysis, prepared for technology and instruction. The analysis documented a clear and mutually agreed upon understanding of the current state of affairs at the school. A clear and concise goal was then envisioned and documented. Paced and thoughtful roadmaps of processes and procedures where then designed to achieve the goals envisioned taking into consideration budget, capacity, and time. The Millennium Technology Group helped provide professional development on 1:1 classroom management, use of the TIM to evaluate instructional technology use in the classrooms, and other PD needs determined through the DER and needs that arise. The District will continue with Digital Education Roadmap in conjunction with Heartland Educational Consortium. Through a grant provided by the state to the three (3) consortiums, we will gain access to resources through Learning.com and as our pilot teachers are trained with Learning.com resources, we will then expand the training to other teachers within the district.

The School District of DeSoto County is becoming a Google Apps for Education district and we will continue to provide professional development for our teachers and administrators on the uses and integration of the different applications. Through a grant provided by the state to the three consortiums, we will continue to access the resources through Learning.com. Our professional development focus this year is on our Google Apps® for Education suite, integration of Chromebooks into the classroom, the use of our LMS, which is Schoology® and unpacking the standards and teaching to the depth of the standard using technology. The majority of our PD opportunities will be teacher led as we have found that this is the most effective way to present PD to our teachers. Our partnership with Heartland Educational Consortium will be used to enhance our PD opportunities.

C. Professional Development Needs Analysis (Required)		Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 30% Adoption:30 % Adaption: 30% Infusion: 6% Transform: 4%	Entry: 22% Adoption: 10% Adaption: 35% Infusion: 18% Transform:15%	School Year 2018-2019
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry:35 % Adoption:40% Adaption: 14% Infusion: 9% Transform: 2%	Entry: 10% Adoption:22 % Adaption: 24% Infusion: 26% Transform:18%	School Year 2018-2019

The table below lists professional development opportunities planned as part of our DCP.

Grant Element	Summary	Deliverables
Support the evaluation of classroom integration using the Technology Integration Matrix (TIM)	To support the implementation and measurement of progress toward digital learning	• Purchase TIM-O • Provide training to administrators on the use of TIM-O • Provide training to teachers on the use of TIM-O and what is being evaluated
Digital Learning Support Resources	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 will create and maintain a system that enables teachers to share access to web based learning resources	• Create district workgroup to share resources and websites with all schools within the district • Participate in statewide workgroup that will share information on digital learning resources • Learning Links tool on the FSL website • Demonstrations held at each school on the safe

Grant Element	Summary	Deliverables
		processes for identifying and using web based resources. • Demonstrations at each school site on TIM compatible lessons that model effective use of district selected digital content • Create a video repository of teachers modeling effective technology integration in their classrooms
Digital Instruction and Content Development	To develop resources for our teachers housed on an internal system for easy use in lessons.	• Develop digital content using instructional design techniques with interactive whiteboards and digital devices • Create a Learning Object Repository where teachers can access digital content and resources to use in their lessons • Provide professional development on Microsoft Office 365

Our goal is to get the teacher technology integration to the Transformation Level. We know that not all teachers will get to this level by the 2018-2019 school year, but we are confident that as we move forward with this DCP our teachers will move up in the TIM levels and we will eventually get all teachers to a Transformation Level.

TIM Level	Percent at Level
Entry Level	22%
Adoption Level	10%
Adaptation Level	35%
Infusion Level	18%
Transformation Level	15%
TOTAL	100%

Professional Development Needs Analysis base of TIM		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Average teacher technology integration via the TIM	Adaptation	Transformation	2017
2.	Average teacher technology integration via the TIM (Elementary Schools)	Infusion	Transformation	2017
3.	Average teacher technology integration via the TIM (Middle Schools)	Adaptation	Transformation	2017
4.	Average teacher technology integration via the TIM (High Schools)	Adaptation	Transformation	2017
5.	Average teacher technology integration via the TIM (Combination Schools)	Infusion	Transformation	2017

Seamless Articulation and Maximum Access

The School District currently uses multiple digital tools that allow our teachers and administrators to manage, monitor, and assess student learning and performance. Last year we implemented iReady® district-wide. iReady® is a K–12 adaptive diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.

