

## DISTRICT DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to allow the district to provide a perspective on what it 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 plan shall meet the unique needs of students, schools and personnel in the district as required by ss.1011.62(12)(b), F.S. For additional assistance completing the District DCP, please use the checklist and accompanying instructions to ensure you have included all requested components. The components provided by the district will be used to monitor long-range progression of the District DCP and may impact funding relevant to digital learning improvements.

### **Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW**

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

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

- I.1 District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:
- The digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in ss.1011.62(12)(b), F.S.;
  - Development of partnerships with community, business and industry; and
  - Integration of technology in all areas of the curriculum, English for Speakers of Other Languages (ESOL) and special needs including students with disabilities.

| <b>Title/Role</b>                       | <b>Name:</b>     | <b>Email:</b>  | <b>Phone:</b> |
|---|------------------|--|---------------|
| Information Technology District Contact | Ursula Brown     | <a href="mailto:Ursula.borwn@taylor.k12.fl.us">Ursula.borwn@taylor.k12.fl.us</a>         | 850-223-4410  |
| Curriculum District Contact             | Sharon Hathcock  | <a href="mailto:Sharon.hathcock@taylor.k12.fl.us">Sharon.hathcock@taylor.k12.fl.us</a>   | 850-838-2500  |
| Instructional District Contact          | Sharon Hathcock  | <a href="mailto:Sharon.hathcock@taylor.k12.fl.us">Sharon.hathcock@taylor.k12.fl.us</a>   | 850-838-2500  |
| Assessment District Contact             | Michael Thompson | <a href="mailto:Michael.thompson@taylor.k12.fl.us">Michael.thompson@taylor.k12.fl.us</a> | 850-838-2512  |

|                             |                  |  |              |
|-----------------------------|------------------|--|--------------|
| Finance District Contact    | Ashley Valentine | <a href="mailto:Ashley.valentine@taylor.k12.fl.us">Ashley.valentine@taylor.k12.fl.us</a> | 850-838-2503 |
| District Leadership Contact | Jan Walker       | <a href="mailto:Jan.walker@taylor.k12.fl.us">Jan.walker@taylor.k12.fl.us</a>             | 850-838-2500 |

I.2 Planning Process - Summarize the process used to write this plan including but not limited to:

- How parents, school staff and others were involved;
- Relevant training and instruction for district leadership and support personnel;
- Development of partnerships with community, business and industry; and
- Integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

*The Taylor County School District began conversations and planning for the implementation of an aggressive digital plan May of 2014. These conversations included a review of previous grant-funded digital device grants. The Taylor County School District managed a successful laptop grant from 2007 through 2009. We felt that the Digital Classroom Plan would basically be an extension of our original laptop program.*

*The Taylor County Digital Classroom Plan was developed with the input from many stakeholder groups. Initial discussions were held with the District Leadership Team. After the multi-year implementation plan was outlined, school leadership was brought in to assist with action plan development. As the plan was developed it was presented to the Taylor County school Board during a special Digital workshop. Our superintendent also presented the DCP to various community organizations.*

*During 2014-2015, we chose to target grades 5, 8, and 9. All of the 5<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade students received devices. Parents and other family members were also included in the implementation of the DCG and digital device distribution. During the 2015-2016 school year, the Taylor County School District is in the process of equipping all of the students in grades 6 through 12 with devices.*

*Relevant training and instruction for district leaders and teachers over the past 12 months has included FDLRS Technology for Student Success (20 Hours), Literacy Solutions Digital Literacies Course (10 Hours), and Project OPTIMIZE PD (28 Hours). Each of these professional development opportunities have included digital tools, strategies for digital integration, and other instructional support. We are in the process of installing ADOBE Suite package on teacher devices and planning for program specific training during the 2015-2016 school year. Currently the district is in the process of securing a Lynda.com service contract for use by teachers and students during the upcoming year.*

*Our teachers participated in the TUPS survey during the 2014-15 school year. School leadership has had an overview of the TIMS and are developing a plan to include portions of the TIMS in their classroom walkthroughs. The Taylor County School District Teacher Evaluation System also includes performance indicators and rubrics related to the appropriate use of technology in instructional delivery.*

I.3 Technology Integration Matrix (TIM) – Summarize the process used to train, implement and measure classrooms using the TIM.

*During the summer OPTIMIZE professional development session, school leadership teams were provided an overview of the Technology Integration Matrix (TIM). As our district strives to fully integrate and infuse technology in each classroom, school leaders will be expected to work with their teachers to develop a common mindset and definition of each of the levels of integration into the curriculum.*

*Our district plan is to focus on the Active strand within the TIM during the 2015-16 school year. The goal of the Taylor County School District is to propel instruction up from the “Entry” and “Adoption” levels to the “Adaption” and “Infusion” Levels. Through ongoing professional development school leadership teams will be provided additional information to assist each school site in the implementation of the TIM.*

I.4 Multi-Tiered System of Supports (MTSS) - By using an MTSS in the planning process, the district will provide a cohesive and comprehensive approach to meeting the needs of all learners. The DCP requires districts to summarize the process used to write this plan including but not limited to:

- Describe the problem-solving process based on available district-specific data which were used for the goals and needs analysis established in the plan;
- Explain the existing system used to monitor progress of the implementation plan; and

*How the district intends to support the implementation and capacity described in the plan. The Taylor County School District is committed to reaching all learners, regardless of their abilities. Students with disabilities require accommodations and modifications, and our staff is devoted to utilizing flexible ways to present information such as digital books (using I-Pads), text-to-speech applications, and specialized software. They also provide students with various ways to express themselves in order to increase active engagement in different settings and situations. In addition, assistive technology devices are available for students with disabilities to participate, communicate, and learn more effectively in the classroom. An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The district employs a variety of assistive technology devices to augment, supplement and compliment the educational process for students with special needs. Child Study Teams identify assistive technology needs on a case-by-case basis, and teachers have access to a laptop or desktop computer in the classroom, which in many cases*

*is connected to an interactive board. All computers have the ability to activate the "Accessibility Options" built in to the Microsoft and Mac operating system. On the higher-grade levels, students have access to a collaborative global community of learners, using tools such as online learning, podcasts, wikis, social networking, etc. Some of the most common hardware assistive technologies that you will find in the classroom include: Dragon Speak, PECS personalized and tailored to individual students, DynaVox voice output devices, Individual and classroom FM systems, LeapPads, Big Macs, Visual Timers, and CCTVs. Specialized programs to enhance the core program are purchased to help insure multiple opportunities for exposure to learning.*

*In Taylor County, this MTSS Infrastructure is anchored by the District-Based Leadership, which serves as a model of the problem-solving way of work for the district. The primary function of the district leadership team (DLT) is to: 1) ensure that a common-language, common-understanding exists around the rationale for and the purpose and expected outcomes of implementation; 2) clearly identify who has the responsibility for what and how those individuals will be held accountable; 3) ensure that district policies are supportive of, and not barriers to, the implementation of the model; 4) provide sufficient support (professional development, technical assistance) to ensure the implementation plan and timelines can be achieved, and; 5) identify clearly the district-and school-level leaders who will have implementation expectations as part of their annual performance reviews.*

