FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

# 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.

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

1.1 District Mission and Vision statements –

Building a Better Community...One Student at a Time

The purpose of the Jackson County School District is to prepare all students for success as educated and caring citizens by inspiring and building good character and a passion for lifelong learning.

1.2 District Profile - Provide relevant social, economic, geographic and demographic factors influencing the district's implementation of technology.

The Jackson County School District is a rural district with a large geographical boundary. Travel time from the furthest eastern school to the furthest western school takes over an hour. Jackson County residents pride themselves on their neighborhood schools with a feeder pattern for each of the 5 major communities. While this brings about community pride and support, it brings unique challenges to the District. Jackson County's rural economy is supported by the agriculture industry with a majority of its fields supporting cotton and peanuts. Middle class is supported with the major employers being the School District and the Federal, State and local Corrections Facilities. Attempts to bring manufacturing and distribution along the I-10 corridor has brought Family Dollar distribution center. Jackson County School District has a poverty rate of 28% in the community and 70% in the schools. Jackson County prides itself on a system of support that has kept all of our

schools a 'C' or better. This system has continued to improve with limited resources to fully fund federal and state mandates while attempting innovative strategies that provide additional technology resources in the classroom. The District has successfully passed three half-cent sales tax referendums to support capital outlay and technology for the classrooms. This has provided projectors, computers, wireless access, servers, and other miscellaneous technology. The expensive nature of technology and the gaps to be filled does not allow these strategies and services to be implemented in one big swoop. By the time all classrooms are retrofitted with similar technology, the first set of classrooms are filled with antiquated and maintenance costly items. This creates an unequitable distribution of resources at all times. Our large geographic distance creates a gap for internet access. Two of our schools are in an area of internet service that is 50% slower and twice as expensive as the rest of the District. Our District is reliant on single provider internet. In order to remain fully connected in a digital world, the need for a redundant service provider is necessary.

1.3 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 s.1011.62(12)(b), F.S.
- 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 District has developed this plan taking in many of the stake holder's feedback as possible. The District Leadership Team consists of the Superintendent, Deputy Superintendent, Directors of Finance, Secondary Curriculum, Elementary Curriculum, Professional Development, Exceptional Education, Management Information Systems, Student Services and Federal Programs. Additional members include Manager of Technology, two Technology Resource Teachers, MTSS program specialist and Community Relations Manager. The Project Manager for the District's digital conversion "Digital Jackson- Students and Teachers Achieving with Technology" has built a systems approach to involving the District Leadership Team, community, businesses and parents in the development of the Digital Classrooms Plan. Digital Jackson will support all areas of curriculum by bridging the digital divide in the classrooms, supporting resources that support all subgroups of students and providing resources to teachers to infuse and transform the instructional methods using technology.

| **Title/Role** | **Name:** | **Email/Phone: 850-482-1200** |
|---|---|---|
| Information Technology District Contact | Jennifer See<br>Elizabeth Walden | Jennifer.see@jcsb.org<br>Elizabeth.walden@jcsb.org |

| | | |
|---|---|---|
| Curriculum District Contact | Jennifer See- Secondary<br>Carolyn Pilcher- Elementary<br>Shawn Larkin- ESE<br>Cathi Addison- Secondary Reading<br>Vicki Taylor- Elementary Reading<br>Missy Rogers- Secondary Math<br>Michael Kilts- Federal Programs | Jennifer.see@jcsb.org<br>Carolyn.pilcher@jcsb.org<br>Shawn.larkin@jcsb.org<br>Cathi.addison@jcsb.org<br><br>Vicki.taylor@jcsb.org<br><br>Missy.rogers@jcsb.org<br>Michael.kilts@jcsb.org |
| Instructional District Contact | Cheryl McDaniel- Deputy Superintendent | Cheryl.mcdaniel@jcsb.org |
| Finance District Contact | Kathy Sneads- Finance Director | Kathy.sneads@jcsb.org |
| District Leadership Contact | Michael Kilts- Project Manager for Digital Jackson | Michael.kilts@jcsb.org |