There is also teacher led instruction that provides rigorous, on-grade-level instruction and practice with iReady® and additional downloadable lessons to help meet individual student or small group needs. We will continue to import assessment data from iReady® into Performance Matters™. Performance Matters™ is a comprehensive assessment and data management system. The district is able to import state and district assessments, which allows teachers and administrators to pull reports to show how a student is performing.

The District uses Skyward® as our SIS system. Teachers use Skyward® gradebook to keep track of student's grades, ESE, ELL, attendance, etc. There is also a parent portal with Skyward that allows parents the ability to track their student's progress as well as monitor attendance, state test scores, and other information.

Last year we had a group of teachers that were trained on the use of CPALMS and creating curriculum maps that correlate with the new Florida State standards. Teachers are using CPALMS to create curriculum maps as well as lesson planning. Through CPALMS they can list the standards they are teaching and attach activities to that standard. We have purchased Schoology® as our district-wide Learning Management System (LMS) and will be implementing it in our classrooms this year.

Digital Tools:

In addition to the above the district uses EasyTech® it is part of the Rural Schools Program provided to the District through the efforts of our membership in the Heartland Educational Consortium and will become a major part of our digital toolbox. 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 instructions to help ensure students know how to protect themselves and make good choices online.

Components of EasyTech™ includes:

- Addresses ISTE Standards-S for grades K-8
- Available in English and Spanish for our LEP students
- Content is web centric with no installed software of need for download
- The program is vendor agnostic not dependent on OS and will run on Android®, Kindle Fire®, Apple®, and other tablet devices.
- Detailed instruction for core technology skills: keyboarding, word processing, and web browsing
- Grade-appropriate, guided instruction with immediate feedback and automatic scoring
- Next-Generation Assessment preparation sequence with pre-tests and prescription
- Online safety instruction and compliance reporting that exceeds E-Rate requirements
- Lessons that reflect current representations of technology and software

D. Digital Tools Needs Analysis (Required)		Baseline 2015	Baseline 2015	Target	Target to be Achieved
	Student Access and Utilization	**% student access**	**% student utilization**	**% student access**	School Year
II.D.1. (S)	A system that enables access and information about standards/ benchmarks and curriculum	100%	40%	60%	School Year 2015-2016
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans	60%	50%	60%	School Year 2015-2016
II.D.3. (S)	A system that supports student access to online assessments and personal results	100%	81% GR 2-12	85%	School Year 2015-2016
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system	100%	0%	15%	School Year 2015-2016
II.D.5. (S)	A system that provides secure, role-based access to its features and data	100%	40%	55%	School Year 2015-2016

D. Digital Tools Needs Analysis		Baseline 2015	Baseline 2015	Target	Date to be Achieved
	Teachers/Administrators Access and Utilization (T)	**% access**	**% Utilization**	**% access**	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides	100%	100%	100%	School Year 2015-2016
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	70%	75%	School Year 2015-2016
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	2%	10%	School Year 2015-2016
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100%	100%	100%	School Year 2015-2016
II.D.5. (T)	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.	100%	100%	100%	School Year 2015-2016
II.D.6. (T)	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	100%	100%	100%	School Year 2015-2016

D. Digital Tools Needs Analysis		Baseline 2015	Baseline 2015	Target	Date to be Achieved
II.D.7. (T)	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	50%	50%	80%	School Year 2015-2016
II.D.8. (T)	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	80%	80%	100%	School Year 2015-2016
II.D.9. (T)	A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support	100%	100%	100%	School Year 2015-2016

D. Digital Tools Needs Analysis (Required)		Baseline 2015	Baseline 2015	Target	Date to be Achieved
	Parent Access and Utilization (P)	**% parent access**	**% parent utilization**	**% parent access**	
II.D.1. (P)	A system that includes comprehensive student information, which is used to inform instructional decisions in the classroom, for analysis and for communicating to Students and parents about classroom activities and progress	100%	50 %	75%	School Year 2015-2016

D. Digital Tools Needs Analysis (Required)		Baseline 2015	Target	Date to Achieved
(IM)	**Instructional Materials**	**Baseline %**	**Target %**	**School Year**
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	73% Gr K-8	75%	School Year 2015-2016
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	73% Gr K-8	75%	School Year 2015-2016
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	0%	50%	School Year 2015-2016
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100%	100%	School Year 2015-2016
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	25%	35%	School Year 2015-2016
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students instructional materials [ss.1006.283(2)(b)11, F.S.]	0%	25%	School Year 2015-2016
II.D.7. (IM)	Percentage of middle school students taking and passing digital tools certification exams	0%	30%	School Year 2015-2016

Quality Efficient Services

Online Assessment Readiness

The District has been successful at online testing with all required grades and subjects in a timely manner. Through the DCP and our 1:1 initiative, we will continue to increase the number of devices available for online testing through the purchase of age appropriate devices.