*The 8 Step Problem Solving Process is the guiding way of work and the process used to organize data and identify priorities for the district. Once priorities are identified, goals are developed and included into the District Improvement Action Plan (DIAP)/Florida Continuous Improvement Plan (FCIM). This one plan incorporates the focus for the district and all initiatives, other plans (Reading Plans, Targeted Indicator Plans, PBS, etc.), and the School I The DLT monitors progress toward attainment of the goals during regularly scheduled DAPPS meetings and quarterly school site visits. The DIAP/FCIM plan remains a living document, to be revisited and amended based on the data derived during the school year. Documentation of the DAPPS DLT meetings will be maintained in minutes and in action steps will be used to develop subsequent meeting agendas.*

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

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

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

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

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

*Technology will support and enhance the effectiveness of Tier 1 instruction. When students are using technology as a tool or a support for communicating with others, they are in an active role rather than the passive role of recipient of information transmitted by a teacher, textbook, or broadcast. The student is actively making choices about how to generate, obtain, manipulate, or display information. Technology use allows many more students to be actively thinking about information, making choices, and executing skills than is typical in teacher-led lessons. Moreover, when technology is used as a tool to support students in performing authentic tasks, the students are in the position of defining their goals, making design decisions, and evaluating their progress.*

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

*The most common--and in fact, nearly universal--teacher-reported effect on students was an increase in motivation. Teachers and students are sometimes surprised at the level of technology-based accomplishment displayed by students who have shown much less initiative or facility with more conventional academic tasks. Technology is the ultimate carrot for students – it is something they want to master. Learning to use it enhances their self-esteem and makes them excited about coming to school. Collaboration with peers and provision of peer-tutoring is also a common site in a digital classroom. Experiences in developing the kinds of rich, multimedia products that can be produced with technology, particularly when the design is done collaboratively so that students experience their peers' reactions to their presentations, appear*

*to support a greater awareness of audience needs and perspectives. Multiple media give students choices about how best to convey a given idea (e.g., through text, video, animation). In part because they have the capability to produce more professional-looking products and the tools to manipulate the way information is presented, students in many technology-using classes are reportedly spending more time on design and audience presentation issues. Gaining a voice allows students belong. Students who belong attend regularly, have better grades, have few discipline issues, and graduate with their cohorts.*

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

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

### *Helping Students Graduate: A Strategic Approach to Dropout Prevention*

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

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

*and performance expectations and should incorporate Tier 1 instructional language that will afford the student the best opportunity of generalization to the Tier 1 curriculum.*

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

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

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

*Resources for teachers:*

*Technology and Learning Connections <http://www.tlc-mtss.com/index.html>*

*Professional Development – Online PDA Training Modules – Facilitated by the FDLRS Network*

*<http://www.pda-ese.org/>*

*<http://www.caroltomlinson.com/>*

*<http://www.udlcenter.org/>*

*<http://www.udlcenter.org/aboutudl/udlguidelines>*

*<http://www.florida-rti.org/index.htm>*

I.5 District Policy - The district should provide each of the policies listed below and include any additional digital technology relevant policy in the "other/open" category. If no district policy exists in a certain category, please use "N/A" to indicate that this policy is currently non-applicable. (This does not preclude the district from developing and including a relevant policy in the future.)

**These policy types are suggestions, please complete as they are available or add additional if necessary.**

| Type of Policy  | Brief Summary of Policy (limit character)  | Web Address (optional)  | Date of Adoption                  |
|---|--|---|-----------------------------------|
| Student data safety, security and privacy                                     | <b>Policy Provides guidelines for use in learning and teaching</b>   | <a href="http://images.pcmac.org/Uploads/TaylorCountySD/TaylorCountySD/Departments/Forms/information.technology.acceptable.use.policy.pdf">http://images.pcmac.org/Uploads/TaylorCountySD/TaylorCountySD/Departments/Forms/information.technology.acceptable.use.policy.pdf</a>                                   |                                   |
| District teacher evaluation components relating to technology (if applicable) | <b>Student Instructional Engagement</b><br><br><b>Utilizes appropriate technology in instructional delivery.</b> | <a href="http://www.taylor.k12.fl.us/Default.asp?PN=Forms&amp;L=2&amp;DivisionID=15444&amp;DepartmentID=16537&amp;LMID=685112&amp;ToggleSideNav&gt;ShowAll">http://www.taylor.k12.fl.us/Default.asp?PN=Forms&amp;L=2&amp;DivisionID=15444&amp;DepartmentID=16537&amp;LMID=685112&amp;ToggleSideNav&gt;ShowAll</a> | <b>Currently being Negotiated</b> |
| BYOD (Bring Your Own Device) Policy   | N/A  |   |                                   |
| Policy for refresh of devices (student and teachers)                          | Policy includes 5 year refresh cycle for PCs.  | <a href="http://images.pcmac.org/Uploads/TaylorCountySD/TaylorCountySD/Departments/Forms/district.technology.plan.pdf">http://images.pcmac.org/Uploads/TaylorCountySD/TaylorCountySD/Departments/Forms/district.technology.plan.pdf</a>   |                                   |
| Acceptable/ Responsible Use policy (student, teachers, admin)                 | Policy covers staff and students, devices and internet resources   | <a href="http://www.taylor.k12.fl.us/Default.asp?PN=Forms&amp;L=2&amp;DivisionID=15444&amp;DepartmentID=16540&amp;LMID=685178&amp;ToggleSideNav&gt;ShowAll">http://www.taylor.k12.fl.us/Default.asp?PN=Forms&amp;L=2&amp;DivisionID=15444&amp;DepartmentID=16540&amp;LMID=685178&amp;ToggleSideNav&gt;ShowAll</a> |                                   |



|   |  |  |  |
|---|--|--|--|
| Master Inservice Plan (MIP) technology components | <b>PAEC Master Inservice Plan including Technology</b> | <b><a href="http://www.paec.org/MIP.pdf">http://www.paec.org/MIP.pdf</a></b> | <b>Approved by School Board on July 28, 2015</b> |
| Other/Open Response                               |  |  |  |

## 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.

*One of the primary reasons for developing a technology plan is to find ways to effectively integrate technology into the curriculum. We believe that technology should promote higher-level learning, problem solving, critical thinking skills, and collaboration across all curricular areas. As a parallel development, the Taylor County School District is continuing to refine the use of the Online Assessment Reporting System and reports available through the Taylor District Website as online repositories of classroom and district assessments.*

*We will continue to raise the level of technology integration in the learning experience for all students. Teachers must become more comfortable using technology to support student learning in the classroom. We want to see a measurable impact of technology on student achievement. Students should become better readers, writers and mathematicians because of their interaction with classroom technology. Teachers should be using technology tools to assist them in making good instructional decisions for their students. The evaluation that we did as part of our technology planning effort has assisted us in identifying several areas of focus. The district technology plan will address how the district's technology effort will continue to support the curricular needs of students over the next three years – encompassing the 2015-2016 school year through the 2017-2018 school year.*

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

*Our curricular goals are divided into four areas:*

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

*Taylor District teachers use data on student academic performance to inform instructional decisions in their classrooms. Currently, teachers use the Performance Matters system to track data in their classrooms. In addition, district staff uses the district's data warehouse to generate reports and monitor student achievement. The district collects performance data on students several times over the course of the school year. Many teachers use test item banks aligned with instructional materials to create and administer assessments to further monitor student performance. In addition the district has begun to use the Performance Matters UNIFY testing platform to create and administer assessments.*

*All schools have access to the following software:*

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

*In addition to the software titles listed, every school has a myriad of digital resources that are part of the instructional materials adoptions that have taken place over the past several years.*

*These resources include:*

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



- After completing the suggested activities for determining the student performance outcomes described in the DCP guidance document, complete the table below with the targeted goals for each school grade component. Districts may add additional student performance outcomes as appropriate. Examples of additional measures are District Improvement and Assistance Plan (DIAP) goals, district Annual Measurable Objectives (AMOs) and/or other goals established in the district strategic plan.

