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

1.1   District Mission and Vision statements –

Our mission is to create an environment that integrates technology as a part of the educational experience, and provides all learners with skills to access knowledge that will build a foundation for their future.

We will accomplish this vision by creating a technological environment that allows all learners equal access to interact and collaborate successfully. We believe that the use of technology as a part of the curriculum should focus on supporting higher-level learning, problem solving, critical thinking skills, and collaboration.

Liberty County School District has identified seven 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 staff
2. Establish district standards for infrastructure, hardware, software, and communications including upgrade and maintenance to support current and future needs.
3. Integrate technology into the curriculum aligned with the Florida Standards (FS).
4. Provide ongoing staff development for the implementation and use of technology.
5. Provide ongoing communication with and between the Board, other administration, teachers, staff, students, parents, and the community.
6. Identify the resources necessary to implement the technology plan.
7. Establish an ongoing process as a means to evaluate the effective implementation of the technology plan.

The core strategies of the strategic plan include and correlate to the technology plan as indicated:

- High quality, standards-based instructional program which correlates to the curriculum and effective, research- based methods as components of the plan
- High quality staff which correlates to the professional development component of the plan

- Safe and healthy learning environment which correlates to the infrastructure, hardware, technical support, and software component of the plan
- Effective communication and outreach which correlates to effective collaboration strategies and monitoring and evaluation components of the plan
- Managing fiscal resources which correlates to the funding and budget component of the plan

Liberty 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
- help students work 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 vision of technology is guided by the following mission statements and articulates Liberty County School District's purpose and function as related to technology:
- Make technology a part of learning activities: Technology is most effective when integrated as one component into learning environments and used as a tool for active construction of knowledge and skills by students. 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 easy access throughout the day.
- Provide ongoing staff and curriculum development: Intensive staff and curriculum development are critical to realize the potential of new learning technologies. An ongoing update of technology plans and staff skills will be needed.
- Promote the location and use of information to solve problems: Effective use of and improved access to technology are factors in the rapid expansion of knowledge today. Therefore, the ability to find and use information to solve meaningful problems is an essential outcome of education for today and tomorrow. Technology will enable schools, teachers, parents, and citizens to change toward helping people "learn how to learn" on a life-long basis.

- Accommodate individual learning styles for all students: Restructuring of information into interactive multimedia provides assistance to learn with individual styles and paces customized to our needs. It allows us to present and understand information using text, images, and sound to overcome traditional learning difficulties.
- Facilitate communication and teamwork: Computer networks can facilitate student, teacher, and family communication and promote teamwork through voicemail, electronic mail, electronic bulletin board systems, file-sharing, and database sharing.

To achieve our vision for technology, we will focus on several projects:
1. Student computing – We will ensure that every student has access to a computing device when they need it 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. Staff computing – We will provide all staff with the appropriate technology needed for high quality planning, instruction, and data use, as well as collaborative learning, including mobile computing for teachers and school administrators.
3. School learning spaces – We will create learning spaces that work for individual, small group, and large group instruction, and equip them with the right technology for collaborative projects and creative problem solving.
4. Networks, servers and infrastructure – We will upgrade our networks, servers and other equipment so that students and staff can access resources when and where they need them.
5. Student information systems – We will improve our student data systems to help students and staff tailor learning based on students' strengths and needs.
6. Professional learning for staff – We will implement ongoing, relevant, and collaborative professional learning for staff around instructional technology.
7. Support for all – We will provide students, staff, and families with high-quality technical support.

The plan includes deliberate preparation, implementation, and monitoring phases to ensure each project's success. By phasing in projects strategically over five years, we can learn from each other and from emerging best practices, build on our successes, spread out up-front costs, and address key challenges that arise. We will also track implementation metrics so we know how the plan is serving our students, staff, and families. Thoughtful and innovative use of technology is a key tool for our district as we stay focused on providing the very best instruction to every student.

