



GADSDEN COUNTY SCHOOL-LEVEL DIGITAL CLASSROOM PLAN (Project-Based Learning)

School Name:

West Gadsden High School

Year:

2014-2015

Principal: Pauline West

Assistant Sandra Riggins

Principal (s): Willie Jackson

Address: 200 Providence Road
Quincy, Florida 32351



The intent of the School Digital Classroom Plan (DCP) is to provide a perspective on what the school 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 school as required by s.1011.62(12)(b), F.S.

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

The School's overview component of the plan should document the school'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/School technology policies** component of the plan should include, but not be limited to:

1.1 School Mission and Vision statements:

West Gadsden High School will prepare students for college, career, and life readiness by assuring the essentials while expanding the possible.

West Gadsden High School is committed to empowering students to think critically, collaborate responsibly, and communicate effectively with others.

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

West Gadsden High School is the home of the Mighty Panthers. This is a rural community-based public school, located in Gadsden County's smallest municipality (1 square mile), Greensboro, which is about 13 miles west of Quincy, the County Seat.

West Gadsden High School was formed during the summer of 2004 when Chattahoochee High School was closed and the students were merged with students who attended Greensboro High School. Our students are those who formerly attended Chattahoochee Elementary, Greensboro Elementary, and James A. Shanks Middle School. The school name (West Gadsden High School), colors (black, white, and silver), mascot (Panthers), and many other aspects were planned by a council of students representing Chattahoochee and Greensboro High School. The 2007-2008 school term marked the beginning of an era at our new site which is located at 200 Providence Road, on the corner directly across the street from the former Greensboro High School, currently Greensboro Elementary School.

Currently, the enrollment is 460 students, with 223 females and 237 males. There are 281 African Americans (150 males and 131 females); 28 whites (15 males and 13 females); 145 Hispanics (68 males and 77 females); and 6 Multiracial students (4 males and 2 females). 13% of the population is Exception Student Education

students while 7% is classified as Limited English Proficient. For the past 4 years starting in 2011, the free/reduced lunch status has been decreasing, but only marginally until 2014. In 2011, the FRL status was 84%, 80% in 2012, and 75% in 2013, but decreased to 50% in 2014. This data (50%) in our demographics is quite possibly skewed at best, due to fact that fewer parents and families provided information through the FRL application process. From 2012 through 2014, mathematics proficiency has not exceeded 33% and reading proficiency has not surpassed 30%. Besides the lack of proficiency in these critical areas, students must learn to complete their grade level assessments online...a major shift from paper-based tests to computer-based tests. With only 98 operable computers on site for 460 students, this makes it quite difficult to engage students in computer-based instruction effectively, especially with more and more school vendors moving to online products and resources. As Florida implements it new standards and assessments and the way that students will be assessed, West Gadsden High foresees the incredible need to provide all its students with technical assistance in keyboarding; it is no longer optional. Students also need practice and skills in entering letters, numbers, and symbols and to shift, tab, return, delete, and backspace. Additionally, they require help working with online practice assessments and text input, including functions like select/deselect, drag, and highlight text, objects, and areas. Invariably, students will need to use computers in all subject areas on a daily basis.

- 1.3 School Team Profile - Provide the following contact information for each member of the school team participating in the DCP planning process. The individuals that participated should include, but not be limited to, administrators, guidance counselors, coaches, media specialists, lab proctors, technology management team members, student parent/guardians, and community.

Title/Role	Name:	Email/Phone:
Principal	Pauline West	westp@gcpsmail.com
Assistant Principal	Sandra Riggins	riginss@gcpsmail.com
Media Specialist	Michelle Taylor	taylorm@gcpsmail.com
Instructional Technology Teacher	Cyrilla Hackley	hackleyc@gcpsmail.com
SAC Chairperson	Anitra Daniels	danielsa@gcpsmail.com
Teacher	Reginald Forehand	forehandr@gcpsmail.com

- 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 first step utilized in developing the digital classrooms plan was to convene the technology team, which is a composition of the school based leadership team, to review the school-improvement plan and the school's technology needs. The team enlisted other educators around the district as well as took advantage of the expertise of community members, district office representatives, business partners, and the input of our parents (SAC) and students (SGA). Team members then decided on the vision and mission for the plan, determine whether the goals to be accomplished were aligned to the school improvement plan, and created steps to implement those goals.