Data are required for the metrics listed in the table. For the student performance outcomes, these data points should be pulled from the school and district school grades published at <http://schoolgrades.fldoe.org>. Districts may choose to add any additional metrics that may be appropriate below in the table for district provided outcomes.

| <b>A. Student Performance Outcomes (Required)</b> |   | <b>Baseline</b>                                  | <b>Target</b>                                   | <b>Date for Target to be Achieved (year)</b> |
|---|---|--|---|--|
| II.A.1.   | ELA Student Achievement   | TBD from school year 2014-15                     | TBD 2016  |  |
| II.A.2.   | Math Student Achievement  | TBD from school year 2014-15                     | TBD 2016  |  |
| II.A.3.   | Science Student Achievement – 5 <sup>th</sup> and 8 <sup>th</sup> Grade | 5 <sup>th</sup> : 41% %<br>8 <sup>th</sup> : 52% | 5 <sup>th</sup> : 44 %<br>8 <sup>th</sup> : 55% | 2016   |
| II.A.4.   | Science Student Achievement – Biology                                   | 48%  | 51 %  | 2016   |
| II.A.5.   | ELA Learning Gains  | TBD from school year 2014-15                     | TBD 2016  |  |
| II.A.6.   | Math Learning Gains   | TBD from school year 2014-15                     | TBD 2016  |  |
| II.A.7.   | ELA Learning Gains of the Low 25%                                       | TBD from school year 2014-15                     | TBD 2016  |  |
| II.A.8.   | Math Learning Gains of the Low 25%                                      | TBD from school year 2014-15                     | TBD 2016  |  |
| <b>B. Student Performance Outcomes (Required)</b> |   | <b>Baseline</b>                                  | <b>Target</b>                                   | <b>Date for Target to be Achieved</b>        |

|  |   |                      |               |  |
|--|---|----------------------|---------------|--|
|  |   |                      |               | <i>(year)</i>                                |
| II.A.9.  | Overall, 4-year Graduation Rate           | 2014: 64 %           | 71 %          | School Year 2015                             |
| II.A.10.   | Acceleration Success Rate                 | 2014; 81%            | 84 %          | School Year 2015                             |
| <b>A. Student Performance Outcomes (District Provided)</b> |   | <b>Baseline 2014</b> | <b>Target</b> | <b>Date for Target to be Achieved (year)</b> |
| II.A.11. (D)   | 7 <sup>th</sup> Grade Reading Proficiency | 48%                  | 51%           | 2016   |
| II.A.12. (D)   | 5 <sup>th</sup> Grade Math Proficiency    | 40%                  | 43%           | 2016   |
| II.A.13. (D)   | 4 <sup>th</sup> Grade Writing Proficiency | 32%                  | 38%           | 2016   |
| II.A.14. (D)   | 5 <sup>th</sup> Grade Science Proficiency | 48%                  | 52%           | 2016   |

■ **Quality Efficient Services**

Technology Infrastructure:

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

For the infrastructure needs analysis, the required data points can and should be pulled from the Technology Readiness Inventory (TRI). 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.

| <b>B. Infrastructure Needs Analysis (Required)</b> |  | <b>Baseline from 2014</b> | <b>Actual from Spring 2015</b> | <b>Target</b> | <b>Date for Target to be Achieved (year)</b> | <b>Gap to be addressed (Actual minus Target)</b> |
|--|--|---------------------------|--------------------------------|---------------|--|--|
| II.B.1.  | Student to Computer Device Ratio   | __2__ : __1__             | __1.5__ : __1__                | __1__ : __1__ | School Year 2016-2017                        | __-.5__ : __1__                                  |
| II.B.2.  | Count of student instructional desktop computers meeting specifications          | 1,150                     | 1,150                          | 500           | School Year 2016-2017                        | -650   |
| II.B.3.  | Count of student instructional mobile computers (laptops) meeting specifications | 800                       | 800                            | 2400          | School Year 2016-2017                        | 1600   |
| II.B.4.  | Count of student web-thin client computers meeting specifications                | 0,000,000                 | 0,000,000                      | 0,000,000     | School Year                                  | 0,000,000  |
| II.B.5.  | Count of student large screen tablets meeting specifications                     | 0,000,000                 | 0,000,000                      | 0,000,000     | School Year                                  | 0,000,000  |
| II.B.6.  | Percent of schools meeting recommended bandwidth standard                        | 100%                      | 100%                           | 100%          | School Year 2014-2015                        | 0%   |
| II.B.7.  | Percent of wireless classrooms (802.11n or higher)                               | 70%                       | 100%                           | 100%          | School Year 2014-2015                        | 0%   |

| <b>B. Infrastructure Needs Analysis (Required)</b> |   | <b>Baseline from 2014</b> | <b>Actual from Spring 2015</b> | <b>Target</b> | <b>Date for Target to be Achieved (year)</b> | <b>Gap to be addressed (Actual minus Target)</b> |
|--|---|---------------------------|--------------------------------|---------------|--|--|
| 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             | School Year 2014-2015                        | Y/N  |

| <b>B. Infrastructure Needs Analysis (District Provided)</b> |  | <b>Baseline</b> |  | <b>Target</b> | <b>Date for Target to be Achieved (year)</b> |  |
|---|--|-----------------|--|---------------|--|--|
| II.B.10. (D)  |  |                 |  |               |  |  |
| II.B.11. (D)  |  |                 |  |               |  |  |
| II.B.12. (D)  |  |                 |  |               |  |  |

\* 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

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

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

*During the 2014-15 school year, professional development opportunities included the following, as outlined in the Professional Development for Digital Learning Grant Opportunities (\$75,000):*

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

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

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

The delivery of the professional development will be offered in several modalities including face-to-face workshops, electronic interactive, electronic non-interactive, study group/learning community, action research, and independent study. Participants will implement the content learned during the delivery in the following way(s):

- structured mentor/coaching program
- results from action research
- collaborative planning related to training
- creation of a product related to training
- study group participation
- electronic interactive
- electronic non-interactive

During the 2015-16 school year, the Taylor County School District plans to provide training to school leaders in the use of the TIM to evaluate and quantify the use of technology in the classroom. The Panhandle Area Educational Consortium also plans to assist with provision of technology based professional development.