1.2   District Profile –

Liberty County is a rural county in the heart of Northwest Florida, nestled between two rivers, the Ochlockonee on the east side and the Apalachicola on the west. The County is one of the largest in land are with 565,320 acres or 835 square miles while having one of the smallest populations in the state with only 10 persons per square mile.

Approximately 68% of the land is owned by the state and federal government. This negatively impacts the tax base for Liberty County.

The 2010 census data states that there are 8,349 people in Liberty County with 3, 298 housing units in 2013. Of the 3,298 households 20% have children less than 18 years of age. The median income per household for Liberty County according to Census 2010 data is $ 39,225 and the per capita income for the County is $16,384.

Census data also states that the county's racial statistics are as follows: 77.7% White, 19.1% African American, 1.3 Asian, 1.5% Two or more races, 6.5% Hispanic or Latino. Liberty County School student population falls into the following categories: 85% White, 14% African American, the remaining 1% is Hispanic, Asian or Pacific Islander, and other. Students with disabilities make up 19% of the population, while economically disadvantaged constitute 78% of the population, and the ELL population is 1%. All schools in the district are Title I schools based on the percentage of economically disadvantaged students in those schools.

1.3 District Team Profile

Title/Role	Name:	Email/Phone:
Information Technology District Contact	Janna Hill	Janna.hill@lcsbonline.org
Curriculum/Instruction District Contact	Gay Lewis	Gay.lewis@lcsbonline.org
Finance District Contact	Sheila Hall	Sheila.hall@lcsbonline.org
District Leadership Contact	Kathy Nobles	Kathy.nobles@lcsbonline.org
District Advisory Contact	Becky Brown	PopandOp@aol.com

1.4 Planning Process:

The District Leadership committee developed guidelines for the development, implementation, monitoring and evaluation of the Liberty County District 2014-2019 Digital Classroom Technology Plan. The committee will also assist in the implementation of the activities described in the objectives. The plan consists of a comprehensive program that effectively uses technology to help students meet or exceed the state academic content standards in all core content areas including Language Arts, Mathematics, Science and Social Studies along with the English Language Development standards. Collaboration with the District Advisory Council will be a continuing part of this plan.

The District Governing Board supports the educational technology goals that provide guidance in addressing the district's technology needs. The plan also provides a clear focus to enhance the district's curricular program and improve school community technology skills needed to effectively implement the use of technology in the classroom, computer labs, and/or library

media centers. Technology curricular goals are included in each school site's plan for student achievement.

Liberty County School District is committed to reaching all learners, regardless of their abilities. Students with disabilities require accommodations and modifications, and our staff is devoted to utilizing flexible ways to present information such as digital books (using I-Pads), text-to-speech applications, and specialized software. They also provide students with various ways to express themselves in order to increase active engagement in different settings and situations. In addition, assistive technology devices are available for students with disabilities to participate, communicate, and learn more effectively in the classroom. An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The district employs a variety of assistive technology devices to augment, supplement and compliment the educational process for students with special needs. Child Study Teams identify assistive technology needs on a case-by-case basis, and teachers have access to a laptop or desktop computer in the classroom, which in many cases is connected to an interactive board. All computers have the ability to activate the "Accessibility Options" built in to the Microsoft and Mac operating system. On the higher-grade levels, students may have access to a collaborative global community of learners, using tools such as online learning, podcasts, wikis, social networking, etc. The Assistive Technology Specialist (LATS) works closely with the teachers of exceptional students to assure that instructional needs are met. These students, based on the goals and needs identified in their IEPs, receive help from text-to-speech software, keyboards for response and other technology tools that allow them to successfully function in the classroom. Instructional software programs such as READ 180 and Reading Plus serves these students, as well as identified general education students, to help them move forward in the accomplishments of the Florida Standards.