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

- how parents, school staff and others were involved;
- 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 District took a systems approach starting this process over a year ago by attending a 1:1 Initiative Conference in September of 2013. This conference ignited Digital Jackson- Students and Teachers Achieving with Technology. The District Leadership Team and School Principal's started a book study of "Every Child, Every Day." This book gave the District insight into the needs of implementing a 1:1 initiative. The Project Manager infused Digital Jackson into the District's current dissemination plan. Information on the initiative has been delivered to over 100,000 individuals in the regional area. Digital Jackson has been featured on three television stations multiple times, print media, radio media, appeared in the District Parent Resource Calendar distributed to every student and parent in the District, discussed at three District Parent Advisory Council Meetings, eight Title I Annual Meetings, countless School Advisory Council Meetings, and discussed during every Board Meeting since November 2013. The District participates annually in the Jackson County Chamber of Commerce's First Friday Breakfast. Over 100 business and community leaders attended our meeting to discuss Digital Jackson. All of these meetings and discussions have supported the development and completion of this plan in a direct and indirect capacity. The Project Manager developed eight committees to work on the development of Digital Jackson, developing a system of support and input on implementation of the 1:1 initiative. These committees are:

- Instruction, Curriculum, Research, Learning tools (hardware, software, print resources, digital resources, supplements), learning management systems, and assessments

- Parent Communication, parent involvement, parent engagement, community involvement, community engagement, volunteers, visitors, media relations
- Student support, Discipline, Acceptable Use Policy
- Professional Learning, Human Resources, Staffing needs
- Infrastructure, Servers, Wireless capacity, Broadband connectivity, Facilities
- Tech support, Help desk needs, Services and Support, Repairs, Warranties, Security
- Finance, Return on Investment, Cost savings, Resource alignment, Insurance
- Data analyzing, Process and procedures development, Evaluation of program implementation, Continuous Improvement

Each committee has between 8-20 individuals from the community, parents, teachers, school administrators, and District Leadership Team. These committees will be used throughout the implementation of Digital Jackson for initial development, follow-up, and continuous improvement.

Resource obtainment is always reviewed to ensure it supports all groups of students, or specific groups that need additional support, such as students with disabilities or ESOL students. Digital Jackson will be the transformative initiative that will fully integrate technology into the classroom instructional methodology.

1.5 Multi-Tiered System of Supports (MTSS)- Summarize the process used to write this plan including but not limited to:

- data-based problem-solving process used for the goals and need analysis established in the plan;
- the systems in place to monitor progress of the implementation plans; and
- the plan to support the implementation and capacity.

The Director of Students Services, the Director of Exceptional Student Education and the MTSS program specialist work together to develop and implement a meaningful system of supports for students.

A data-based problem-solving approach is utilized to target skilled deficits and integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. The District uses state and local progress monitoring tools from FAIR, Discovery Education and teacher benchmark assessments to evaluate student progress and the effectiveness of instructional interventions.

Each school has a MTSS Team that provides services at the school level. The District is revamping its data analysis process to support the improvement of its schools incorporating student achievement data and early warning signs data. Digital Jackson will play a key role in the MTSS process as improving student achievement, and student engagement will decrease negative behaviors from early warning signs. Attendance will improve, suspensions will decrease and retentions will decrease as a result of the full integration of technology into the classroom.

The District uses state and local progress monitoring tools from FAIR, Discovery Education and teacher benchmark assessments to evaluate student progress and the effectiveness of instructional interventions.

## Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

### STEP 1 – Need Analysis:

Districts should identify current district needs based on student performance outcomes and other key measurable data elements for digital learning.

A) Student Performance Outcomes
B) Digital Learning and Technology Infrastructure
C) Professional Development
D) Digital Tools
E) Online Assessments

## Highest Student Achievement

Student Performance Outcomes:
Districts shall improve classroom teaching and learning to enable all students to be digital learners with access to digital tools and resources for the full integration of the Florida Standards.

