

Baker County School District 2014-2015 DISTRICT DIGITAL CLASSROOM PLAN

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

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

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

District Mission and Vision statements –

The mission of Baker County School District is to create an environment that integrates technology as a part of the educational experience, improve student academic performance, and provide all learners with the skills to access knowledge that will build a foundation for their future success. This will be accomplished by creating a technological environment that allows all learners equal access to successfully interact and collaborate. The District believes that the use of technology as a part of the curriculum should focus on supporting higher-level learning, problem solving, critical thinking skills, collaboration and overall student achievement.

Baker County School District has identified the following long-term goals for integrating technology into all aspects of the educational system. These goals will guide the technology planning process and the implementation of the plan during the five-year duration of this plan.

These goals are:

1. Increase access to technology for students and faculty.
2. Integrate technology into the curriculum aligned with the Florida Standards and the Technology Integration Matrix (TIM).
3. Provide ongoing staff development for the implementation and use of technology.
4. Establish District standards for infrastructure, procurement, hardware, software, and communications including upgrade and maintenance.
5. Identify the resources necessary to implement the technology plan.
6. Establish an ongoing process as a means to evaluate the effective implementation of the technology plan.

The Baker County School District's Strategic Plan's core strategies correlate to the district technology plan as indicated:

- High quality, standards-based instructional program that correlates to the curriculum and effective, research-based methods.
- High quality instructional staff that correlates to the professional development component.
- Effective communication, outreach, and collaboration strategies.
- Managing fiscal resources that correlate to the funding and budget component.

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

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

Our District's vision of technology is guided by the following statements:

- Technology is most effective when integrated as one component into student learning environments and used as a tool for active construction of knowledge and skills. It should promote higher levels of critical and creative thinking and problem solving. In addition, computer devices need to be in classrooms and other locations where students and teachers have access throughout the day.
- Provide ongoing staff development to increase levels of technology integration into student learning environments. (Progressing along the continuum of the TIM.)
Promote the skills to locate and use of information to solve problems.
An essential outcome of education is the ability to locate information, evaluate the validity of the source, and use information from a variety of sources to solve meaningful problems. Technology is a viable tool to accommodate individual learning styles of all students. Restructuring of information into interactive multimedia supports individual styles and customized (paced) presentations to meet student needs. It allows the use of information using text, images, and sound to assist in overcoming individual learning difficulties.
- Facilitate communication and teamwork: Computer networks can facilitate student, teacher, and family communication and promote collaborative teamwork through voicemail, electronic mail, electronic bulletin board systems, file-sharing, and database sharing.

To achieve the District's vision for technology, the focus will be on the following areas:

1. Student computing – ensure that every student has access to a computing device when needed, with devices and policies differentiated by level and learner needs, to ensure access to information, increased collaboration, and multiple forms of student expression of learning.

2. Networks and servers – upgrade our networks and servers so that students and staff can access resources when and where they need them.
3. Student information systems – improve our student data systems to help students and staff tailor learning based on students’ abilities and needs.
4. Professional learning for staff – implement ongoing, relevant, and collaborative professional learning pertaining to instructional technology.
5. Support for all – provide students, staff, and families with high-quality technical support.

The plan includes deliberate preparation, implementation, and monitoring to ensure each focus area is being addressed. By phasing in acquisitions over five years, Baker County School District can strategically plan for improvement of technology services and address key challenges as they arise. Purposeful and innovative use of technology is a key tool for the District to stay focused on providing the very best instruction for every student.

1.2 Baker County is comprised of several rural communities and is located just west of Jacksonville, Florida. The 2012 estimated population of the county was 27,086. That estimate is actually a reduction from the 2010 census. The average number of persons per square mile in the State of Florida is over 350. Baker County averages just over forty-six persons per square mile. The communities of Baker County take pride in their rural status. The town in which the high school resides, Glen St. Mary, was selected by the United States Department of Agriculture as the *2004 Florida Rural Community of the Year*. While Baker County is considered part of the Jacksonville metropolitan area, the small communities have the look and feel of rural Florida.