We will also continue to monitor the bandwidth and wireless access within our schools and make adjustments or additions as needed.

E. Online Assessments Needs Analysis (Required)		Baseline 2015	Target	Date to Achieved
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	3427	4732	School Year 2015-2016
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	30%	50%	School Year 2015-2016

STEP 2 – GOAL SETTING

Infrastructure Goals

Goal
Implement standards based instruction in every classroom

Objective
To decrease the gap in proficiency between state and district average in reading, math and science on state assessments by 15% • Teachers will meet with an instructional leader to plan lessons based on the standards, test item specs, and develop road maps throughout the school year. • The district will increase bandwidth to support mobile computing initiatives to assure all users "stay connected." • Each 9 weeks, secondary teachers will create a roadmap based upon the standards and test item specs and develop common assessments through collaboration to culminate in an EOC exam. • Majority of K-8 ELA and math classes will implement 90 minutes of iReady®, utilize the Florida Ready books and online print material for small group differentiated instruction. • The District will purchase and deploy multimedia computers, tablets, laptops, and peripheral devices for staff/student use

Strategy/Activity
Professional development will be provided to teachers to support standards based instruction. • Support Blended Learning Environments by IT as appropriate • Maintain current district hardware and software licenses • Identify and schedule professional development on technology integration that focuses on standards-based instruction. • Updated security, back up, and disaster recovery plans • Evaluate, plan, and budget for new and replacement infrastructure and learning hardware and software

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.
- The district will increase bandwidth to support mobile computing initiatives to assure all users “stay connected.”
- The district will support “managed wireless” access at all school locations.
- The district will purchase and deploy multimedia computers, tablets, laptops, and peripheral devices for staff/student use.
- The district will offer professional development training on technology tools: LCD projectors, interactive white boards, tablet devices, and other peripherals to all staff members.

Strategy/Activity

- Support Blended Learning Environments by as appropriate
- Maintain current district hardware and software licenses
- Installation and maintenance of fiber throughout the district
- Updated security, back up, and disaster recovery plans
- Evaluate, plan, and budget for new and replacement infrastructure and learning hardware and software

Infrastructure Goals (continued)

Goal
All stakeholders will use District technology in a safe, responsible and ethical manner.
Objective
• The District will teach responsible use of digital content regularly. • The District will take Internet safety measures at all times.
Strategy/Activity
• All stakeholders will sign the district's Acceptable Use Policy. • Uninterrupted district filtering methods will be enhanced. • Identification of Internet Safety resources for stakeholders and promote their usage.

Classroom Goals

Goal

Continue to integrate non-standard technology into classroom instruction and professional development including the use of tools such as Schoology, Google Applications for Education, Prezis, blogs, wikis, and 1:1 computing throughout the 2015-2016 school year

Objective

- To increase the percentage of teachers on the TIM that fall in the levels of Adoption, Adaptation, Infusion and Transformation

Strategy/Activity

Professional development and resources will be provided to teachers and administrators and a needs assessment will be assessed mid-year.

- Use Florida Standards, test item specs, and roadmaps to drive instructional practice
- Provide professional development to teachers to support standards based instruction
- Utilized assessment data to drive standards based instruction

Goal

Standards based instruction will be implemented in every classroom

Objective

- Work to narrow the gap in proficiency between state and district average in reading, math, and science on state assessments by 30%

Strategy/Activity

- Use Florida Standards, test item specs, and roadmaps to drive instructional practice
- Provide professional development to teachers to support standards based instruction
- Utilize assessment data to drive standards based instruction

Classroom Goals (continued)

Goal
Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings, such as community centers

Objective
• The District will support policies for student/staff computer and Internet use. • The District will introduce varied platforms—Windows-based, IOS-based, and Android-based—as needs are identified to support an ever-evolving, technology-rich environment. • The District will move towards implementation of devices, that are vendor agnostic, web centric, to provide access to additional resources beyond the textbook. • The District will expand hardware deployment to include not only multimedia computers with Internet access in classrooms but also tablet devices, laptops, etc., in order to meet the demands of online testing.