1.5   Multi-Tiered System of Supports (MTSS):

Liberty County uses the problem solving/MTSS method of developing and implementing instruction and interventions based on a three tiered model. Our MTSS model integrates core instruction (Tier 1), supplemental instruction/intervention (Tier 2), and intensive interventions (Tier 3). This system relies on the data from state and district assessments as well as implementation data on the effectiveness of student specific interventions. The district monitors usage data of core and intervention programs, and uses this data to determine professional development needs and changes to programs used for students.

Core instruction (Tier 1) requires differentiation of instructional strategies in the classroom. Technology tools provide strong support for small-group instruction and targeted instructional delivery. This model for Tier 1 requires that sufficient hardware be available in classrooms to allow for small-group use of the technology. Therefore, this will be one of the primary areas of focus for our first year implementation.

District staff and schools use the MIS system, Focus, and the data-mining tool, Performance Matters, to track student achievement data of student who are receiving Tier II and Tier III levels of intervention. Ongoing progress monitoring tools such as STAR Reading/Math and FAIR FS will be used to determine needs in core instruction. Review of this data occurs at the classroom, school, and district level. Principals and deans support school-wide data review and assist teachers in interpreting data for the creation of "Watch Lists" or Early Warning Systems.

The problem solving process was used as a guide in the creation of this plan. The review of usage data compared to school-wide achievement data coupled with the review of technology infrastructure have provided an overview to guide the district in planning for the placement and implementation of instructional technology. Ongoing monitoring and evaluation of the effectiveness of our tools at each Tier will be used to ensure that we meet the needs of all students.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

A) Student Performance Outcomes

The district's needs are based on the 2013-14 district wide data as shown below:
Reading 59% proficient
Math 55% proficient
Science 62% proficient
Writing 65% % scoring 3.5 or above

During 2013-14 our three school grades were, W. R. Tolar – B, Hosford Elementary and Junior High – B, and Liberty County High School – pending. The district grade increased to a "B" over the previous year grade of "C". The district will continue to focus on strengthening foundation skills in the core academic areas.

An analysis of 2013-2014 AMO data shows that there is a significant gap between African American students and students with disabilities compared to White and economically disadvantages students.

Subgroup	Reading	Math	Writing
African American	39	39	52
Hispanic	54	47	53
White	62	58	60
ELL	--	--	--
SWD	38	45	43
Economically Disadvantaged	50	47	55

To address these gaps, it is our goal to work closely with our 21st Century after school program that target our district students in need to ensure that these students are receiving the additional academic remediation daily that they need to succeed. These programs are located on our campuses which will give them access to all of the materials and technology that the students are exposed to each day, but in a more individualized program.

B) Digital Learning and Technology Infrastructure

The district has invested in research-based software and hardware to address student learning needs. Due to an inequity in access to hardware across the district, some students have limited access to digital tools to positively impact their learning. In addition the district struggles with adequate funding to maintain a systematic refresh of desktops, Laptops as well as the core infrastructure needs for switches, WAPs, and technical services to maintain the backbone of the network.

C) Professional Development

Professional development needs include increasing instructional capabilities for developing, delivering, evaluating, and maintaining digital instructional materials. In addition there is a need for the development of assessments in the LIIS to coordinate with Florida Standards and CMAPS created in CPALMS, with an emphasis on developing cross-curricular content that integrates the use of technology.

D) Digital Tools

Digital Tools	Baseline	Target
Focus	Fully Implemented	Continue to utilize to support classrooms
Performance Matters	Partially implemented	Ongoing implementation
iReady	Partially implemented	Ongoing implementation
iCPALMS	Partially implemented	Ongoing implementation
SuccessMaker	Partially implemented	Ongoing implementation
Learning.com	Not yet implemented	Ongoing implementation
Renaissance Place	Fully implemented	Continue to utilize to support classrooms
IC3	Partially implemented	Ongoing implementation
My Access	Partially implemented	Ongoing implementation

E) Online Assessments

A review of district available technology, indicate that increasing the amount of workstations available and labs will help facilitate this identified issue and decrease

the amount of lost instructional time due to scheduling conflicts with testing. The following plan will address this need:

Online Assessment Implementation				
	Deliverable	Estimated Completion Date	Estimated Cost	School/District
E.1.	Purchase and installation of devices for assessment.	June 2015	$50,000.00	District
E.2	Evaluate and increase bandwidth to schools in order to provide sufficient access to online testing environment.	June 2015	$50,000.00	W. R. Tolar Hosford School
E.3	Identify, acquire, and install hardware to support network necessary for the implementation of online assessment.	September 2015	$ 60,000	District W.R. Tolar Hosford School Liberty County High

Highest Student Achievement

One of the primary reasons for developing a technology plan is to find ways to effectively integrate technology into the curriculum. We believe that technology should promote higher-level learning, problem solving, critical thinking skills, and collaboration across all curricular areas.

We will continue to raise the level of technology integration in the learning experience for all students. Teachers must become more comfortable using technology to support student learning in the classroom. We want to see a measurable impact of technology on student achievement. Students should become better readers, writers and mathematicians because of their interaction with classroom technology. Teachers should be using technology tools to assist them in making good instructional decisions for their students. The evaluation that we did as part of our technology planning effort has assisted us in identifying several areas of focus. The district technology plan will address how the district's technology effort will continue to support the curricular needs of students over the next four years – encompassing the 2014-2015 school year through the 2017-2019 school year.

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

Our curriculum goals are divided into four areas:

Integrate technology tools/equipment to support student learning and to aid teachers in the delivery of the core curriculum

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

District teachers use data on student academic performance to inform instructional decisions in their classrooms. Currently, teachers use the FOCUS and Performance Matters systems to track data in their classrooms. In addition, district staff uses the district's data warehouse to generate reports and monitor student achievement. The district collects performance data on students several times over the course of the school year. Many teachers use the Performance Matters test item banks to generate classroom developed assessments to further monitor students' progress.

Liberty County Schools have access to the following software; Performance Matters, STAR Reading and Math, My Access, Odysseware, SuccessMaker, Education City, Learning.com and more.

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

Current testing windows, including progress monitoring and state-required assessments, span the school year. At present, the district is unsure of whether the current numbers of workstations will allow students to take the district created EOCs online or how the increased time for state assessments will be managed.

Student Performance Outcomes (Required)	Baseline	Target	Date for Target to be Achieved *(year)*
1. ELA Student Achievement	59%	78%	2017
2. Math Student Achievement	55%	76%	2017
3. Science Student Achievement	62%	70%	2017
4. ELA Learning Gains	68%	75%	2017
5. Math Learning Gains	66%	70%	2017
6. ELA Learning Gains of the Low 25%	60%	66%	2017
7. Math Learning Gains of the Low 25%	67%	72%	2017
8. Overall, 4-year Graduation Rate	64%	75%	2017
9. Acceleration Success Rate	83%	90%	2017

■ **Quality Efficient Services**

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

For the infrastructure needs analysis, the required data points can and should be pulled from the Technology Readiness Inventory (TRI) 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	3:1	1:1	2018
2.	Count of student instructional desktop computers meeting specifications	518	608	2018
3.	Count of student instructional mobile computers (laptops) meeting specifications	93	200	2018
4.	Count of student web-thin client computers meeting specifications	0	30	2018
5.	Count of student large screen tablets meeting specifications	0	NA	
6.	Percent of schools meeting recommended bandwidth standard	100%	100%	Ongoing
7.	Percent of wireless classrooms (802.11n or higher)	65%	95%	2018
8.	Classrooms with mounted projectors	87	95	2018
9.	Classrooms with document cameras	74	95	2018
10.	Classrooms with interactive whiteboards	40	95	2018
11.	Classrooms with access to 3D printers	1	4	2018

■ **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:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

Liberty district will work to provide instructional staff with access to opportunities and training to assist with the integration of technology into instruction provided in the classroom. The Master In-service Plan located at PAEC.org. include the following components; technology in the Classroom/Digital Curriculum – Component Number: 3-408-001 or 3-100-002 (Exceptional Student Education).