| <i>Grant Elements</i>  | <i>Summary</i>   | <i>PAEC Supports</i>  |
|--|--|---|
| <i>1. Support for the evaluation of classroom integration using the Technology Integration Matrix (TIM)</i>  | <i>Use TIM to grow implementation of digital content through training, evaluation, and expert conversations.</i>         | <i>NEW: Professional Learning for teachers and leaders on the matrix and coordination of expert conversations</i>   |
| <i>2. Revise PAEC Master In-service Plan (MIP) Components Supporting Digital Learning by correlating components to the ISTE Technology Standards for Administrators, Teachers and Students</i> | <i>Develop MIP Components that provide for a cohesive, systematic plan for digital learning professional development</i> | <i>CURRENT: Technology Advisory Council Digital Learning Committee<br/><br/>NEW: ISTE Correlated MIP for inclusion in Digital Classrooms plan</i>                 |
| <i>3. Technology Tips and Tools: Digital Learning Support Resources</i>  | <i>Create and maintain system for sharing web-based learning resources.</i>  | <i>CURRENT: Intel Courses, Digital Content Conversation Networking and best practices from various state and national groups that focus on digital Classrooms</i> |

|  |   |   |
|--|---|---|
| <p><i>4. School based Book Studies AND Lesson Studies on Digital Learning</i></p>  | <p><i>Implement book study and lesson study using PD toolkit and specific books (Must be on DOE approved list) on digital learning.</i></p>           | <p><i>CURRENT: Lesson study training, TSC support</i></p> <p><i>NEW: Book study coordination and facilitation. Lesson study facilitation.</i></p>   |
| <p><i>6. Student Projects using Digital Resources</i></p>  | <p><i>Preparing teachers to enable student developed learning/digital products.</i></p>   | <p><i>CURRENT: Intel, FDLRS training on MTSS, blended learning</i></p> <p><i>NEW: Project Based Learning Training for Teachers and Administrators</i></p>   |
| <p><i>7. Professional development aligned with:</i></p> <ul style="list-style-type: none"> <li><i>· Developing Digital Content</i></li> <li><i>· Employing technology in the Content Areas</i></li> <li><i>· Educational technology leadership and management</i></li> </ul> | <p><i>Professional learning for both teachers and principals, specific to instructional design and developing digital content and assessments</i></p> | <p><i>CURRENT: Intel, CPALMS</i></p> <p><i>NEW: Facilitate PD free and available from various online sources. i.e. ISTE, CAST, COSN</i></p> <p><i>Leadership training on supervision of the development and implementation of digital instruction</i></p> |

*The delivery of the professional development will be offered in several modalities including face-to-face workshops, electronic interactive, electronic non-interactive, study group/learning community, action research, and independent study. Participants will implement the content learned during the delivery in the following way(s):*

- *structured mentor/coaching program*
- *results from action research*
- *collaborative planning related to training*
- *creation of a product related to training*
- *study group participation*
- *electronic interactive*
- *electronic non-interactive*

| <b>C. Professional Development Needs Analysis (Required)</b> |   | <b>Baseline (to be established in 2015)</b>                                   | <b>Target</b>  | <b>Date for Target to be Achieved (year)</b> |
|--|---|---|--|--|
| II.C.1.  | Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations) | Entry: 9%<br>Adoption: 55%<br>Adaption: 25%<br>Infusion: 7%<br>Transform: 4%  | Entry: 9%<br>Adoption: 55%<br>Adaption: 25%<br>Infusion: 7%<br>Transform: 4% | School Year 2016                             |
| II.C.2.  | Percentage of total evaluated teacher lessons plans at each level of the TIM  | Entry: 10%<br>Adoption: 60%<br>Adaption: 20%<br>Infusion: 6%<br>Transform: 4% | Entry: 9%<br>Adoption: 55%<br>Adaption: 25%<br>Infusion: 7%<br>Transform: 4% | School Year 2016                             |

| <b>C. Professional Development Needs Analysis (District Provided)</b> |  | <b>Baseline</b> | <b>Target</b> | <b>Date for Target to be Achieved (year)</b> |
|---|--|-----------------|---------------|--|
| II.C.3. (D)   | Teachers will be provided professional development on the use of ADOBE Suite programs                  | 0%              | 60%           | 2016-2017                                    |
| II.C.4. (D)   | Classroom instruction will reflect integration of ADOBE Suite programs such as Presenter and Captivate | 0%              | 25%           | 2016-2017                                    |

**Need**

*Rigorous instructional skills and strategies in the implementation of the Florida Standards English Language Arts and Mathematics for all students*

**Planned Professional Development**

- Personnel participation in Florida Standards training that leads educators from the most basic understanding to mastery-level implementation of the standards
- Job-embedded professional development on the effective integration of technology into the Florida Standards
- A series of Florida Standards trainings for staff and administration

**Strategy**

- Personnel will be introduced to and collaborate on effective strategies during contractual meetings (common planning, grade level and department meetings), PLCs and in-service days
- Online collaborative environment that allows for the sharing of resources with colleagues
- Online tutorials and webinars will be identified for personnel

- *Feedback will be provided to stakeholders from district administrative walkthroughs*

**Need**

*Increase the level of technology integration in all subject areas to promote higher level thinking skills for all students*

**Planned Professional Development**

- *Job-embedded professional development on Universal Design for Learning and the integration of the effective use of current and emerging digital tools to support all students*
- *A series of face to face and online technology integration trainings for staff and administration*

**Strategy**

- *Personnel will be introduced to and collaborate on effective strategies during contractual meetings (common planning, grade level and department meetings), PLCs and in-service days*
- *Online collaborative environment that allows for the sharing of resources with colleagues*
- *Online tutorials, webinars and 2.0 tools will be identified for personnel*
- *Feedback will be provided to stakeholders from district administrative walkthroughs*

**Need**

*Analyzing data to drive instruction for all students*

**Planned Professional Development**

- *Student Response System training*
- *District data system training and Student Information System training*
- *Trainings on the organization, manipulation and use of data*

**Strategy**

- *Access to portals on SIS and District data system*
- *Personnel will analyze individual or group data as a regular part of their PLCs*
- *Feedback will be provided to stakeholders from district administrative walkthroughs*

**Seamless Articulation and Maximum Access**

**Digital Tools:**

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

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

| <b>D. Digital Tools Needs Analysis (Required)</b> | <b>Baseline (to be established in 2015)</b> | <b>Baseline (to be established in 2015)</b> | <b>Target</b> | <b>Date for Target to be Achieved (year)</b> |
|---|---|---|---------------|--|
|---|---|---|---------------|--|

|             | <b>Student Access and Utilization (S)</b>  | <b>% of student access</b> | <b>% of student utilization</b> | <b>% of student access</b> | School Year      |
|-------------|--|----------------------------|---------------------------------|----------------------------|------------------|
| II.D.1. (S) | A system that enables access and information about standards/benchmarks and curriculum.  | 100 %                      | TBD %                           | 100 %                      | School Year 2017 |
| II.D.2. (S) | A system that provides students the ability to access instructional materials and/or resources and lesson plans.                     | 100%                       | TBD%                            | 100%                       | School Year 2017 |
| II.D.3. (S) | A system that supports student access to online assessments and personal results.  | 100%                       | TBD %                           | 100 %                      | School Year 2017 |
| 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 %                        | TBD %                           | 25 %                       | School Year 2017 |
| II.D.5. (S) | A system that provides secure, role-based access to its features and data.   | 100 %                      | TBD%                            | 100%                       | School Year 2017 |

| <b>D. Digital Tools Needs Analysis (Required)</b> |  | <b>Baseline (to be established in 2015)</b> | <b>Baseline (to be established in 2015)</b> | <b>Target</b>                    | <b>Date for Target to be Achieved (year)</b> |
|---|--|---|---|----------------------------------|--|
|   | <b>Teachers/Administrators Access and Utilization (T)</b>  | <b>% of Teacher/Admin access</b>            | <b>% of Teacher/Admin Utilization</b>       | <b>% of Teacher/Admin access</b> |  |
| II.D.1. (T)                                       | A system that enables access to information about benchmarks and use it to create aligned curriculum guides. | 100 %                                       | 75%   | 100 %                            | School Year 2016                             |
| II.D.2. (T)                                       | A system that provides the ability to create instructional   | 100 %                                       | 75%   | 100 %                            | School Year 2016                             |