According to U.S. Census Bureau, 84% of the people in Baker County are White and 14% are African American. In 2010, the median household income was \$47,041, which was slightly below the state Average of \$47,827. Approximately 50% of the citizens 25 years of age or older in 2010 were high school graduates, and only 6.2% of the people received a Bachelor's Degree or higher. In Baker County, 21.6% of adults have less than a high school education, and approximately 16.5% of the families live below the poverty level. Thus, many of our students are at risk economically, academically, and socially.

Our school district student population mirrors our community. The Baker School District serves approximately 5,000 students in grades Pre-K through Adult Education. Per our *Public School Eligibility Survey*, there are 4,433 children, ages 5-17, and 61.22% (2,714 of this group) are from low income families. Our current unemployment rate is 6% (July 2014). Our major employers are: Northeast Florida State Hospital (mental health) - 1,100 employees, Wal-Mart Distribution Center - 700 employees, Baker County School Board - 582 employees (360 instructors), Baker Correctional Institute - 330 employees, Baker Medical Services - 175 employees, Macclenny Nursing and Rehabilitation Center - 156 employees, and Baker County Board of Commissioners - 125 employees.

The Baker School District serves grades Pre-K through Adult Education at seven different schools. There is one early learning school, Baker County PreK/Kindergarten Center serving Pre-Kindergarten and Kindergarten students. We have two primary elementary

schools serving grades first through third, Macclenny Elementary School and Westside Elementary School, one intermediate school serving grades four and five, J. Franklyn Keller Intermediate School, one middle school serving students in grades 6-8, Baker County Middle School, and one high school serving grades 9-12, Baker County High School. An Adult Education program provides daytime and nighttime classes for adults ages 16 and older who are interested in pursuing the GED diploma which is located in the center of the county. In addition, the district operates the ARC School which is center school for students with significant disabilities. The Baker School District consists of approximately 582 full-time and part-time employees.

The Baker School District believes in a strong school/community relationship and realizes the importance of working together for student success. The vision of Baker County School District is to prepare individuals to be lifelong learners, self-sufficient, and responsible citizens of good character. This vision statement was originally developed over a decade ago. The statement is shared by each of the schools in the Baker County School System. Time has shown the relevance of the components of the vision statement. The mission of Baker County School District is to meet the needs of all students in a safe, nurturing, and encouraging environment. The school district involves parents, students, teachers, and community members in the process of determining goals that meet students' needs.

1.3 District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process with collaboration between district instructional, curriculum and information technology staff as required in s.1011.62(12)(b), F.S.

Title/Role	Name:	Email/Phone:
Information Technology District Contact	Joe Martinez	joseph.martinez@bakerk12.org/904-397-9019
Curriculum District Contact	David Davis	david.davis@bakerk12.org/904-259-0429
Instructional District Contact	Tom Elledge	thomasm.elledge@bakerk12.org/904-397-9019
Finance District Contact	Marcelle Richardson	julia.richardson@bakerk12.org/904-259-0418
District Leadership Contact	Susan Voorhees	susan.voorhees@bakerk12.org/904-259-6776

1.4 Planning Process- Summarize the process used to write this plan.

Over a period of several weeks, the District Team for the District Digital Classrooms Plan conducted an overview of the District Digital Classrooms Plan Guidance along with presenting the Needs Analysis, Technology Readiness Inventory results, Technology Integration Matrix criteria and website resources, District Goals (that are included in the District Strategic Plan and the 2014-2015 District Technology Plan) along with the current funding sources used to meet technology requirements and needs. The audience for these overviews included all levels of stakeholders-from

the Superintendent to individual schools' departments and committees including School Advisory Councils which membership includes faculty, parents, and community members.

Baker County School District is committed to reaching all learners, regardless of their abilities. Students with disabilities may require accommodations and modifications, and the District is committed to utilizing flexible ways to present information such as digital books (iPads), text-to-speech applications, and specialized software. The district employs a variety of assistive technology devices to augment, supplement and compliment the educational process for students with special needs. Tier 2 and Tier 3 MTSS School-based Leadership Teams identify assistive technology needs on a case-by-case basis. All instructors' computers have the ability to activate the "Accessibility Options" built in to the Microsoft and Mac operating system. On the upper-grade levels, students have access to a collaborative global community of learners, using tools such as online learning, podcasts, and wikis.