It is the districts goal to provide professional development for instructional staff to implement required programs with fidelity. Moving forward professional development on a wide range of topics will be included, such as effective instruction design and software integration, software and hardware to support individualized instruction, and integration of classroom instruction with available district resources.

Professional development will be supported by and described in detail in the Digital Learning Grant application. Ongoing professional development opportunities are available as face-to-face options as well as through distance and online learning. District staff have already participated in training with ICPALMS and this will continue collaboration. District Leadership Technology Institutes will be held to build capacity for technology integration. Additional training provided by PAEC is listed below.

Grant Elements	Summary
Support for the evaluation of classroom integration using the Technology Integration Matrix (TIM)	Use TIM to provide model for and track implementation of digital content through training, evaluation, and expert conversations.
The PAEC Master In-service Plan will be revised by correlating components to the Technology Standards for Administrators, Teachers and Students (ISTE)	Develop HQMIP Components that provide for a cohesive, systematic plan for digital learning professional development.
Implement student projects using digital	Provide instruction to teachers to prepare

resources	them to facilitate the development of learning digital products by students.
Professional development will be provided that is aligned with developing digital content, employing technology in the content areas, and educational technology leadership and management.	Professional learning for both teachers and principals, specific to instructional design and developing digital content and assessment.

Liberty District Assessment of Current Technology Integration
- Entry – 50%
- Adoption – 45%
- Adaptation – 5%
- Infusion – 0%
- Transformation – 0%

Professional Development Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Average Teacher technology integration via the TIM	50%	90%	2018
2.	Average Teacher technology integration via the TIM (Elementary Schools)	NA	NA	2018
3.	Average Teacher technology integration via the TIM (Middle Schools)	NA	NA	2018
4.	Average Teacher technology integration via the TIM (High Schools)	20%	90%	2018
5.	Average Teacher technology integration via the TIM (Combination Schools)	35%	90%	2018

Need
Increase the level of technology integration in all subject areas to promote higher level thinking skills and engagement for all students.

Professional Development
- Job-embedded professional development on the effective use of current and emerging digital tools to support all students
- Face to face and online technology integration trainings for staff and administration
- Technology institutes led by lead teachers to support all teachers with foundational knowledge in the use of technology tools.

Strategy
- Personnel will be introduced to and collaborate on effective strategies.
- Collaborative environment that allows for sharing of resources.

Need
Analyze data to inform instruction for all students

Planned Professional Development
- Continued training on the utilization of data disaggregation tools.
- Student information system training (FOCUS)
- Training in the use of early warning systems
- Intel Teach Elements

Strategy
- Access to portals on SIS and District data system
- Personnel will analyze individual or group data as part of their PLCs
- Monitoring of Early Warning Systems will occur during grade level and team meetings.
- Summer institutes

Seamless Articulation and Maximum Access

Liberty County School will continue to implementation and integrate a digital tool system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

Digital Tools Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Implementation status a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Partially implemented	Will work to implement and employ	2016
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	No system in place	Will work to implement and employ	2018
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	2016
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Implemented	Will continue to support and employ	2014
5.	Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	Partially implemented	Will work to implement and employ	2016
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.	No system in place	Will work to implement and employ	2017
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 implement	Will work to implement and employ	2017
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.	Implemented	Will continue to support and employ	2015

■ **Quality Efficient Services**

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

Liberty County School District recognizes that the amount of time required for online assessment can be decreased as our technology infrastructure and hardware upgrades are improved. This alone will help to improve the quality of our service to students.