|             |   |       |      |       |                  |
|-------------|---|-------|------|-------|------------------|
|             | materials and/or resources and lesson plans.  |       |      |       |                  |
| II.D.3. (T) | A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.   | 100%  | 5 %  | 100 % | School Year 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 % | 10 % | 100 % | School Year 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 % | 30 % | 100 % | School Year 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 % | 25 % | 100%  | School Year 2016 |
| 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 % | 100 % | School Year 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,  | 100 % | 25 % | 100 % | School Year 2016 |

|             |   |       |      |       |                  |
|-------------|---|-------|------|-------|------------------|
|             | parents and district administrators to use data to inform instruction and operational practices.  |       |      |       |                  |
| 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 % | 25 % | 100 % | School Year 2016 |

| <b>D. Digital Tools Needs Analysis (Required)</b> |  | <b>Baseline (to be established in 2015)</b> | <b>Baseline (to be established in 2015)</b> | <b>Target</b>             | <b>Date for Target to be Achieved (year)</b> |
|---|--|---|---|---------------------------|--|
|   | <b>Parent Access and Utilization (P)</b>   | <b>% of parent access</b>                   | <b>% of parent utilization</b>              | <b>% of parent access</b> |  |
| 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 %                                       | 20 %  | 100 %                     | School Year 2016                             |

| <b>D. Digital Tools Needs Analysis (Required)</b> |  | <b>Baseline (to be established in 2015)</b> | <b>Target</b>   | <b>Date for Target to be Achieved (year)</b> |
|---|--|---|-----------------|--|
| (IM)  | <b>Instructional Materials</b>   | <b>Baseline %</b>                           | <b>Target %</b> | <b>School Year</b>                           |
| II.D.1. (IM)                                      | Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)                             | 50 %  | 100%            | School Year 2018                             |
| II.D.2. (IM)                                      | Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years) | 50 %  | 100 %           | School Year 2018                             |



|  |   |                 |               |  |
|--|---|-----------------|---------------|--|
| II.D.3. (IM)   | Percentage of instructional materials integrated into the district Digital Tools System                                   | 10 %            | 100 %         | School Year 2018                             |
| II.D.4. (IM)   | Percentage of the materials in answer 2 above that are accessible and utilized by teachers                                | 25 %            | 100 %         | School Year 2018                             |
| II.D.5. (IM)   | Percentage of the materials in answer two that are accessible and utilized by students                                    | 25 %            | 100 %         | School Year 2018                             |
| 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.] | 25 %            | 100%          | School Year 2018                             |
| <b>D. Digital Tools Needs Analysis (District Provided)</b> |   | <b>Baseline</b> | <b>Target</b> | <b>Date for Target to be Achieved (year)</b> |
| II.D.7. (IM)   |   |                 |               |  |
| II.D.8. (IM)   |   |                 |               |  |
| II.D.9. (IM)   |   |                 |               |  |

■ **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.

| <b>E. Online Assessments Needs Analysis (Required)</b>          |  | <b>Baseline (to be established in 2015)</b> | <b>Target</b>  | <b>Date for Target to be Achieved (year)</b> |
|---|--|---|----------------|--|
| II.E.1.   | Computers/devices available for statewide FSA/EOC computer-based assessments   | alpha/num 2600                              | alpha/num 2600 | 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 | 20%   | 40 %           | School Year 2016-2017                        |
| <b>E. Online Assessments Needs Analysis (District Provided)</b> |  | <b>Baseline</b>                             | <b>Target</b>  | <b>Date for Target to be Achieved (year)</b> |
| II.E.3. (D)   |  |   |                |  |
| II.E.4. (D)   |  |   |                |  |
| II.E.5. (D)   |  |   |                |  |

## STEP 2 – Goal Setting:

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

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

Districts should provide goals focused on improving education for all students, including those with disabilities. These goals may be previously established by the district.

Goals Examples:

### EXAMPLES

- Highest Student Achievement: All schools will meet AMO benchmarks and meet expected growth on state assessments.
- Seamless Articulation and Maximum Access: All students will have opportunities for industry certifications and are prepared to enter postsecondary with the skills necessary to succeed.
- Skilled Workforce and Economic Development: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.
- Quality Efficient Services: All school sites will be safe and effective environments to support developing students.

Enter district goals below:

#### ***Mathematics***

***Goal:*** By May 2018, 90% of students in grades 3-11 will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards claims as measured by the state assessment, special education assessments, and IEP goals in mathematics.

***Objective:*** Students will utilize technology resources to enhance their learning of mathematics content towards mastery of the Florida mathematics standards and the eight standards of mathematics practice.

***Objective:*** Students will learn to use a variety of technological math tools.

***Objective:*** Students will use the Internet for research and to enhance their understanding of Florida Standards of mathematics as well as to collaborate with others in mathematics.

#### ***Strategy***

- *Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.*
- *Review of assessment data to determine trends, strengths, and needs.*
- *Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.*
- *Assess need for additional professional development, hardware or software.*

- *Identify software and Internet resources to be used.*
- *Purchase needed software.*
- *Identify and schedule needed professional development.*

### ***Language Arts***

***Goal:*** *By May 2018, 90% of students in grades 3-11 will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards claims as measured by the state assessment, special education assessments, and IEP goals in language arts.*

***Objective:*** *Students will utilize technology resources to enhance their learning of ELA content towards mastery of the Florida ELA standards (which include the college and career anchor standards).*

***Objective:*** *Students will use educational software that supports the Florida ELA standards and specifically, analytical thinking and problem solving with relevant, real-world applications.*

***Objective:*** *Students will learn keyboarding and word processing (as stated in the Florida ELA content standards).*

***Objective:*** *Students will use the Internet for research and to enhance their understanding of Florida ELA standards as well as to collaborate with others in ELA.*

***Objective:*** *Students will use graphic organizing & presentation software to brainstorm and organize their work.*

***Objective:*** *Students will use multimedia to enhance their presentation skills.*

#### ***Strategy:***

- *Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.*
- *Review of assessment data to determine trends, strengths, and needs.*
- *Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.*
- *Assess need for additional professional development, hardware or software.*
- *Identify software and Internet resources to be used.*
- *Purchase needed software.*
- *Identify and schedule needed professional development.*

### ***English Language Development***

***Goal:*** *By May 2018, 90% of students in grades 3-11 will demonstrate required growth annually towards proficiency on the state annual measurable objectives as measured by the state assessment, special education assessments and IEP goals in English Language Arts.*

***Objective:*** *Students will utilize technology resources to enhance their learning of ELA content towards mastery of the ELA standards.*

***Objective:*** *Students will use educational software that supports the ELA standards.*

***Objective:*** *Students will use graphic organizing and presentation software to brainstorm and organize their work.*

***Objective:*** *Students will learn keyboarding and word processing skills as outlined in the Florida ELA standards..*

#### ***Strategy:***

- *Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.*
- *Review of assessment data to determine trends, strengths, and needs.*
- *Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.*

- *Assess need for additional professional development, hardware or software.*
- *Identify software and Internet resources to be used.*
- *Purchase needed software.*
- *Identify and schedule needed professional development.*

### **Science**

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

**Goal:** *Integrate Next Generation Science content standards into day-to-day teaching, learning and application of the Florida ELA and Mathematics content standards (as applicable) to include an integral use of technology.*

**Objective:** *Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of science content towards mastery of the next generation science standards.*

**Objective:** *Students will use educational software that supports the science standards.*

**Objective:** *Students will use the Internet for research and to enhance their understanding of science and next generation science standards as well as to collaborate with others regarding science.*