The District Team for the District Digital Classrooms Plan will also assist in the implementation of the activities described in the focus areas. The plan consists of a comprehensive program that effectively uses technology to help students meet or exceed the state academic content standards in all core content areas including Language Arts, Mathematics, Science and Social Studies along with the English Language Development standards.

1.5 Multi-Tiered System of Supports (MTSS)- Summarize the process used to write this plan.

Baker County School District engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system purpose leading to student success. The Baker County District Leadership Team (DLT) has been working to employ need-driven decision-making and communication with stakeholders seeking to ensure that district resources reach the appropriate students (and schools) at the appropriate levels to accelerate the performance of all students to achieve and/or exceed proficiency.

The MTSS/DAPPS Initiative is a way of work for the district. The eight-step planning/problem-solving process, currently being implemented by school-based MTSS teams, is to ensure improved student achievement. The MTSS process is a basic component of Florida Standards Implementation and the Bureau of School Improvement Plans and will assist the District in making, planning, and reaching goals that lead to student success. As the school district continues to communicate the vision and mission of our system, Baker County School District will utilize the MTSS/DAPPS method to monitor progress and improvement.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis: Districts should identify current district needs based on student performance outcomes and other key measurable data elements for digital learning.

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. The District believes that technology should promote higher-level learning, problem solving, critical thinking skills, and collaboration across all curricular areas. Baker County School District is continuing to refine the use of the Online Assessment Reporting System and reports available through the Baker County School District Portal as online repositories of classroom and district assessments.

The District will continue to raise the level of technology integration in the learning experience for all students. Instructors must become more comfortable using technology to support student learning in the classroom. Students should develop critical thinking skills and become better readers, writers, and mathematicians because of their interaction with classroom technology. Instructors should be using technology tools to assist them in making sound instructional decisions for their students. The evaluation that was completed as part of the technology planning effort has assisted the District in identifying several areas of focus. The District Technology Plan addresses how the district’s technology effort will continue to support the curricular needs of students over the next five years. Planning for high performance learning begins by focusing on student learning. The Florida Standards and NGSSS curriculum standards need to be aligned with student technology standards. As we continue the process of using standards-based instruction and aligning technology standards, the District will be better prepared to plan for staff development and infrastructure management.

Our curriculum goals are divided into four areas:

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

Baker County School District instructors use data on student academic performance to inform and guide instructional decisions in their classrooms. Currently, teachers use the Skyward, Performance Matters, PMRN, and Discovery Education Assessments systems to track data in their classrooms. In addition, District staff works with NEFEC to generate reports and monitor student achievement.

Student Performance Outcomes		Baseline	Target	Date for Target to be Achieved
1.	ELA Student Achievement	58	63	2017
2.	Math Student Achievement	61	65	2017

3.	Science Student Achievement	47	51	2017
4.	ELA Learning Gains	63	66	2017
5.	Math Learning Gains	64	67	2017
6.	ELA Learning Gains of the Low 25%	58	63	2017
7.	Math Learning Gains of the Low 25%	58	63	2017
8.	Overall, 4-year Graduation Rate	67	76	2017
9.	Acceleration Success Rate	89	93	2017

Student Performance Outcomes

According to the Annual Measurable Objectives (AMOs) for Florida's Schools, Districts and the State, 2013-14 report, Baker County School District failed to make Target AMO in Reading for the following subgroups: Black/African American, White, Students with Disabilities, and Economically Disadvantaged. The only subgroup that met the Target AMO in Reading was Hispanic.

The 2013-14 report also indicated the District failed to make the Target AMO for Mathematics for the subgroups: Black/African American, White, Students with Disabilities and Economically Disadvantaged. Although the Black/African American students did not meet the Target AMO for Mathematics, the subgroup is improving in Mathematics. The only subgroups that met the Target AMO for Mathematics were Asian and Hispanic.

AMO Target: Reading, All Students (Target: 66, Actual: 60)

AMO Target: Reading, Black/African American (Target: 43, Actual: 33)

AMO Target: Reading, Economically Disadvantaged (Target: 58, Actual: 49)

AMO Target: Reading, Students With Disabilities (Target: 44, Actual: 38)

AMO Target: Reading, White (Target: 68, Actual: 63)

What does research suggest about the specific learning needs of this subgroup not meeting target?