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% of computer used	100% with more computers to maximize student assessment time.	2015
2. Additional computers/devices required for assessments (based on schedule constraints)	Need additional labs at schools	Maximize testing efficiency	2018

STEP 2 – Goal Setting:

Mathematics
Goal: By May 2018, 90% of students in grades 3-11 will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards as measured by the state assessment and special education assessments.
Objective: Students will use technology to enhance their learning of mathematics content towards mastery of the Florida mathematics standards.
Objective: Students will acquire skills and knowledge to utilize a variety of technological math tools.
Strategy:
- Development of a plan to ensure access to technology to support objectives in priority order**.**
- Annually survey staff to identify strengths and weaknesses of implementation.
- Review assessment data to determine strengths, needs and trends.
- Ongoing review of the need for additional professional development, hardware, and software.
- Purchase and/or maintain needed software.
- Identify and schedule professional development.

English Language Arts (ELA)
Goal: By May 2018, 90% of students in grades 3-11 will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards as measured by the state assessment, and designated special education assessments.
Objective: Students will use technology to enhance their learning of ELA content towards mastery of the Florida ELA 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 skills as dictated by the Florida Standards.
Objective: Students will utilize a variety of presentation software to organize and present their work.
Strategy:
- Development of a plan to ensure access to technology to support objectives in priority order**.**
- Annually survey staff to identify strengths and weaknesses of implementation.
- Review assessment data to determine strengths, needs and trends.
- Ongoing review of the need for additional professional development, hardware, and software.
- Purchase and/or maintain needed software.
- Identify and schedule professional development.

Science
Goal: By May 2018, 90% of students in grade 5 and 8 will demonstrate a 3-5% growth annually towards proficiency in the science standards as measured by the Florida Science Assessment.
Objective: Students will utilize technology resources to enhance their learning of science content towards mastery of the next generation science standards.
Objective: Students will learn to use the internet as a resource to enhance their understanding of science concepts, while working in a collaborative classroom environment.
Strategy:
- Development of a plan to ensure access to technology to support objectives in priority order**.**
- Annually survey staff to identify strengths and weaknesses of implementation.
- Identify software and Internet resources to be used.
- Review assessment data to determine strengths, needs and trends.
- Ongoing review of the need for additional professional development, hardware, and software.
- Purchase and/or maintain needed software.
- Identify and schedule professional development.

History
Goal: Integrate History content standards into day-to-day teaching and learning of ELA and Mathematics Florida content standards, as they apply to include an essential use of technology.
Objective: Students will learn to appropriately use the Internet as a resource for research and to enhance their understanding of Florida specific standards for history and social sciences.
Objective: Utilize technology resources that are part of the adopted textbook to enhance learning of Florida specific standards for history and social sciences.
Objective: Students will utilize multimedia such as scanners, digital still and video cameras to enhance their presentation skills.
Strategy:
- Development of a plan to ensure access to technology to support objectives in priority order**.**
- Annually survey staff to identify strengths and weaknesses of implementation.
- Review assessment data to determine strengths, needs and trends.
- Ongoing review of the need for additional professional development, hardware, and software.
- Purchase and/or maintain needed software.
- Identify software and Internet resources to be used.
- Identify and schedule professional development.

Technology Integration
Goal: Improve technology integration into the classroom instruction and professional development to increase the achievement of our students while supporting teachers in the delivery of instruction and the monitoring of student learning.
Objective: Implement model classroom plan that provides fair and equitable access to technology tools for all students and teachers across the district.
Objective: Increase the number of devices that can be utilized to support progress monitoring and the delivery of online assessments throughout the year.

Objective: Implement a district wide Single Sign On System to provide ease of transfer between applications.
Strategy:

- Work with various vendors and technical support providers as necessary to install the technical infrastructure that will support the requirements for model classrooms and devices. (Wiring, hardware, bandwidth, WAPs, etc.)
- Acquisition of laptops, docking stations, projectors, mounts document cameras, and interactive touch display units and 3D printers to bring classrooms in line with model classroom specifications.
- Acquisition of additional devices and furniture necessary to serve as student workstations.
- Teacher training and professional development on new environment and devices for students and staff on their use to increase and enhance student learning and engagement.