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 is required for the metrics listed in the table. For the student performance outcomes, these data points can and 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.

| **Student Performance Outcomes (Required)** | | **Baseline (2014)** | **Target** | **Date for Target to be Achieved (year)** |
|---|---|---|---|---|
| 1. | ELA Student Achievement | 59% | 82% | 2019 |
| 2. | Math Student Achievement | 63% | 84% | 2019 |
| 3. | Science Student Achievement | 61% | 83% | 2019 |
| 4. | ELA Learning Gains | 63% | 84% | 2019 |
| 5. | Math Learning Gains | 65% | 84% | 2019 |
| 6. | ELA Learning Gains of the Low 25% | 63% | 84% | 2019 |
| 7. | Math Learning Gains of the Low 25% | 63% | 84% | 2019 |
| 8. | Overall, 4-year Graduation Rate (12-13) | 72% | 88% | 2019 |
| 9. | Acceleration Success Rate | 74% | 90% | 2019 |
| **Student Performance Outcomes (District Provided)** | | **Baseline** | **Target** | **Date for Target to be Achieved *(year)*** |
| 1. | Acceleration Participation (# of Courses) | 888 | 1776 | 2019 |

- **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. Districts may choose to add any additional metrics that may be appropriate.

| **Infrastructure Needs Analysis (Required)** | | **Baseline** | **Target** | **Date for Target to be Achieved** ***(year)*** |
|---|---|---|---|---|
| 1. | Student to Computer Device Ratio | 4:1 | 1:1 | 2016 |
| 2. | Count of student instructional desktop computers meeting specifications | 1361 | 1040 | 2018 |
| 3. | Count of student instructional mobile computers (laptops) meeting specifications | 384 | 0 | 2016 |
| 4. | Count of student web-thin client computers meeting specifications | 0 | 0 | |
| 5. | Count of student large screen tablets meeting specifications | 153 | 6750 | 2016 |
| 6. | Percent of schools meeting recommended bandwidth standard | 88% (15/17) | 100% | 2016 |
| 7. | Percent of wireless classrooms (802.11n or higher) | 97% (455/468) | 100% | 2015 |
| **Infrastructure Needs Analysis (District Provided)** | | **Baseline** | **Target** | **Date for Target to be Achieved** ***(year)*** |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |

- **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 5 categories of the TIM for the levels of technology integration into the classroom curriculum:
Percent for each category for the 'Active' matrix only-

- Entry 29%
- Adoption 35%
- Adaptation 23%
- Infusion 7%
- Transformation 6%

| **Professional Development Needs Analysis (Required)** | | **Baseline for Transformation** | **Target for Transformation** | **Date for Target to be Achieved** ***(year)*** |
|---|---|---|---|---|
| 1. | Average Teacher technology integration via the TIM (Active) | 6% (24/395) | 50% | 2019 |
| 2. | Average Teacher technology integration via the TIM (Elementary Schools) (Active) | 7% (12/163) | 75% | 2019 |
| 3. | Average Teacher technology integration via the TIM (Middle Schools) (Active) | No Data | 60% | 2019 |
| 4. | Average Teacher technology integration via the TIM (High Schools) (Active) | 10% (6/58) | 50% | 2019 |
| 5. | Average Teacher technology integration via the TIM (Combination Schools) (Active) | 5% (6/115) | 65% | 2019 |
| **Professional Development Needs Analysis (District Provided)** | | **Baseline** | **Target** | **Date for Target to be Achieved** ***(year)*** |
| 6. | Technology Mentor Teachers Elem. (K-3) | 0 | 14 | 2015 |
| 7. | Technology Mentor Teachers Intermediate (4-5) | 0 | 10 | 2016 |
| 8. | Technology Mentor Teachers Middle (6-8) | 0 | 16 | 2016 |

| | | | | |
|---|---|---|---|---|
| 9. | Technology Mentor Teachers High (9-12) | 0 | 12 | 2017 |
| 10. | Administrator Technology Mentors | 0 | 7 | 2016 |

The District considered the first matrix the of 'Active' to play the most important role in the first three years of integrating technology into the classroom. Data was collected on all five matrices. Focusing on the active role teacher's play in use of technology to create transformation in the classroom will lend a positive domino effect among the other four matrices. Data will be collected on an annual basis to measure all five matrices with a focus on the first one for the next three years.