The National Research Council (NRC), a group of experts convened to examine reading research and address the serious national problem of reading failure, concluded in their landmark report Preventing Reading Difficulties in Young Children (Snow, Burns, & Griffin, 1998) that most reading problems can be prevented by providing effective instruction and intervention in preschool and in the primary grades. They suggest that teachers will need to adapt their instruction for students who struggle (and for high-achieving students as well). Quality classroom reading instruction can be adapted for students who find it difficult to learn to read by a) teaching the specific skills and strategies that students need to learn, based on assessment data b) making instruction more explicit and systematic; c) increasing opportunities for practice; d) providing appropriate text at students' instructional reading levels (not too easy but not too hard); and e) monitoring students' mastery of key skills and strategies and re-teaching when necessary.

Why did the previous plan not sufficiently meet these needs?

The District and Schools are aware that our largest reading achievement gap is with our African American students. Some classroom teachers still struggle with properly planning their literacy instruction to meet the needs of all of their learners. In some situations, whole group instruction and less differentiated instruction is taking place.

These identified areas are being addressed with additional professional development, monitoring of classroom instruction, the assistance of a school level instructional coach and FLDOE's Region II Differentiated Accountability Team Support.

AMO Target: Mathematics, All Students (Target: 67, Actual: 62)

AMO Target: Mathematics, Black/African American (Target: 44, Actual: 34)

AMO Target: Mathematics, Economically Disadvantaged (Target: 59, Actual: 52)

AMO Target: Mathematics, White (Target: 70, Actual: 65)

What does research suggest about the specific learning needs of this subgroup not meeting target?

According to National Council of Teachers of Mathematics (NCTM) research briefs: In summary, the relatively small body of instructional research suggests several important teaching practices. For low-achieving students, the use of structured peer-assisted learning activities, along with systematic and explicit instruction and formative data furnished both to the teacher and to the students, appears to be most important. For special education students, explicit, systematic instruction that involves extensive use of visual representations appears to be crucial. In many situations with special education students, it is often advantageous for students to be encouraged to think aloud while they work, perhaps by sharing their thinking with a peer. These approaches also seem to inhibit those students who try too quickly and impulsively to solve problems without devoting adequate attention to thinking about what mathematical concepts and principles are required for the solution. Instruction should ideally be in a small group of no more than six and (a) address skills that are necessary for the unit at hand, (b) be quite explicit and systematic, and (c) require the student to think aloud as she or he solves problems or uses graphic representation to work through problem-solving options. Finally, it should balance work on basic whole-number or rational-number operations (depending on grade level) with strategies for solving problems that are more complex. These criteria should be considered in evaluating intervention programs for working with these types of students. The use of ongoing formative assessment data invariably improved mathematics achievement of students with mathematics disability.

Why did the previous plan not sufficiently meet these needs?

Some classroom teachers still struggle with properly planning their mathematics instruction to meet the needs of all of their learners. In some situations, more whole group instruction and less differentiated instruction is taking place. These identified areas are being addressed with additional professional development, monitoring of classroom instruction, the assistance of a school level instructional coach and FLDOE's Region II Differentiated Accountability Team

Support.

Another reason of failing to meet AMO Mathematics target is the teachers' lack of knowledge or lack of comfort in conducting math instruction (especially at the elementary level). Our consortia, NEFEC, is helping the District address the need to assist teachers in gaining a proper knowledge base and strategies to conduct effective mathematics instruction.

Quality Efficient Services Technology Infrastructure: Districts shall create a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software. For the infrastructure needs analysis, the required data points can and should be pulled from the Technology Readiness Inventory (TRI) if the data is accurate.

Infrastructure Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved
1.	Student to Computer Device Ratio	1 : 4.27	1 : 1	2019
2.	Count of student instructional desktop computers meeting specifications	903	3000	2019
3.	Count of student instructional mobile computers (laptops) meeting specifications	224	2000	2019
4.	Count of student web-thin client computers meeting specifications	90	200	2019
5.	Count of student large screen tablets meeting specifications	12	1000	2019
6.	Percent of schools meeting recommended bandwidth standard	0	100%	2017
7.	Percent of wireless classrooms (802.11n or higher)	50	100	2017
8.	Additional Virtual Hosts	4	8	2019
9.	Switches upgraded to 1 gig minimum	37	100	2017
10.	Wiring upgraded to Cat 6a	0	100%	2019
11.	Increase bandwidth	100mb	500mb	2019

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.