Goal: By May 2018, 80% of students within the Liberty County Schools will demonstrate mastery of district determined technology standards appropriate to the corresponding grade levels.
Objective: Teachers will outline technology standards to be met at each grade level utilizing the International Society for Technology Education (ISTE http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf) standards as a guideline.
Objective: Students will demonstrate technology proficiency by the end of each grade span.
Strategy: Identify software or internet resources to be used.
Strategy: Conduct yearly assessments.
Strategy: Review assessment data to identify strengths, needs and professional development.

Infrastructure
Goal: The district will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and support the district's instructional and administrative goals.
Objective: The district will support and maintain LANs/WANs for both hardware and software.
Objective: The district will supply sufficient bandwidth to support current and future district technology needs.
Objective: The district will support "managed wireless" access throughout the district.
Objective: The district will purchase and deploy computers, laptops and peripheral devices for staff and student use.
Strategy:

- Acquire and maintain switches, firewalls, web filters, wireless access points and other network hardware as needed.
- Obtain technical support to assist with network design of VLANS to reduce collision domains as needed.
- Evaluate, plan, and budget for ongoing replacement and updating of infrastructure hardware and software.
- Evaluate, monitor the districts bandwidth to supply sufficient bandwidth for technology needs.

Goal: The district will assure CBT readiness with sufficient access to increase efficiency of online testing deployment.
Objective: Expand hardware deployment to include computers to meet demands of online testing.
Objective: Upgrade operating systems and/or replace devices that do not meet minimum operating specifications as recommended by FSA.
Strategy:

- Acquire additional laptops, desktops or other equipment and software in order to address testing needs.

Goal: Provide expanded access to technology for all students
Objective: Liberty Schools will outline,develop, implement and utilize model classrooms throughout the district.
  Objective: The district will move towards the implementation of student devices.
  Strategy:

- Prioritize and implement procurement of technology to meet objectives.
- Identify funding sources provide additional hardware
- Implement a pilot program for select grade levels to build

capacity for individual student devices.

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.

Liberty			
Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Highest student achievement	Provide teachers and students with high quality digital content for Math, ELA and other content areas that is aligned to the Florida Standards	• Review current inventory and purchase additional instructional materials in digital format	Review of purchases in 2014-2015.
Highest student achievement	Provide teacher training and support for the use of integrated digital tool system to transform instruction.	• Train teachers to align lesson with TIM • Ongoing support from Lead Technology Teachers	2014 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	• Bandwidth • Wireless access for all classrooms • Upgrade infrastructure • Increase devices	2014-2019
Equitable Access to Support High Student Achievement	Enhance and upgrade infrastructure and hardware purchases to assure equitable access to technology tools and digital content for all teachers and students	• Purchase and install hardware and software to meet district wide access.	2014- ongoing

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:
   o <u>Implementation Plan</u> – 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.
   o <u>Evaluation and Success Criteria</u> – 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.

Liberty			
Student Performance Outcomes		**Baseline**	**Target**
1.	Increase writing proficiency percentage at W. R. Tolar K-8.	53%	65%
2.	Increase writing proficiency percentage at Hosford K-8.	73%	80%
3.	Increase writing proficiency percentage at Liberty County High School.	73%	80%
4.	Increase math proficiency at W. R. Tolar School.	53%	70%
5.	Increase math proficiency at Hosford K-8.	59%	75%
6.	Increase math proficiency at Liberty County High School	56%	70%

B) Digital Learning and Technology Infrastructure

Infrastructure Implementation

	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	Purchase necessary equipment and technical support to provide a stable, reliable and efficient network both wired and wireless.	September 2016	$78,698.32	District Wide	Effectively integrate technology into the curriculum aligned with the FS.
B.2.	Purchase additional student workstations and devices to provide equitable access.	May 2018	$134,156.00	District Wide	Asure equity of access to technology for all students and staff.
B.3.	Purchase and install equipment for model classrooms	September 2016	$80,297.00	WRT Hosford LCHS	Effectively integrate technology into the curriculum aligned with the FS.
B.4.					