- **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 digital tools. For the required metrics of the digital tool system need analysis, please use the following responses:

| **Baseline Response:** | **Target Response:** |
|---|---|
| Fully implemented | Will continue to support and employ in classrooms |
| Partially implemented | Will work to implement and employ |
| Partially implemented | Maintain system |
| No system in place | Will work to implement and employ |
| No system in place | No plans to address at this time |

| **Digital Tools Needs Analysis (Required)** | | **Baseline** | **Target** | **Date for Target to be Achieved** ***(year)*** |
|---|---|---|---|---|
| 1. | Implementation status of a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides. | Fully Implemented | Maintain System | 2014 |
| 2. | Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans. | Fully Implemented | Maintain System | 2014 |
| 3. | Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring. | Partially Implemented | Will work to implement and employ | 2015 |
| 4. | Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans. | Fully Implemented | Maintain System | 2014 |
| 5. | Implementation status of a system that | Fully | Maintain | 2014 |

| | | | | |
|---|---|---|---|---|
| | 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. | Implemented | Systems | |
| 6. | Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data. | Partially Implemented | Will work to implement and employ | 2016 |
| 7. | Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system. | Partially Implemented | Will work to implement and employ | 2015 |
| 8. | Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices. | Partially Implemented | Will work to implement and employ | 2015 |
| 9. | Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support. | Partially Implemented | Will work to implement and employ | 2015 |
| **Digital Tools Needs Analysis (District Provided)** | | **Baseline** | **Target** | **Date for Target to be Achieved** ***(year)*** |
| 10. | | | | |
| 11. | | | | |
| 12. | | | | |

- **Quality Efficient Services**

  Online Assessment Readiness:
  Districts shall work to reduce the amount time used for the administration of computer-based assessments.

Online assessment (or computer-based testing) will be measured by the computer-based testing certification tool and the number of devices available and used for each assessment window.

| **Online Assessments Needs Analysis (Required)** | | **Baseline** | **Target** | **Date for Target to be Achieved *(year)*** |
|---|---|---|---|---|
| 1. | Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014) | 100% | 100% | 2014 |
| 2. | Computers/devices required for assessments (based on schedule constraints) | 1300 | NA ( 1:1 environment) | 2016 |
| **Online Assessments Needs Analysis (District Provided)** | | **Baseline** | **Target** | **Date for Target to be Achieved *(year)*** |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |

**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 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 3 will be identified for how digital learning can help achieve these goals.

**Enter district goals below:**

Develop a systems approach to:

- improve student achievement among all subgroups
- increase access and success of acceleration options
- improve teacher effectiveness
- improve curriculum
- improve digital resource availability and proper use
- improve administrator effectiveness; and
- align and coordinate resources with fiduciary conservatism

using Digital Jackson- Students and Teachers Achieving with Technology (DJ-STAT) as the cornerstone of meeting the District's Vision of "Building a Better Community…One Student at a Time."

**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.

**Enter the district strategies below:**

| Goal Addressed | Strategy | Measurement | Timeline |
|---|---|---|---|
| DJ-STAT- improve student achievement among all subgroups; improve digital resource availability and proper use | Implement a 1:1 Environment | Computer Inventory Report- Spring 2015 and 2016 | January 2015- K-3<br>August 2015- 4-8<br>August 2016- 9-12 |
| DJ-STAT<br>improve teacher effectiveness | Technology Mentor Teachers | Completion of Digital Professional Development Plan Grant through RTTT | June 30, 2015 |
| DJ-STAT- improve administrator effectiveness; improve teacher effectiveness | Administrator Technology Mentor Teachers | Completion of Professional Learning Community | June 30, 2015 |
| DJ-STAT- realignment of resources for fiduciary conservatism | Realignment of Resources for Fiduciary Conservatism | Use of Digital Classrooms funds, RTTT PD Funds, Title I, Title II, Title VI, Local Half-Cent Sales Tax, Instructional Materials and Supplies | June 2016 |
| DJ-STAT- improve teacher effectiveness | Infuse Technology Integration Matrix as a tool to support teachers with Professional Development and Individual Goal Setting in Marzano's Framework to | Technology Mentor Teachers, Administrator Mentor Teachers, Student Achievement Results, Teacher Effectiveness Results | June 2019 |