These goals are:

1. Increase access to technology for students and faculty.
2. Integrate technology into the curriculum aligned with the Florida Standards and the

Technology Integration Matrix (TIM).

3. Provide ongoing staff development for the implementation and use of technology.
4. Establish District standards for infrastructure, procurement, hardware, software, and communications including upgrade and maintenance.
5. Identify the resources necessary to implement the technology plan.
6. Establish an ongoing process as a means to evaluate the effective implementation of the technology plan.

Baker County School District will work to provide instructional personnel and staff with access to opportunities and training to assist with the integration of technology into the classroom learning environment.

The Baker County School District Master Inservice Plan technology components include the following and may be located at <http://www.nefec.org/mip/> :

- Technology in the Classroom 3-007-001
- Technology Applications 3-404-001
- Assistive Technology in the Classroom 3-100-001
- Technology for Student Success - Assistive Technology 3-100-003
- Technology for Student Success - An Introduction 3-100-004
- Instructional Technology in the ESE Classroom 3-105-001

The online module *Technology and the Common Core* includes the following courses:

- Assessment in 21st Century Classrooms
- Project-Based Approaches
- Thinking Critically with Data
- Educational Leadership in the 21st Century
- Collaboration in the Digital Classroom
- Designing Blended Learning

The Florida Bureau of Standards and Instructional Support will assist our efforts to develop well-integrated educational technology. District-level professional development will cover a wide range of topics including:

- effective instructional design and associated software
- software and hardware to support individualized instruction
- integration of classroom instruction with resources from the Local Instructional Improvement Systems (LIIS)

Professional development will be available in person at the regional, consortium, and district levels, by synchronous video-conferencing, blended Face-to-Face/On-line or by asynchronous broadcast via web or U-Stream.

In addition, Baker County School District will utilize Learning.com:

- *Getting Started: Foundations of Blended Learning*
This hands-on workshop will provide an in-depth introduction to the products and tools in the Learning.com platform. Participants will learn how to set up classes, assign content,

and become comfortable with the products, platform, and teacher management functions. This session will also provide instructions on how to use My Curriculum tools to create interactive, media-rich content that can be customized in order to engage students and address instructional goals. This workshop series will be offered through NEFEC and will include training on EasyTech, Curriculum Foundry, and Inquiry building tools that were built into the legislative appropriation.

Additional services available directly from Learning.com at an additional fee include:

- *Technology in the Classroom: Advanced Implementation and Integration*
This training will help teachers build strong and supportive implementation plans for true technology integration. Participants will discover proven strategies to incorporate technology into their classroom practice, evaluating their district’s technology standards and goals, deciding what curriculum should be introduced and reinforced, and determining how to best implement solutions.
- *Learning.com Assessments: Planning and Administration*
This workshop is designed for educators who are beginning the 21st Century Skills them. They will learn how to set up assessment events and access and interpret assessment results. Every workshop is aligned to Florida Standards and supports the district curriculum.
- *Learning.com Assessments: Getting the Most Out of Your Data*
Specifically designed for administrators, this workshop provides guidance and assistance in evaluation and analyzing data from the 21st Century Skills Assessment and WayFind Teacher Survey. Participants will learn how to utilize the Learning.com platform resources to address student needs and prepare for Florida Standards assessments, as well as provide targeted professional development for teachers.
- *Family Engagement: The Home and School Connection*
This workshop is ideal for districts interested in promoting a home and school connection that emphasizes online safety. Teachers will learn how to involve families with the Learning.com solutions and curriculum, create opportunities for families to integrate technology at home, such as implementing a family technology night, and strategize ways to involve families in their child’s education.
- *Mapping the Curriculum*
In this workshop, participants develop sequenced and district-aligned units that incorporate a variety of resources. Participants utilize the curriculum tool to combine Learning.com products, teacher-created curriculum items, and other district resources into units that can be shared with all teachers for district-wide consistency.

