NASSAU COUNTY SCHOOL DISTRICT
DIGITAL CLASSROOM PLAN

The Digital Classroom Plan (DCP) provides a perspective on what the district considers to be vital and critically important in relation to digital learning implementation, student performance outcome improvement and how progress in digital learning will be measured. The following plan has been developed to meet the unique needs of students, schools and personnel in the district as required by ss.1011.62(12)(b), F.S.

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

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

The District Core Values are:

1. All people have intrinsic worth
2. All people are responsible for their actions
3. Effective relationships are developed and maintained through mutual respect, trust, and communication
4. The higher the expectations, the higher the performance
5. Everyone can learn and life-long learning is essential for individuals and communities to thrive
6. The role of the family is critical in the moral development of an individual
7. Strength of character is essential to making quality life choices
8. The community is strengthened when the potential of each person is developed

The effective use of educational technology impacts student performance by enabling students to access and analyze information, solve problems, collaborate with others, and effectively communicate their thoughts and ideas, thereby emerging as self-directed, self-motivated lifelong learners, productive members of the workforce, and contributing citizens.

The district must adapt and be responsive to technological changes. Changes may occur from within the system or be caused by outside influences, but systemic adaptations to change that are both progressive and proactive must occur if our students and teachers are to be successful. The role of the teacher, within this changing environment, requires the teacher to become proficient in utilizing and integrating technology to assist in guiding student achievement.

We will strive to create a technological environment that allows all learners the opportunity to expand their knowledge and skills. We believe that the use of technology as

a part of the curriculum should focus on supporting higher-level learning, problem solving, critical thinking skills, and collaboration.

Our goal is to create an environment that integrates technology as a part of the educational experience, and enables all students to be digital learners with skills to access digital tools and resources for the full integration of the Florida Standards.

I.1 District Team Profile

Title/Role	Name:	Email:	Phone:
Superintendent	Dr. John L. Ruis	john.ruis@nassau.k12.fl.us	(904) 491-9901
Director of Instructional Technology and Information Services	Kari Burgess-Watkins	kari.burgess@nassau.k12.fl.us	(904) 491-9941
Director of Technology Services	John Wilson	john.wilson@nassau.k12.fl.us	(904) 491-9934
Director of Elementary Education	Kristi Simpkins	kristi.simpkins@nassau.k12.fl.us	(904) 491-9885
Director of Secondary Education	Dr. Cynthia Grooms	cynthia.grooms@nassau.k12.fl.us	(904) 491-9944
Director of Exceptional Student Education	Pauline Gregory	pauline.gregory@nassau.k12.fl.us	(904) 491-9880
Director of Career and Adult Education	Brent Lemond	brent.lemond@nassau.k12.fl.us	(904)548-4474
Program Manager for Assessment and Accountability	Diane Romon	diane.romon@nassau.k12.fl.us	(904) 491-9873
Executive Director of Business Services	Susan Farmer	susan.farmer@nassau.k12.fl.us	(904) 491-9861
District Professional Development Consultant	Joyce Menz	joyce.menz@nassau.k12.fl.us	(904) 491-9888
Interim Assistant Superintendent	Dr. Edward Turvey	edward.turvey@nassau.k12.fl.us	(904) 491-9904

I.2 Planning Process

The process of writing the Digital Classroom Plan was a collaborative team effort. The committee began meeting at the beginning of the year to develop a plan for identifying, evaluating, and implementing technology-related needs. Discussions involved infrastructure, devices, software applications, online assessments, instruction, data, professional development, and classroom technology. Committee members were responsible for gathering information from a variety of sources including the School Advisory Council Plans, School Climate Surveys results, as well as faculty meeting and department minutes.

I.3 Technology Integration Matrix (TIM)

The district recognizes the value of the TIM framework for defining and evaluating technology integration in the classroom. The district is in the beginning phase of training, implementing, and measuring classrooms using the TIM. The district administered the Technology Uses and Perception Survey (TUPS) to teachers for the first time in May of 2015 in order to determine readiness and professional development needs. The district plans to administer the survey again this year.

The district will align the teacher evaluation framework with TIM indicators. District and school level administrators will continue professional development to support the district's full implementation of the TIM model.