Infrastructure Evaluation and Success Criteria

Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.	Assessment of infrastructure needs will be documented.	Identified upgrades will be purchased, installed and functioning properly.
B.2.	Assessment of needed workstations and devices will be documented.	Computer workstations will be purchased and installed into identified areas and working properly.
B.3.	Outline necessary elements for model classrooms.	Items identified for model classrooms will be purchased, installed and functioning properly.

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:

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					
C.1	Principals and Deans from each school will complete and implement training in the use of TIM.	July 2015	$3, 200.00	Liberty	Integrate technology tools/equipment to support student learning and to aide teachers in the delivery of core curriculum.
C.2	All teachers will be trained in the use of single sign on platform with digital content and data management tools, such as Florida Grid.	August 2016	$20,000	Liberty	Continue to increase student achievement in all core content areas including ELA, Math and Writing.
C.3	Provide time for teacher cadre to work collaboratively on cross	May 2015	$4,500	Liberty	Continue to increase student

					achievement in all core content areas to increase student achievement.
C.4	Plan summer institute	June 2015	$1,500		Integrate technology tools/equipment to support student learning and to aide teachers in the delivery of core curriculum.
C.5	Utilize teacher cadre to lead training (Intel Teach Elements) at summer institute.	June 2015	$20,000		Increase student achievement in content areas.
C.6	Two week summer institute for 26 teachers	June 2015	$26,000		Increase student achievement in content areas.

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
C1-C2	DCP if funded in subsequent years.
C3-C6	Funded through the Professional Development for Digital Learning Grant.

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.	This professional development activity will be	100% of participants will complete a TIM assessment at their respective school sites.

	monitored through ePDC registration, temporary duty forms, sign in sheets.	
C.2.	This professional development activity will be monitored through ePDC registration, TD, and sign in sheets.	At least 90% of teachers will utilize single sing on to access digital content in the classroom.
C.3.	Temporary duty forms, sign in sheets, substitute payroll.	100% of the teacher cadre will complete cross curricular materials to be field tested in their classrooms.
C.4.	Minutes or Google Doc notes	Completed plan for summer institute.
C.5.	Temporary duty forms, sign in sheets, stipend payroll.	90% of teacher cadre will assist in delivery of Intel Teach Elements at the summer institute.
C.6.	Temporary duty forms, sign in sheets, stipend payroll.	90% of selected teacher cadre will complete the two week summer institute.

D) Digital Tools

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

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

Implementation Plan for D) Digital Tools:

EXAMPLES					
Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1	Offer 1 additional CAPE digital tool certification from the approved list.	2015-2016	$2000	W. R. Tolar and Hosford Elementary and Junior High	Outcome 1
D.2	Implement Learning.com technology tools	2014-15	$0 (supported by PAEC)	Liberty	Outcome 1-3
D.3	Integrate 1 set of instructional materials into the digital tools system.	2015-16	$15,000	W. R. Tolar, Hosford Elementary and Junior High, Liberty County High School	Outcome 4-6

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
D.1	Perkins
D.3	Instructional Materials Allocation

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.	CAPE certification	80% of students enrolled in classes will achieve industry certification.
D.2.	Provide Learning.com through PAEC partnership.	70% of targeted teachers will utilize Easy Tech with students.
D.3.	Digital instructional materials utilization	90% of targeted teachers will utilize digital instructional materials.

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:

EXAMPLES					
Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1	Purchase devices and infrastructure for online assessment.	September 2016	$70,000	Liberty	Outcome 1&2

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

Brief description of other activities	Other funding source

Evaluation and Success Criteria for E) Online Assessments:

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

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Purchase and installation of devices for assessment.	Will successfully complete the infrastructure trail for online assessment.