Additional professional development offered by NEFEC:

Technology Inservice Plan	Summary	NEFEC Supports
1. Support for the evaluation of classroom integration using the Technology Integration Matrix (TIM)	Use TIM to grow implementation of digital content through training, evaluation, and expert conversations (#4).	NEW: Professional Learning for teachers and leaders on the matrix and coordination of expert conversations

2. An Array of High Quality Master Inservice Plan (MIP) Components Supporting Digital Learning	Develop MIP Components that provide for a cohesive, systematic plan for digital learning professional development	CURRENT: Digital Content Conversations Committee NEW: Updating MIP and provide support for inclusion in Digital Classrooms plan
3. Learning Links: Digital Learning Support Resources	Create and maintain system for sharing web-based learning resources.	CURRENT: Content resulting from the Foundations of Blended Learning and Intel Courses, Digital Content Conversation Networking group for district leadership
4. Expert's Conversations on Digital Learning	Enlist experts for conversations on effective integration of digital resources and the use of the TIM (#1).	NEW: Coordinate experts through multi-district collaboration
5. School based Book Studies and Lesson Studies on Digital Learning	Implement book study and lesson study using PD toolkit and specific books on digital learning.	CURRENT: Lesson study training, Instructional Coach support NEW: Book study coordination and facilitation. Lesson study facilitation.
6. Student Projects using Digital Resources	Preparing teachers to enable student developed learning/digital products.	CURRENT: Intel, FDLRS training on MTSSSS, blended learning NEW: Training for teachers and leaders
7. Professional development aligned with: Developing Digital Content · Employing technology in the Content Areas · Educational technology leadership and management	Professional learning for both teachers and principals, specific to instructional design and developing digital content and assessments	CURRENT: Learning.com, Intel, CPALMS NEW: PD in the development of digital content through Learning.com, blended learning Leadership training on supervision of the development and implementation of digital instruction

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

- structured mentor/coaching program
- results from action research
- collaborative planning related to training

- creation of a product related to training
- study group participation
- electronic interactive
- electronic non-interactive

Professional Development 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.

_____ District Assessment of Current Technology Integration

Entry Level	18%
Adoption Level	41%
Adaptation Level	30%
Infusion Level	10%
Transformation Level	1%
Total	100%

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

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. The digital certification mandates for middle school: The skills must include, but are not limited to, word processing, spreadsheet display, and creation of presentations, including sound, text, and graphic presentations.

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. Provided by NEFEC, PAEC and HEC to member districts through the Rural Schools Program, Learning.com's EasyTech solution helps students develop the technology skills needed for college and the workforce. EasyTech is a complete digital literacy curriculum that features self-paced lessons and games to practice skills; activities and journals to reinforce concepts; and quizzes to check for understanding. EasyTech's curriculum helps students develop digital literacy skills including computer fundamentals, keyboarding, word processing, charts and graphs, presentation software, Internet research, and more in the context of real-world challenges. EasyTech also provides comprehensive online safety instruction to help ensure students know how to protect themselves and make good choices online.

EasyTech includes:

- Detailed instruction for core technology skills: keyboarding, word processing, and web browsing
- Grade-appropriate, guided instruction with immediate feedback and automatic scoring
- Online safety instruction and compliance reporting that exceeds E-Rate requirements
- Lessons that reflect current representations of technology and software
- Next-Generation Assessment preparation sequence with pre-tests and prescription
- Addresses ISTE Standards-S for grades K-8
- Available in English and Spanish for our LEP students
- Content is web-delivered with no downloads or software installs required

Student app for iPad®, Android®, and Kindle Fire® tablet devices

Performance Outcomes	Baseline	Target	Date for Target to be Achieved
Digital Literacy Gains	Determine % of students proficient as determined by completion of EasyTech curriculum	75% of students proficient	2017

Quality Efficient Services Online Assessment Readiness:

Districts shall work to reduce the amount time used for the administration of computer-based assessments. Online assessment (or computer-based testing) will be measured by the computer-based testing certification tool and the number of devices available and used for each assessment window.

	Online Assessments Needs Analysis (Required)	Baseline 2014	Target	Date for Target to be Achieved
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100% met	Sustain 100% met	Sustain 100% annually More devices will free up instructional use time
2.	Computers/devices required for assessments (based on schedule constraints)	1:4.27	1:1	2019

STEP 2 – Goal Setting:

Provide goals established by the district that support the district’s mission and vision. These goals may be the same as goals or guiding principles the district has already established or adopted. These should be long-term that focus on the needs of the district identified in step one. The goals should be focused on improving education for all students including those with disabilities.