### **Strategy:**

- *Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.*
- *Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.*
- *Review of assessment data to determine trends, strengths, and needs.*
- *Facilitate students' successful completion of activities and mastery of objectives.*
- *Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.*
- *Assess need for additional professional development, hardware or software.*
- *Identify software and Internet resources to be used.*
- *Purchase needed software.*
- *Identify and schedule needed professional development.*
- *Develop plan for acquiring hardware needed to achieve student performance targets.*

### **History-Social Science**

**Goal:** *Integrate History-Social Science content standards into day-to-day teaching and learning of the ELA and Mathematics Florida content standards (as applicable) to include an integral use of technology.*

**Objective:** *Students will use multimedia such as scanners, digital still and video cameras to enhance their presentation skills.*

**Objective:** *Students will utilize technology resources that are part of the adopted textbook to enhance their learning of Florida Standards.*

### **Strategy:**

- *Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.*

- *Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.*
- *Review of assessment data to determine trends, strengths, and needs.*
- *Facilitate students' successful completion of activities and mastery of objectives.*
- *Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.*
- *Assess need for additional professional development, hardware or software.*
- *Identify software and Internet resources to be used.*
- *Purchase needed software.*
- *Identify and schedule needed professional development.*
- *Develop plan for acquiring hardware needed to achieve student performance targets.*

### **Visual and Performing Arts**

**Goal:** *Integrate Visual and Performing Arts (VAPA) standards into day-to-day teaching and learning of the ELA and Mathematics Florida Standards (as applicable), ELD standards, and Next Generation Sunshine Science Standards to include an integral use of technology.*

**Objective:** *Develop classroom instructional resources (lesson plans, Promethean flipcharts, etc.) to support implementation of quality visual and performing arts lessons in the classroom.*

**Objective:** *Offer training for teacher(s) so that they can refine their skills in using video and multimedia to enhance their instructional program.*

**Objective:** *Identify hardware and software to be used in the classroom to support integration of the arts across the curriculum; select a group of pilot teachers and work with them with field specialists to support integration.*

#### **Strategy:**

- *Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.*
- *Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.*
- *Review of assessment data to determine trends, strengths, and needs.*
- *Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.*
- *Assess need for additional professional development, hardware or software.*
- *Identify software and Internet resources to be used.*
- *Purchase needed software.*
- *Identify and schedule needed professional development.*
- *Develop plan for acquiring hardware needed to achieve student performance targets.*

### **Technology Integration**

**Goal:** *Continue to integrate non-standard technology into classroom instruction and professional development including the use of environments such as Edmodo, Google Applications for Education, Blending Learning, and Flipped Classroom as well as Prezis, podcasting, blogs, wikis, and 1 to 1 computing throughout the 2014-2017 school years.*

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

**Objective:** *Identify and develop support mechanisms and resources for teachers as they utilize non-standard technology in the classroom to include special devices for special education students and students in the dual language program.*

**Objective:** *Explore and determine alternate ways to support teachers, students, and parents with non-standard technology uses to support mastery of the Florida Standards in ELA and*

mathematics, the ELD standards, Next Generation Sunshine Science Standards, and other curricular content standards.

**Objective:** Explore and determine alternate ways to support teachers, students, and parents with 1 to 1 computing needs around the clock. (Consider the concepts of flipped classrooms, blended learning, STEM, STEAM, Google Apps for Education, Edmodo, Wiki, Code, PBL, The Cloud, etc.).

**Strategy**

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

**Goal** By May 2018, 90% of students within the Taylor District will demonstrate mastery of National Educational Technology Standards (NETS) at their appropriate grade level.

**Objective:** All students will receive a copy of the NETS. (Primary, K-2, will receive “student-friendly” NETS standards.)

**Objective:** Students demonstrate NETS proficiency.

**Objective:** Upper grade students operate technology without assistance from teaching staff.

**Strategy:** see Mathematics

**Goal:** Promote ethical use of technology in the classroom by students and staff.

**Objective:** Implement and refine structured lessons that cover the ethical use of technology in the classroom.

**Objective:** Incorporate training on these issues as part of district staff development dealing with technology.

**Objective:** Implement and refine the district acceptable use policy. Policy is included in the HR Resource booklet and the student handbook.

**Strategy**

- Review and refine structured lessons on ethical use of technology for students.
- Present information to staff and parents a minimum of 1 time per year about ethical use of technology and their responsibility to monitor their children/students’ use of technology (where).
- Facilitate students’ successful completion of curriculum and technology activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation. Assess need for additional professional development.

**Goal:** Promote Internet safety in the classroom by students and staff.

**Objective:** Implement structured lessons that deal with Internet safety in the classroom.

**Objective:** Distribute lessons to teachers.

**Objective:** Incorporate training on these issues as part of district staff development dealing with technology.

**Objective:** Implement and refine the district acceptable use policy.

### **Strategy**

- Review and refine structured lessons on ethical use of technology for students.
- Present information to staff and parents a minimum of 1 time per year about ethical use of technology and their responsibility to monitor their children/students' use of technology (where).
- Facilitate students' successful completion of curriculum and technology activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development.

**Goal:** Provide expanded access to technology for all students.

**Objective:** The district will maintain a minimum standard of (how many) computer workstations for every regular education classroom and a minimum of (how many) computer workstations for every special education classroom.

**Objective:** Students have opportunities to explore technology without structured lessons.

**Objective:** The district will continue to create ways for students without connectivity at home to acquire access.

**Objective:** Students performing below grade level standards will be given access to district adopted software to assist in accelerating their learning.

### **Strategy**

- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Publicize access to students and parents.
- Facilitate students' successful completion of curriculum and technology activities and mastery of objectives during expanded access times.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation. Assess need for additional professional development, hardware or software.
- Identify funding sources for providing district-funded hardware for all students.
- Monitor implementation of minimum computer standard to ensure that no classroom falls below the standard.
- Implementation of online student learning environments
- Plan and budget for new and replacement hardware and software
- Implementation of student personalized learning environments and appropriate training of (name) grade online technology literacy assessment
- Student participation in extended learning opportunities/programs
- Equitable and accessible hardware and software technologies purchases



**Goal:** Educators will attain the skills and knowledge necessary to effectively use educational technology to create more rigorous learning environments to assist students to master the Florida Standards and Next Generation Sunshine State Standards by personalizing learning through the collection of student data to support differentiated instruction and to manage the on-line assessment environments.

**Objective: 1:** The management and security of assessment sessions will be planned and implemented to maintain the administration process and specific problem determination procedures will be developed to resolve technical problems.

**Objective:** Classroom instruction models will be designed to support the rigorous expectations of the new learning and assessment environment to support student readiness for the types of questions and performance based activities found on the state assessments.

**Objective:** District personnel will make use of available tools to best utilize data to drive instruction and make decisions.

**Objective:** District personnel will have access to up to date hardware and software appropriate for discipline and working environment.