I.4 Multi-Tiered System of Supports (MTSS)

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

I.5 District Policy

Type of Policy	**Brief Summary of Policy (limit character)**	**Web Address (optional)**	**Date of Adoption**
Student data safety, security and privacy	Student data safety, security, and privacy are of utmost importance to the district. The district's Administrative Rules provide guidance regarding student data. The Student AUP includes guidelines for student safety, security, and privacy. The district's Network and Instructional Technology Policies and Procedures also	Administrative Rules-5.79 Student Records http://goo.gl/xaP0fY Student AUP http://goo.gl/AANLiZ	3/26/15

	address protection of confidential data. The district has an Information Security Incident Response Plan.		
District teacher evaluation components relating to technology (if applicable)	The district uses the Marzano Evaluation Framework which includes elements that are rated for the teacher's use of available instructional technology to enhance students' understanding of content in a lesson or unit.		2011-2012
BYOD (Bring Your Own Device) Policy	N/A		
Policy for refresh of devices (student and teachers)	Student and teacher devices are on a 5-year refresh cycle.		October 2001
Acceptable/Responsible Use policy (student, teachers, admin)	The district has an Employee AUP and a Student AUP. The Employee AUP addresses network use, email, websites, copyright, security, privacy, liability, vandalism, and penalties. The Student AUP addresses similar guidelines, filtering software, and responsible computing.	Student AUP http://goo.gl/AANLiZ	July 2015

Master Inservice Plan (MIP) technology components	The district has an approved Master Inservice Plan that incorporates multiple staff development components for the application of instructional technology, up to 60 hours per component.		2015 Updated Annually
Other/Open Response	N/A		

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

Districts should evaluate 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.

A. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.1.	ELA Student Achievement	62 %	63 %	2017
II.A.2.	Math Student Achievement	63 %	64 %	2017
I.A.3.	Science Student Achievement – 5th and 8th Grade	5th 68 % 8th 57 %	5th 69 % 8th 58 %	2017
II.A.4.	Science Student Achievement – Biology	72 %	73 %	2017
II.A.5.	ELA Learning Gains			2017
II.A.6.	Math Learning Gains			2017
II.A.7.	ELA Learning Gains of the Low 25%			2017
II.A.8.	Math Learning Gains of the Low 25%			2017
B. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.9.	Overall, 4-year Graduation Rate	90.9 %	92 %	2017
II.A.10.	Acceleration Success Rate	52 %	53 %	2017

Quality Efficient Services

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

For the infrastructure needs analysis, the required data points can and should be pulled from the Technology Readiness Inventory (TRI). The baseline should be carried forward from the 2014 plan. Please describe below if the district target has changed. Districts may choose to add any additional metrics that may be appropriate.

A. **Infrastructure Needs Analysis (Required)**		**Baseline from 2014**	**Actual from Spring 2015**	**Target**	**Date for Target to be Achieved** ***(year)***	**Gap to be addressed** ***(Actual minus Target)***
II.B.1.	Student to Computer Device Ratio	2.74:1	1.3:1	1:1	2019	.3:1
II.B.2.	Count of student instructional desktop computers meeting specifications	2,576	2,576	2,120	Current	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	1,422	1,642	1,642	Current	0
II.B.4.	Count of student web-thin client computers meeting specifications	100	4,082	11,260	2019	8,258
II.B.5.	Count of student large screen tablets meeting specifications	0	0	0	N/A	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	100%	100%	-	Current	0
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	-	Current	0

B. Infrastructure Needs Analysis (Required)		Baseline from 2014	Actual from Spring 2015	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
II.B.8.	District completion and submission of security assessment *	N/A	N/A	N/A	N/A	N/A
II.B.9.	District support of browsers in the last two versions	N/A	Y	Y	2015	N/A

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved *(year)*	
II.B.10. (D)	District Internet connection	600 mbps	1 gbps	10 gbps	2017	
II.B.11. (D)	Individual school connection to the District network	100 mbps – 1 gbps	1 gbps	1 gbps	2017	
II.B.12. (D)	Wireless access in non-instructional areas	40%	40%	100%	2019	

* Districts will complete the security assessment provided by the FDOE. However under s. 119.07(1) this risk assessment is confidential and exempt from public records.

- **Skilled Workforce and Economic Development**

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

Professional Development should be evaluated based on the level of current technology integration by teachers into classrooms. This will measure the impact of the professional development for digital learning into the classrooms. The Technology Integration Matrix (TIM) can be found at: http://fcit.usf.edu/matrix/matrix.php. Average integration should be recorded as the percent of teachers at each of the five categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

B. **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: 50% Adoption: 35% Adaption: 5% Infusion: 5% Transform: 5%	Entry: 25% Adoption: 45% Adaption: 10% Infusion: 10% Transform: 10%	2018
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 60% Adoption: 30% Adaption: 5% Infusion: 3% Transform: 2%	Entry: 30% Adoption: 50% Adaption: 10% Infusion: 5% Transform: 5%	2018

- **Seamless Articulation and Maximum Access**

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

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

C. **Digital Tools Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved *(year)***
	Student Access and Utilization (S)	**% of student access**	**% of student utilization**	**% of student access**	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100 %	10 %	100 %	2017
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100 %	30 %	100 %	2017
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100 %	5 %	100 %	2018
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.	0 %	0 %	100 %	2017
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100 %	95 %	100 %	2017