Strategy/Activity
• The District will work to find vendor agnostic, web centric applications. • 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 • Use Florida Standards, test item specs, and roadmaps to drive instructional practice • Provide professional development to teachers to support standards based instruction • Utilized assessment data to drive standards based instruction

Community Goals

Goal

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

Objective

- Parents will receive access and an understanding of the District's online system.
- Parents will be informed of all district events.
- Educators will have access to tools to communicate with parents.

Strategy/Activity

- Use of district/schools' websites to inform community of schools' happenings
- Parent access to student reports
- Parent access to teacher class pages
- 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

Professional Development

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
• District personnel will make use of available tools to best utilize data to drive instruction and make decisions. • 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.
Strategy/Activity
• Personnel participation in local, state, national and global online professional learning communities • Use of formative and summative assessments to individualize instruction • Plan and budget for research based hardware and software • Provide professional development to teachers to support standards based instruction • Utilize assessment data to drive standards based instruction • Current broadband, voice, and data networks available in all learning/working environments • District access to online research-based resources

Professional Development Goals (continued)

Goal
Educators will attain the skills and knowledge necessary to effectively use educational technology to assist students to achieve the Florida Standards and Next Generation Sunshine State Standards.

Objective
• The District will encourage district administration to participate in technology-specific professional development programs which support the implementation of 21st Century learning environments • The District will utilize site-based, professional learning communities to provide professional development training which is customized for the needs of their specific school • The District will encourage that Professional Improvement Plans for all staff members include the individualized development of skills necessary to infuse technology into daily practices

Strategy/Activity
• Support Blended Learning Environments will be supported by IT as appropriate • Evaluate, plan, and budget for new and replacement infrastructure and learning hardware and software • Support stakeholders' access to technical Support via an online help desk request system • Maintain appropriate memory/capacity of district hardware/software needs • Increase the use of Cloud Computing as appropriate

STEP 3 – STRATEGY SETTING

Infusing technology into a learning environment does not guarantee effectively integration. The District believes that critical thinking skills, higher-level learning, and problem solving skills that directly support the student's mastery of Florida Standards and NGSS standards across all content areas should be augmented with the correct technology at the correct time for the correct reasons. Technology for the sake of technology will produce poor out comes. We currently utilize the Skyward Student Access along with 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 are beneficial tools for full integration of measurement.

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 2015-2016 school year through the 2018-2019 school years.

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

Refer to step two above for strategies.

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) STUDENT PERFORMANCE OUTCOMES

Student Performance Outcome	Baseline	Target
Decrease the gap in proficiency between state and district average on the reading state assessment by 30% in each grade level	3rd - 13 % 4th - 20 % 5th - 23 % 6th - 20 % 7th - 13 % 8th -16 % 9th – 14 % 10th – 13 %	3rd - 9 % 4th - 14 % 5th - 16 % 6th - 14 % 7th - 9 % 8th - 11 % 9th – 10 % 10th – 9%
Decrease the gap in proficiency between state and district average on the math state assessment by 30% in each grade level	3rd - 15 % 4th - 22 % 5th - 25 % 6th - 22 % 7th - 2 % 8th - @ avg Alg - 20 % Geo - 7 %	3rd - 10 % 4th - 15 % 5th - 17 % 6th - 15 % 7th - 1 % 8th - @avg Alg - 14 % Geo - 5 %
Decrease the gap in proficiency between state and district average on the science state assessment by 30% in each grade level	5th - 28 % 8th - 20 %	5th - 20 % 8th - 14 %

B) DIGITAL LEARNING AND TECHNOLOGY INFRASTRUCTURE

Infrastructure Implementation					
Deliverable		Estimated Completion Date	Estimated Cost	School/ District	Gap addressed
B.1.	Plan, engineer, purchase and implement improved connectivity bandwidth stabilization	January 2016	$20,000	Schools district wide	II.B.10
B.2.	Purchase and install new AC compliant wireless access points to handle the add load of devices.	December 2015	$14,000	High and Middle school	II.B.10
B.3.	Purchase and implement additional vendor agnostic, web centric computing devices, with carts and charging stations	November 2015	$168,654	Schools district wide	II.B.4