**Strategy/Activity**

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

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

**Objective:** Parents will receive access and an understanding of the district's parent portal.

**Objective:** Parents will be informed of all district events.

**Objective:** Educators will have access to tools to communicate with parents.

**Strategy/Activity**

- Placement of parent portal on district's website
- Availability of parent portal tutorials
- Notifications of district events on district website and through online/phone notification system

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

**Goal:** *All stakeholders will use district technology in a safe, responsible and ethical manner.*

**Objective:** *The district will take Internet safety measures at all times.*

**Objective:** *The district will teach responsible use of digital content regularly.*

**Strategy/Activity**

- *All stakeholders will sign the district's Acceptable Use Policy*
- *Uninterrupted district filtering methods*
- *Regular Internet Safety Learning opportunities for all stakeholders*
- *Identification of Internet Safety resources for stakeholders*

**Infrastructure**

**Goal:** *The district will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology.*

**Objective:** *The district will support and maintain LANs/WAN for both hardware and software.*

**Objective:** *The district will increase bandwidth to support mobile computing initiatives to assure all users “stay connected.”*

**Objective:** *The district will support “managed wireless” access at all school locations.*

**Objective:** *The district will purchase and deploy multimedia computers, tablets, laptops, and peripheral devices for staff/student use.*

**Objective:** *The district will provide Internet access for staff/student use.*

**Objective:** *The district will implement technology-related security upgrades which support a more security learning environment for staff, students, and community members using our facilities (cameras, swipe card entry, etc.)*

**Objective:** *The district will offer professional development training on technology tools: LCD projectors, interactive white boards, tablet devices, and other peripherals to all staff members.*

**Goal:** *Use technology to provide improved record keeping and assessment.*

**Objective:** *District will continue to implement the district data management system and use the Report Manager on the (name) District website that track student progress towards standards mastery.*

**Objective:** *District will provide a web-based classroom management system that is accessible to administrators, teachers, students and parents.*

**Objective:** *Utilize the Focus System that features a standards-based grade book that reports to students and parents.*

**Objective:** *Pre-populate student information for parents to verify, change, and/or delete.*

**Objective:** *Identify platform for online report card and develop Florida Standards report card.*

**Goal:** *A technology infrastructure will be established and maintained to support the district's instructional and administrative goals.*

**Objective:** *District locations will have appropriate hardware/software to support district learning and administrative goals.*

**Strategy/Activity**

- *Installation and maintenance of fiber throughout the district*
- *High speed connectivity that supports instructional and administrative needs*
- *Stakeholders' access to technical Support via an Online Tech Request System*
- *Updated security, back up, and disaster recovery plans*
- *Continued IT training for Supervisor of Technology, Network Administrator and IT team*
- *Evaluate, plan, and budget for new and replacement infrastructure and learning hardware and software*
- *Maintain current district hardware and software licenses*
- *Maintenance of appropriate memory/capacity of district hardware/software*
- *Increase the use of Cloud Computing as appropriate*
- *Support Blended Learning Environments will be supported by IT as appropriate*

### **Step 3 – Strategy Setting:**

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

*We know that simply adding technology to a learning environment does not ensure that it will be integrated effectively. We believe that the use of technology in the curriculum should support higher-level learning, problem solving and critical thinking skills and directly support the student’s mastery of Florida Standards and NGSS standards across all content areas. Taylor District uses Performance Matters as a data management/reporting system for the classroom, the reporting functions of other software programs used in the district, and the district’s data warehouse where teachers and principals can access and generate additional reports. We will continue to raise the level of technology integration in the student learning experience for all students. Using educational technology tools will become a regular part of how students and teachers work on core curriculum learning. We want to see a measurable impact of technology on student achievement. Students should become better readers, writers and mathematicians because of their interaction with classroom technology. Teachers will use technology tools to assist them in making targeted instructional decisions for their students. The evaluation that we did as part of our technology planning effort has assisted us in identifying several areas of focus that will serve as the cornerstone of the technology plan for the district. This plan will address how the district’s technology effort will continue to support the curricular needs of students over the next three years – encompassing the 2015-2016 school year through the 2017-2018 school years.*

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

| <b>Goal Addressed</b>    | <b>Strategy</b>   | <b>Measurement</b>     | <b>Timeline</b>               |
|--------------------------|---|------------------------|-------------------------------|
| High student achievement | Provide teachers and students with high quality digital content | Purchase Instructional | 50% of purchases in 2015-2016 |

|  |   |   |                             |
|--|---|---|-----------------------------|
|  | for math, ELA, and content areas that is aligned with the Florida Standards   | Materials in digital format   |                             |
| Equitable Access to Support High Student Achievement | Enhance and maximize infrastructure and hardware purchases to assure equitable access to technology tools and digital content for all teachers and students | Assure infrastructure equity, purchase and install hardware to meet district specifications for all classrooms  | 2015 and ongoing            |
| High student achievement                             | Create an infrastructure that supports the needs of digital learning and online assessments   | Bandwidth amount, Wireless access for all classrooms  | 2015-2019                   |
| High Student Achievement                             | Provide Teacher training and support for the use of digital content and technology tools to transform instruction   | Training for teachers to align with parameters of TIM, Ongoing support with training, full utilization of the district technology technicians for teacher support | 2015 and ongoing            |
| Student Safety and Security                          | Provide training on Internet safety and ethical use   | Cybersafety training for students, internet usage training for staff  | 2015 and ongoing            |
| <b>Goal Addressed</b>                                | <b>Strategy</b>   | <b>Measurement</b>  | <b>Timeline</b>             |
| Highest student achievement                          | Supply teachers and students with high quality digital content aligned to the Florida Standards   | <ul style="list-style-type: none"> <li>• Purchase Instructional Materials in digital format</li> </ul>  | 50% of purchases in 2015-16 |
| Highest student achievement                          | Continue support of an integrated digital tool system to aid teachers in  | <ul style="list-style-type: none"> <li>• Fully implement system across nine components</li> </ul>   | 2015 and ongoing            |

|                             |   |  |           |
|-----------------------------|---|--|-----------|
|                             | providing the best education for each student.  | <ul style="list-style-type: none"> <li>• Integrate instructional materials into system</li> </ul>                  |           |
| Highest student achievement | Create an infrastructure that supports the needs of digital learning and online assessments | <ul style="list-style-type: none"> <li>• Bandwidth amount</li> <li>• Wireless access for all classrooms</li> </ul> | 2015-2019 |

**Enter the district strategies below:**

**District’s curricular goals that are supported by the technology plan**

*We know that simply adding technology to a learning environment does not ensure that it will be integrated effectively. We believe that the use of technology in the curriculum should support higher-level learning, problem solving and critical thinking skills and directly support the student’s mastery of Florida Standards and NGSS standards across all content areas. Taylor District uses Performance Matters as a data management/reporting system for the classroom, the reporting functions of other software programs used in the district, and the district’s data warehouse where teachers and principals can access and generate additional reports.*

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

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

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.

### **Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL**

The DCP and the DCP Allocation must include five key components as required by ss.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 sections 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 the 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 ss. 1011.62(12)(c), F.S., charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in ss. 1002.33(17)(b).