The team's focus was based on how students learn, what skills students need to be successful in the workplace, and how technology could be used to improve education. Furthermore, the team took notice of the condition of the facility and labs, available technology (including cost to update and replace existing technology), and professional development opportunities and requirements for both staff and student body to fully implement the plan at the building and classroom levels. Lastly, the team planned an assessment component involving the community. We believe that our educators, parents, and community members would be more likely to support various types of technology initiatives in the school if they were able to see proof of its value in helping students learn.

AIMS:

- The plan for integrating technology into the school will be based on the school's educational vision and is part of an overall school-improvement plan.
- The technology plan aims to improve student learning, to help students perform authentic tasks, and to help students learn skills that will prepare them to be college, career and life-ready.
- Educators, parents, students, and community members will support the school's initiatives in the use of the digital classroom.
- Professional development and support for staff will be provided on an ongoing basis for full implementation of the plan.
- The school-level digital classrooms plan will be periodically reviewed and updated.
- Evaluation plans will be built and put in place to ensure the digital classrooms plan generates the desired outcomes.

For full integration of technology and sustainability of digital tools in all areas of the curriculum, ESOL and special needs including students with disabilities, West Gadsden High will:

- Seek opportunities to design digital classroom project-based learning activities.
- Integrate appropriate digital classroom devices, equipment and technology into all curricular areas, especially ELA, mathematics, science, and social studies, to support full implementation of the Florida Standards.
- Develop objectives that describe appropriate technology goals for students at each grade level.
- Create lesson plans that incorporate authentic uses of technology.

- Equip the media center with latest digital equipment for staff, student, and parent use. This includes, but is not limited to, laptops, i-Pads, digital cameras, video cameras, MOBI, Renaissance Response System, Poster Maker, and up to date broadcasting studio.
- Provide all ESE and LEP students with digital classroom equipment that will support and enhance the implementation their individual education plans and accommodations.
- Develop proficiency in technology through ongoing professional development and collegial support. Ex. Tech Teams to support efficient use of Skyward, Performance Matters, the Smartboard, and PAEC.
- Routinely engage students in computer-based instruction/assessment using i-Ready, Adaptive Curriculum, FAIR, Go Math, Think Central, Acaletics, OdysseyWare, and PrepMe.
- Have students use technology for routine tasks (FASFA, college admissions, ACT and SAT registration) as well as for curriculum development for teacher (Beacon courses, Edivation (PD360), and PAEC follow-up).
- Aid administrators in teacher evaluations and observations (PD360), and leadership training (William C. Golden) using laptops and i-Pads.
- Review and update the digital classrooms plan so that it adequately reflects the scope and sequence of student, teacher and administrator goals and tasks.
- Define or enforce security policies especially for Internet and social media use.
- Work with the district's Finance Department, Title I Office, and Media and Technology Department to ensure that the funding, replacement or repair of equipment, professional development, obsolescence and necessary upgrading of technology are ongoing.
- Allow for parents and student supervised access to computer labs during the after-school and weekend hours for e-books usage, homework, keyboarding prep, and access to the Skyward parent/student communication portal.
- Develop and implement a plan for students to use their personal electronics in class to support instruction. Electronics include, but are not limited to, Smart phones, i-Pads, i-Pods, Kindles (e-books) and tablets.
- Insure that all instructional classrooms have standard digital equipment such as, Smartboard, projectors, document cameras, teacher stations, five or more student stations, one set of classroom response systems (clickers), a digital camera, a video camera, at least one i-Pad, a supply of jump drives and other digital accessories.
- Equip Principal conference room with the necessary digital equipment for small group PD, presentations, SAC executive meetings, differentiated accountability and school-based leadership team collaborations.