| | | | |
|---|---|---|---|
| | improve teacher effectiveness and positively impact student achievement | | |
| DJ-STAT- improve curriculum; improve digital resource availability and proper use | Utilize resources currently available and through realignment to build effective curriculums in digital format to support improved integration of technology into the instructional day positively impacting student achievement and teacher effectiveness. | Student Achievement Results, Teacher Effectiveness Results | June 2019 |
| DJ-STAT- increase access and success of acceleration options | Improve access and success rates of acceleration options (Dual Enrollment, AP). Improve technology industry certification programs through a detailed analysis of business needs in the region and develop and curriculum track. | Business survey results, Regional needs analysis from Chipola Workforce Board, industry certification offerings in technology | June 2019 |

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

The District is participating in the Race to the Top Digital Professional Development Grant. 100% of these funds are being used to develop and implement the Technology Mentor Teachers. The first round of support will generate 14 mentor teachers to support 135 teachers across the District. There will be four rounds of this training to be completed in Spring of 2017.

## Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

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

A) Student Performance Outcomes
B) Digital Learning and Technology Infrastructure
C) Professional Development
D) Digital Tools
E) Online Assessments

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

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

Districts are not required to include in the DCP the portion of charter school allocation or charter school plan deliverables. In s. 1011.62(12)(c), F.S., charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in s. 1002.33(17)(b).

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

## A) Student Performance Outcomes

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 2014-15 school year.

Enter the district student performance outcomes for 2014-15 that will be directly impacted by the DCP Allocation below:

| Student Performance Outcomes | | Baseline | Target |
|---|---|---|---|
| 1. | Increase the percent of K-2 students performing in the 45th percentile or higher on Stanford 10 in reading. | 68% | 71% |
| 2. | Increase the percent of K-2 students performing in the 45th percentile or higher on Stanford 10 in mathematics. | 71% | 74% |
| 3. | 3rd grade students will outperform the state average on FSA ELA. | NA | <State Average |
| 4. | 3rd grade students will outperform the state average on FSA mathematics. | NA | <State Average |
| 5. | | | |

## 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. These specifications are recommendations that will accommodate the requirements of state supported applications and assessments.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

The District will use 100% of the DCP funds allocated for the 2014-2015 school year to make the second, third and fourth quarterly payment for the 2250 tablets for K-3.

| **Infrastructure Implementation** | | | | | |
|---|---|---|---|---|---|
| | Deliverable | Estimated Completion Date | Estimated Cost | School/ District | Outcome from Section A) |
| B.1. | Purchase and implement 2,250 tablet devices in K-3rd grade | January 2015 | $1,282,500.00 | Nine Elementary/Combination Schools all K-3 Teachers and Students | Outcomes 1-4 |
| B.2. | Purchase 135 Tablet Tower for Charging and Storage | January 2015 | $107,865.00 | Nine Elementary/Combination Schools all K-3 Teachers and Students | Support |

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** |
|---|---|
| Coordinate the additional cost of the devices not covered by the DCP allocation. | Instructional Materials and Supplies |
| Purchase 150 K-3 Teacher Tablets | Title I |

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.

| **Infrastructure Evaluation and Success Criteria** | | |
|---|---|---|
| Deliverable (from above) | Monitoring and Evaluation and Process(es) | Success Criteria |
| B.1. | Staff and Contract overseen by Digital Jackson Project Manager, Superintendent and Director of Management Information Systems. | Support from CDI firm and JCSB staff meeting January 6, 2015 deadline for delivering computers to students. |
| B.2. | Staff and Contract overseen by Digital Jackson Project Manager, Superintendent and Director of Management Information Systems. | Support from CDI firm and JCSB staff meeting January 6, 2015 deadline for installing all 135 charging and storage towers in classrooms. |

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.