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

## A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP allocation. These outcomes can be specific to a individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP allocation for the 2015-16 school year.

| <b>EXAMPLES</b>                        |   |                 |               |
|--|---|-----------------|---------------|
| <b>A. Student Performance Outcomes</b> |   | <b>Baseline</b> | <b>Target</b> |
| III.A.1                                | Increase percent of fourth grade mathematics students performing at Sunshine Elementary school. | 45%             | 48%           |
| III.A.2                                | Improve graduation rates at Sandy Shores High school.   | 78%             | 80%           |

Enter the district student performance outcomes for 2015-16 that will be directly impacted by the DCP Allocation below:

| <b>Student Performance Outcomes</b> |  | <b>Baseline</b> | <b>Target</b> |
|-------------------------------------|--|-----------------|---------------|
| 1.                                  | Increase the percent of fifth grade mathematics students performing proficiently in Taylor County. | 40% - 2014      | 43% - 2016    |
| 2.                                  | Increase the percent of eighth grade science students performing proficiently in Taylor County.    | 50% - 2014      | 52% - 2016    |
| 3.                                  | Increase the percent of ninth grade ELA students performing proficiently in Taylor County.         | 46% - 2014      | 49% - 2016    |
| 4.                                  | Improve graduation rates at Taylor County High school.   | 49.5% - 2014    | 60% - 2016    |

## B) Digital Learning and Technology Infrastructure

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

Implementation Plan for B) Digital Learning and Technology Infrastructure:

| EXAMPLES                         |  |                           |                |   |                             |
|----------------------------------|--|---------------------------|----------------|---|-----------------------------|
| A. Infrastructure Implementation |  |                           |                |   |                             |
|                                  | Deliverable  | Estimated Completion Date | Estimated Cost | School/District                             | Gap addressed from Sect. II |
| III.B.X.                         | Purchase and implement wireless access points          | Dec 2014                  | 150,000        | 100% of classrooms and common areas         | II.B.7 Completed Dec 2014   |
| III.B.X.                         | Purchase and implement 1500 new student laptop devices | September 2015            | 300,000        | All 3rd to 12th grade classes district wide | II.B.3                      |

| B. Infrastructure Implementation |                                |                           |                |                 |                             |
|----------------------------------|--------------------------------|---------------------------|----------------|-----------------|-----------------------------|
|                                  | Deliverable                    | Estimated Completion Date | Estimated Cost | School/District | Gap addressed from Sect. II |
| III.B.1.                         | Purchased 1500 Student Laptops | August 2015               | \$300,000      | \$300,000       | II.B.1                      |
| III.B.2.                         |                                |                           |                |                 |                             |
| III.B.3.                         |                                |                           |                |                 |                             |
| III.B.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 |
|---------------------------------------|----------------------|
|                                       |                      |
|                                       |                      |



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

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

| <b>B. Infrastructure Evaluation and Success Criteria</b> |   |   |
|--|---|---|
| Deliverable (from above)                                 | Monitoring and Evaluation and Process(es)                                     | Success Criteria  |
| III.B.1.   | This will be monitored by the monthly reporting by stakeholders of activities | All devices installed and functioning properly by December, 2015. |
| III.B.2.   |   |   |
| III.B.3.   |   |   |
| III.B.4.   |   |   |

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.

## C) Professional Development

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

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

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

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

Implementation Plan for C) Professional Development:

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

| EXAMPLES                                   |   |                           |                |                          |                             |
|--|---|---------------------------|----------------|--------------------------|-----------------------------|
| B. Professional Development Implementation |   |                           |                |                          |                             |
|  | Deliverable   | Estimated Completion Date | Estimated Cost | School/District          | Gap addressed from Sect. II |
| III.C.X.                                   | X# high school teachers participate in professional development aligned with MIP. | May 2015                  | \$X            | Sandy Shores High School | II.C.1.                     |
| III.C.X.                                   | X# teachers participate in book study and lesson studies on digital learning      | May 2015                  | \$X            | Sandy Shores High School | II.C.2.                     |

| C. Professional Development Implementation |             |                           |                |                 |                             |
|--|-------------|---------------------------|----------------|-----------------|-----------------------------|
|  | Deliverable | Estimated Completion Date | Estimated Cost | School/District | Gap addressed from Sect. II |
| III.C.1.                                   |             |                           |                |                 |                             |
| III.C.2.                                   |             |                           |                |                 |                             |
| III.C.3.                                   |             |                           |                |                 |                             |
| III.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 |
|---------------------------------------|----------------------|
|                                       |                      |
|                                       |                      |

Evaluation and Success Criteria for C) Professional Development:

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

| <b>C. Professional Development Evaluation and Success Criteria</b> |  |  |
|--|--|--|
| Deliverable (from above)   | Monitoring and Evaluation and Process(es)                                      | Success Criteria   |
| III.C.1.   | This activity will be monitored through attendance and course completion data. | 100% of the participants will complete the course              |
| III.C.2.   | This activity will be monitored through attendance and course completion data. | 100% of the participants will complete one of the PDA courses. |
| III.C.3.   | Provide Performance Matters UNIFY and ADMS training                            | 100% of the participants will complete the course              |
| III.C.4.   |  |  |

**D) Digital Tools**

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

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

Implementation Plan for D) Digital Tools:

**EXAMPLES**

| <b>D. Digital Tools Implementation</b> |   |                           |                |                            |                             |
|--|---|---------------------------|----------------|----------------------------|-----------------------------|
|  | Deliverable   | Estimated Completion Date | Estimated Cost | School/District            | Gap addressed from Sect. II |
| III.D.X.                               | Integrate X sets of instructional materials into the digital tools system | September 2014            | \$X            | Sunshine Elementary school | II.D.2 (S)                  |
| III.D.X.                               | Offer X additional CAPE digital tool certifications from approved list    | 2014-15                   | \$X            | Sandy Shores High School   | II.D.1 (D)                  |

| <b>D. Digital Tools Implementation</b> |   |                           |                |                 |                             |
|--|---|---------------------------|----------------|-----------------|-----------------------------|
|  | Deliverable   | Estimated Completion Date | Estimated Cost | School/District | Gap addressed from Sect. II |
| III.D. 1.                              | Assure full communication of and increased utilization of digital instructional materials to students and parents | 2015-16                   |                | Taylor          |                             |
| III.D. 2.                              | Implement Learning.com technology tools   | 2015-16                   | -0-            | Taylor          |                             |
| III.D. 3.                              |   |                           |                |                 |                             |
| III.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.

| <b>Brief description of other activities</b> | <b>Other funding source</b> |
|--|-----------------------------|
|  |                             |
|  |                             |

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.

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

## E) Online Assessments

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

Implementation Plan for E) Online Assessments:

| EXAMPLES                                   |  |                           |                |                          |                             |
|--|--|---------------------------|----------------|--------------------------|-----------------------------|
| <b>E. Online Assessment Implementation</b> |  |                           |                |                          |                             |
|  | Deliverable  | Estimated Completion Date | Estimated Cost | School/District          | Gap addressed from Sect. II |
| III.E.X.                                   | Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows | September 2014            | \$X            | Sandy Shores High School | II.E.1                      |
| III.E.X.                                   | Purchase 100 additional student devices for assessments  | February 2015             | \$X            | Sandy Shores High School | II.E.1 and II.E.2           |

| <b>E. Online Assessment Implementation</b> |   |                           |                            |                 |                             |
|--|---|---------------------------|----------------------------|-----------------|-----------------------------|
|  | Deliverable   | Estimated Completion Date | Estimated Cost             | School/District | Gap addressed from Sect. II |
| III.E.1.                                   | Utilize Performance Matters UNIFY platform for district assessments | May, 2016                 | 10,000 from District Funds | Taylor          |                             |
| III.E.2.                                   |   |                           |                            |                 |                             |
| III.E.3.                                   |   |                           |                            |                 |                             |
| III.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 activities | Other funding source |
|---------------------------------------|----------------------|
|                                       |                      |

|  |  |
|--|--|
|  |  |
|--|--|

Evaluation and Success Criteria for E) Online Assessments:

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

| <b>E. Online Assessment Evaluation and Success Criteria</b> |  |                                    |
|---|--|------------------------------------|
| Deliverable (from above)                                    | Monitoring and Evaluation and Process(es)                                  | Success Criteria                   |
| E.1.  | Participants will know how to create and administer assessments digitally. | Required assessment administration |
| E.2.  |  |                                    |