Goals

- All schools will meet federal 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 instructors will have opportunities for professional development to acquire skills implementing digital instruction into the classroom learning environment progressing along the TIM continuum.

Mathematics

Goal: By May 2019, 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 use the Internet for research and to enhance their understanding of Florida Standards of mathematics as well as to collaborate with others in mathematics.

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

Objective: Students will use multimedia to enhance their presentation skills

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 progress monitoring assessment data for differentiated instruction.
- 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.

Language Arts

Goal: By May 2019, 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 and presentation software to brainstorm and categorize their work.

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

Strategy: see Mathematics

English Language Development

Goal: By May 2019, 90% of students in grades K-12 will demonstrate required growth annually towards proficiency on the state annual measurable objectives as measured by the FAIR FS and IPT.

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

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

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

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

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

Strategy: see Mathematics

Science

Goal: By May 2019, 90% of students in grades 5-11 will demonstrate a 5-8% growth annually towards proficiency in the science standards as measured by state and district assessments.

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.

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

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

Objective: Explore the Florida standards and how teachers can begin to use them during science instruction, specifically technology integration.

Objective: Integrate Florida Standards with Next Generation Sunshine Science Standards

Strategy: see Mathematics

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 the Internet for research and to enhance their understanding of Florida Standards.

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

Objective: Students will use educational software that supports analytical thinking.

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.

Objective: Explore the Florida Standards and how teachers can begin to use them during Florida Standards instruction, specifically technology integration.

Strategy: see Mathematics

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 (e.g., lesson plans, Promethean flipcharts, etc.) to support implementation of quality visual and performing arts lessons in the classroom.

Objective: Offer training for instructors 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 instructors with field specialist support to develop integration.

Strategy: see Mathematics

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, Flipped Classroom, Prezis, podcasting, blogs, wikis, and 1 to 1 computing throughout the 2014-2019 school years.

Objective: Integrate 1 to 1 computing in all classrooms in the Baker County School 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 English Language Learner students.

Objective: Explore alternate ways to support instructors, students, and parents with non-standard technology uses to accomplish mastery of the Florida Standards in ELA and mathematics, the ELD standards, Next Generation Sunshine Science Standards, and other curricular content standards.

Strategy

- The Baker County School District will work together with various consultants, as necessary, to install the technical infrastructure and create the web-based interface for the Baker County School District users. This includes registering new domains, creating student, teacher, and administrator accounts, building databases, 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. The Baker County School District will use Community School Board Meetings and District Parent Advisory Council to promote awareness of technology in the learning environment.
- Professional Development 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 Florida 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 will affect teacher instruction in the classroom and student assignments.

Goal: By May 2019, 90% of students within the Baker County School District will demonstrate mastery of National Educational Technology Standards (NETS) at their appropriate grade level.

Objective: Students demonstrate NETS proficiency.

Strategy: see Mathematics

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

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

Objective: Incorporate training on ethical issues, as part of district staff development.

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

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

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

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

Objective: Implement 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.

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.

Goal: Students will attain the educational technology and information literacy skills that will support an educational learning environment in which they will have rigorous access to the Florida State Standards and Next Generation Sunshine State Standards and will demonstrate mastery through administration of online formative, performance based, and summative assessments leading to successful preparation and measurement of college and career readiness standards required of the workplace of the 21st century.

Objective: Students will work with various technologies to develop a familiarity with problem solving

Objective: The infusion of technology will be included in all curriculum guides per the Florida State Standards and Next Generation Sunshine State Standards.

Objective: Students will be digital literate by the end of eighth grade as defined by the Florida Department of Education.

Objective: Students will communicate, collaborate and problem solve with students worldwide.

Objective: Students will be actively involved in their learning goals.

Objectives: Students will have equitable access to technology hardware and software.

Strategy/Activity

- The infusion of technology in all curriculum guides to make classroom instruction more student centered and give students more responsibility for their learning
- Implementation of blended learning environments as appropriate throughout the district
- Increase the number of 1:1 computing environments as appropriate throughout the district
- Development of new district courses as appropriate, including College and Career Readiness
- 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 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.

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

Objective: Parents will receive access and an understanding of the district's (online system).