D. **Digital Tools Needs Analysis (Required)**		**Baseline** (to be established in 2015)	**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved** *(year)*
	Teachers/Administrators Access and Utilization (T)	**% of Teacher/ Admin access**	**% of Teacher/ Admin Utilization**	**% of Teacher/ Admin 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 %	2016
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	30 %	100 %	2017
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 %	5 %	100 %	2018
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 %	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 %	2016
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and	100 %	100 %	100 %	2016

	instructional resources to provide new ways of viewing and analyzing data.				
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.	100 %	30 %	100 %	2017
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 %	2017
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 %	2016

D. **Digital Tools Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
	Parent Access and Utilization (P)	**% of parent access**	**% of parent utilization**	**% of 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 %	25 %	100 %	2018

D. **Digital Tools Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
(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)	50 %	50 %	2016
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	50 %	60 %	2016
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	0 %	100 %	2017
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	90 %	100 %	2016
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	80 %	100 %	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 %	100 %	2017
D. **Digital Tools Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.D.7. (D)	CAPE Digital Tools Certifications	35% Pass rate	50% Pass Rate	2017

- **Quality Efficient Services**

  Online Assessment Readiness:
  Districts shall work to reduce the amount of 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.

E. **Online Assessments Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	4,500	6,000	2017
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	100 %	100 %	2016

STEP 2 – Goal Setting:

- The district will use researched-based digital teaching, learning, and progress monitoring in order to fully implement the Florida Standards and ensure all students meet the state expectations.
- The district will continue to maintain and improve the network infrastructure to ensure all students have an effective teaching, learning, and assessment environment.
- All teachers will have opportunities for professional development to develop skills for effectively implementing technology in the classroom.
- All students will have access to a device and digital tools.

STEP 3 – Strategy Setting:

Goal Addressed	Strategy	Measurement	Timeline
Highest Student Achievement	The district will use researched-based digital teaching, learning, and progress monitoring in order to fully implement the Florida Standards and ensure all students meet the state expectations.	• Purchase digital teaching and learning tools	2015 and Ongoing
Quality Efficient Services	The district will continue to maintain and improve the network infrastructure to ensure all students have an effective teaching, learning, and assessment environment.	• Increase bandwidth • Purchase network hardware	2015 and Ongoing
Skilled Workforce and Economic Development	All teachers will have opportunities for professional development to develop skills for effectively implementing technology in the classroom.	• Provide professional development opportunities	2015 and Ongoing
Maximum Access	All students will have access to a device and digital tools.	• Purchase devices	2015 and Ongoing

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

A. Student Performance Outcomes		Baseline	Target
III.A.1	ELA Student Achievement	62 %	63 %
III.A.2	Math Student Achievement	63 %	64 %
III.A.3	Science Student Achievement	66 %	67 %

B) Digital Learning and Technology Infrastructure

Implementation Plan for B) Digital Learning and Technology Infrastructure:

B. Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	Purchase AC Adapters for Chromebooks	February 2016	$9,347.90	Schools	II.B.3

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

B. Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	Classroom walkthroughs with look-for indicators determined by district and school leadership.	Observation of Chromebook integration into classroom instruction.

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, ss.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.

The NEFEC Technology Team will evaluate the deployment of the deliverables in section B.

C) Professional Development

Implementation Plan for C) Professional Development:

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	Teacher training (Google Classroom, Renaissance Learning, BrainPop, Algebra Nation, Kahn Academy, MathXL, Read 180, Achieve 3000, Focus, i-Ready, Digital Textbook Resources)	July 2016	$135,700	District	II.A.1- II.A.10 II.C.1 IIC.2

Evaluation and Success Criteria for C) Professional Development:

C. **Professional Development Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	Classroom walkthroughs with look-for indicators determined by district and school leadership.	Observation of successful integration. Usage and data reports to monitor student performance. Regularly revisit data, strategies, and effect.

D) Digital Tools

Implementation Plan for D) Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	Instructional and Progress Monitoring Software for Core Academic and Digital Skills (Discovery Education Techbook and Integration, Renaissance Learning, Achieve 3000)	August 2015	$237,134.50	District	II.A.1- II.A.10
III.D.2.	Digital Tools Certification	June 2016	$6,570	Middle Schools	II.D.7(D)

III.D.3.	A digital platform and seamless integration of adopted instructional materials	August 2016	$36,429.70	District	II.D.2(S) II.D.4. (S) II.D.5 (S) II.D.2(T) II.D.9 (T) II.D.3. (IM)

Evaluation and Success Criteria for D) Digital Tools:

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

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Software reports and classroom walkthroughs with look-for indicators determined by district and school leadership.	Observation of successful integration. Usage and data reports to monitor student performance. Regularly revisit data, strategies, and effect.
III.D.2.	Students tested at all 4 middle schools.	More than 50% pass rate on the intermediate and 30% pass rate on the advanced.
III.D.3.	Invoice and systems integration.	100% implementation in all schools. Evidence of successful logins and usage.

E) Online Assessments

Implementation Plan for E) Online Assessments:

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 purchase additional student devices and increase bandwidth for assessments and digital learning	Capital, District Funds, E-Rate