Digital Tools Evaluation and Success Criteria			
Deliverable (from above)		Monitoring and Evaluation and Process(es)	Success Criteria
B.1.	Invoice from purchases relating to connectivity	Verifying that improved connectivity has occurred, utilizing current monitoring tools	Bandwidth monitor is utilized district wide to better facilitate assessments and instruction.
B.2.	Invoices from purchase of new AC wireless access points	Verify equipment was purchase, installed and operating as expected.	Wireless bandwidth being monitor is utilized better across district to facilitate assessments and instruction.
B.3.	Invoices from the purchase of web thin computers, carts and licensing.	Verify the equipment was received and payment was made.	Computers have been places at schools that have displayed the most need.

We collaborated with the Millennium Technology Group, LLC as a third party evaluator to help us prepare our teachers and administrators for the move toward digital content and 1:1 classrooms. Through their services we created a Digital Education Roadmap (DER) which is a gap analysis prepared for technology and instruction. The analysis documented a clear and mutually agreed upon understanding of the current state of affairs at the school. A clear and concise goal was then envisioned and documented. Paced and thoughtful roadmaps of processes and procedures will be designed to achieve the goals envisioned for this coming year taking into consideration budget, capacity, and time.

DeSoto County School District is a Google Apps for Education district and we will continue to provide professional development for our teachers and administrators on the uses and integration of the different applications. Through a grant provided by the state to the three consortiums, we will continue to access the resources through Learning.com. In the table below are professional development opportunities that are planned as part of our DCP. Our professional development focus this year is on our Google Apps for Education suite, integration of Chromebooks into the classroom, the use of our LMS which is Schoology and unpacking the standards and teaching to the depth of the standard using technology. The majority of our PD opportunities will be teacher and consortium led, as we have found that this is the most effective way to present PD to our teachers. Our plan is to work closely with Heartland Educational Consortium this year to ensure timely, content specific professional development, which is relative to pedagogy and current pacing guides.

C) PROFESSIONAL DEVELOPMENT

Professional Development Implementation					
Deliverable		Estimated Completion Date	Estimated Cost	School/ District	Gap addressed
C.1.	Professional Development services to aide teachers in creating digital resources that are correlated to Florida Standards and will help infuse technology in to the DNA of our classrooms	June 2015	$45,000	District	II.D.1 (T) II.C.1 II.D.3 (S)

Digital Tools Evaluation and Success Criteria			
Deliverable (from above)		Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	Invoice from vendor suppling professional development services, Sign-In sheets from PD events	Verification of attendance at training events and evaluation of lessons plans and lessons taught	New lesson plan objective were met, and collaboration with teachers regarding PD is taking place.

D) DIGITAL TOOLS

Digital Tools Implementation				
Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed
Continuation implementation and roll out of District wide LMS for teacher to house, display and demonstrate digital learning materials	June 2016	$35,000	District wide	II.D.2 (S) II.D.2 (T)
Purchase BrainPOP	July 2016	$10,000	District wide	II.D.2 (S) II.D.2 (T)
Purchase and install interactive panels for each of your primary locations, to be used in STEM labs.	July 2016	$30,000	District wide	II.D.2 (S)

Digital Tools Evaluation and Success Criteria			
Deliverable (from above)		Monitoring and Evaluation and Process(es)	Success Criteria
B.1.	Invoice from purchases relating to District wide LMS	Verifying configuration of LMS, and integration to current ISS.	Teachers are utilizing LMS to provide instruction and remedial coursed are being used when needed to help student performance.
B.2.	Invoices from purchase of BrianPOP	Verify software was purchase, installed and operating as expected.	Teachers have been trained in use of the program and are using the program as it is intended to be used.
B.3.	Invoices from the purchase of interactive panels.	Verify the equipment was received and payment was made.	Interactive panels have been places at schools STEAM labs with in the schools to help engage students and enhance learning.

E) ONLINE ASSESSMENTS

Online assessments continue to be an area in need of improvement. The purpose of this plan is to make classrooms that are digitally engaging for student learning, using the maximum tools available to us. The district will continue to implement a rotational purchasing plan that will provide additional devices for instruction and online assessments. It is our continued intent to implement a process that will provide a minimum of restrictions on non-testing classrooms, but at the same time provide a burst of bandwidth speeds during the testing windows. This remains an ongoing challenge but one that we are completely aware of and work daily to minimize.