Objective: Parents will be informed of 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: Students will attain the educational technology and information literacy skills that will assist them in achieving the Florida Standards and Next Generation Sunshine State Standards to succeed in the workplace of the 21st century.

Objective: The District will work towards a multi-media computer/tablet ratio of 1:1 to provide access as needed for staff and students.

Objective: The District will provide high-speed access to the Internet and expand opportunities for student and staff access for distance learning, communication, and research-based activities.

Objective: The District will ensure curriculum supports technology literacy (word processing, database, spreadsheets and presentation software) as essential integration to curriculum for all students.

Objective: The District will ensure curriculum supports 21st century workplace readiness skills and prepares our students to meet the needs of a global society and become life-long learners.

Objective: The District will investigate and implement digital textbooks and eBooks as required by s. 1006.40 (3) F.S.

Objective: The District will encourage the development of new teaching and learning strategies which include the use of Web 2.0 tools as well as interactive whiteboards, tablet and portable computing devices, and mobile computing environments to address the needs of all learners, with heightened awareness of the needs of special needs and English language learners.
tate Standards.

Infrastructure

Goal: Establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology.

Objective: Support and maintain LANs/WAN for both hardware and software.

Objective: Increase bandwidth to support mobile computing initiatives to assure all users “stay connected.”

Objective: Support “managed wireless” access at all school locations.

Objective: Purchase and deploy multimedia computers, tablets, laptops, and peripheral devices for staff/student use.

Objective: Provide Internet access for staff/student use.

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

Strategy/Activity

- Installation and maintenance of fiber throughout the district
- High speed connectivity that supports instructional and administrative needs
- 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
- Support Blended Learning Environments by IT as appropriate

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

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

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

A) Student Performance Outcomes

Please see the specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP Allocation listed on page 8 of this document.

No district DCP Allocation funding will be spent in this category.

Brief description of other activities	Other funding source
Curriculum, Tutoring, Transportation, Supplies, and Professional Development	Local, State, and Federal Funding Sources

B) Digital Learning and Technology Infrastructure

(see guidance p20)

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

Implementation Plan for B) Digital Learning and Technology Infrastructure:

	Deliverable	Estimated Completion Date	Estimated Cost	Outcomes
B1	Purchase Chromebooks and Carts for Mobile Classroom Labs	November 2014	\$80,000.00	More students having access to a computing device in learning environments will result in improved student outcomes

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.

Infrastructure Evaluation and Success Criteria		
Deliverable	Monitoring and Evaluation and Process	Success Criteria

B1	NEFEC Technology Team will evaluate the implementation and success	100% of devices and carts employed and used in Digital Learning and Student Assessment
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Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, s.1011.62(12)(b), F.S. requires districts to submit a third-party evaluation of the results of the district’s technology inventory and infrastructure needs. Please describe the process used for the evaluation and submit the evaluation results with the DCP.

C) Professional Development

No district DCP Allocation funding will be spent in this category.

Brief description of other activities	Other funding source
Professional Development, Substitute Pay, Travel and Materials	State and Federal

D) Digital Tools

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. Devices that meet or exceed minimum requirements and protocols established by the department may also be included here. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP Allocation for the 2014-15 school year.

	Digital Tools Implementation			
	Deliverable	Estimated Completion Date	Estimated Cost	Outcome
D1	Instructional and Progress Monitoring Software for Core Academic Subjects and Digital Skills Development	November 2014	\$190,000.00	Improved student outcomes
D2 moved to B	Purchase Chromebooks and Carts for Mobile Classroom Labs	November 2014	-\$80,000.00	Improved student outcomes

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.

	Digital Tools Evaluation and Success Criteria	
Deliverable	Monitoring and Evaluation and Process(es)	Success Criteria
D1	NEFEC Technology Team and	85% use of all purchased software by the

	NEFEC Instructional Services will evaluate the implementation and success	intended audience (Administrator, Instructor, Student, or Parent)
D2 moved to B	NEFEC Technology Team will evaluate the implementation and success	100% of devices and carts employed and used in Digital Learning and Student Assessment

E) Online Assessments

No district DCP Allocation funding will be spent in this category.

Brief description of other activities	Other funding source
Web-based tools purchased for assessment creation, progress monitoring and data analysis	Local and Federal Funds