The District is using the technology resource survey as its third-party review of inventory and infrastructure. The data is attached.

## 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
- 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: No DCP funds will be used for 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.

| **Professional Development Implementation** | | | | | |
|---|---|---|---|---|---|
| | Deliverable | Estimated Completion Date | Estimated Cost | School/ District | Outcome from Section A) |
| C.1. | | | | | |
| C.2. | | | | | |
| C.3. | | | | | |
| C.4. | | | | | |

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

| **Brief description of other activities** | **Other funding source** |
|---|---|
| Technology Mentor Teacher Development (PLC) | RTTT Digital Professional Development Grant/Title II |
| Administrator Technology Mentor (PLC) | RTTT Digital Professional Development Grant |
| Teacher training on Windows 8 device | Title I |

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.

| **Professional Development Evaluation and Success Criteria** | | |
|---|---|---|
| Deliverable (from above) | Monitoring and Evaluation and Process(es) | Success Criteria |
| C.1. | | |
| C.2. | | |
| C.3. | | |
| 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: No DCP funds will be used to purchase digital tools.

| **Digital Tools Implementation** | | | | | |
|---|---|---|---|---|---|
| | Deliverable | Estimated Completion Date | Estimated Cost | School/ District | Outcome from Section A) |
| D.1. | | | | | |
| D.2. | | | | | |
| D.3. | | | | | |
| D.4. | | | | | |

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

| **Brief description of other activities** | **Other funding source** |
|---|---|
| Discovery Education United Streaming | Local resources |
| Learning3.com Digital Content | Free resource for Consortiums |
| Discovery Education Assessments | Digital test items for benchmark assessments- Title I |
| Think Through Math | Digital Math content and curriculum support- Title I and Title VI |
| Reading Wonders | Digital Content for reading- Instructional Materials and Supplies |
| Go Math! | Digital Content for mathematics- Instructional Materials and Supplies |
| Lexia Reading | Digital reading content and curriculum- Title I and IDEA |
| Open Court | Digital reading content- Title I |
| Digital Book Depository with Jackson County Library System | Free resources with library card |
| FOCUS Student Database | Local Resources |

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.

| **Digital Tools Evaluation and Success Criteria** | | |
|---|---|---|
| Deliverable (from above) | Monitoring and Evaluation and Process(es) | Success Criteria |
| D.1. | | |
| D.2. | | |
| D.3. | | |
| D.4. | | |

## 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 and www.FSAssessments.com/) and schedule information distributed from the K-12 Student Assessment bureau when determining potential deliverables.

Implementation Plan for E) Online Assessments: No funds from DCP will be used to implement online assessment needs.

| **Online Assessment Implementation** | | | | | |
|---|---|---|---|---|---|
| | Deliverable | Estimated Completion Date | Estimated Cost | School/ District | Outcome from Section A) |
| E.1. | | | | | |
| E.2. | | | | | |
| E.3. | | | | | |
| E.4. | | | | | |

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

| **Brief description of other activities** | **Other funding source** |
|---|---|
| E-Rate application for increased bandwidth | E-Rate |
| Seeking contract for redundant internet provider | E-rate, local funding |
| Discovery Education Assessments | Access to digital test bank for creation of digital assessments.- Title I |
| FOCUS | Provides digital assessment development in student learning system. Local resources. |
| Implement bandwidth shaping for controlling internet use during assessment periods | Free- February 2015 |

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.

| **Online Assessment Evaluation and Success Criteria** | | |
|---|---|---|
| Deliverable (from above) | Monitoring and Evaluation and Process(es) | Success Criteria |
| E.1. | | |
| E.2. | | |
| E.3. | | |
| E.4. | | |