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 MTSS/RTI process was used to write this plan. The Technology Support Team was convened specifically for completion of this project --- collect, disaggregate, and interpret data from parents, students, staff and community stakeholders regarding the educational path the

school would travel as it relates to the implementation of its digital classrooms plan. Our goal was to craft a plan inclusive of all stakeholders' use of digital tools and resources in order to improve learning for all students, through integrated academic and behavioral supports. To ensure efficient use of resources, the team began with the identification of trends and patterns using school-wide and grade-level data provided by our MIS department and the Florida CIM plan. *(Data included district and state assessments and EOCs results, EWS data, school/student demographics, etc.)*

Within the MTSS process, there are three tiers that the team, as well as, our district focused on to insure that the level and intensity of the instruction/interventions we planned to provide would be provided across the continuum.

Tier 1: Core instruction is provided to all students. Data-driven progress monitoring is done across tiers to ensure instruction is standards-aligned, reflects best practices, accessible, comprehensible and sufficiently intense for all students.

Tier 2: Supplemental intervention is provided to students in need of more time or narrower focus on particular skills. Students that are identified as needing supplemental support are serviced in a systematic way, integrating supplemental support with core instruction.

Tier 3: Intensive intervention is provided to help students overcome significant barriers to school success. Data-driven progress monitoring identifies students not responding to Tier 2 supports - students that would most likely benefit from an individualized plan. If a student needs intensified instruction, all tiers are intensified. Also, as part of the on-going instructional planning/problem-solving cycle to make sure that student success is achieved and maintained, the team used the MTSS/RTI four-step process wherein we:

- Define: What's the problem? or What's the goal? What specifically do we want students to know and be able to do when compared to what they do know and are able to do?
- Analyze: Why is/are the desired goal(s) not occurring/occurring? What are the barriers to the student(s) doing and knowing what is expected?
- Implement: What are we going to do about it? (In essence, how will the student's or group of students' progress will be monitored and implementation integrity will be supported?)
- Evaluate: Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?

The plan will be monitored annually as the School Improvement Plan is being updated.



Part II. NEEDS ANALYSIS & STRATEGIES

STEP 1 – Needs Analysis

Highest Student Achievement - Student Performance Outcomes:

Schools 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.

Complete the table below with the targeted goals for each school grade component. Schools may add additional student performance outcomes as appropriate. Examples of additional measures are School Improvement and Assistance Plan (DIAP) goals, school Annual Measurable Objectives (AMOs) and/or other goals established in the school 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 grades published at <http://schoolgrades.fdoe.org>.

Student Performance Outcomes (Required)	Baseline (%)	Target (%)
1. ELA Student Achievement	30	35
2. Math Student Achievement	28	35
3. Science Student Achievement	30	35
4. ELA Learning Gains	52	55
5. Math Learning Gains	51	54
6. ELA Learning Gains of the Low 25%	56	57
7. Math Learning Gains of the Low 25%	56	57
8. Overall, 4-year Graduation Rate	75	60
9. Acceleration Success Rate	27	30

Schools should identify **current school needs** based on student performance outcomes and other key measurable data elements for digital learning.

A) Student Performance Outcomes

1. Digital tools/devices to accommodate 460 students on a daily basis for typing and keyboarding preparation for standards-based assessments and for instructional support per textbook adoption purchases, i.e. online textbooks, writing software, online instruction/tutorials, virtual labs, demonstrations, projects, test prep tools, diagnostics test, etc.
2. Teacher digital tools to be accessible throughout the day for instructional delivery, professional development, software training and implementation, PLCs, etc.

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 used 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 in the appendix. 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:

Professional Development Needs Analysis (Required)		Average at each level based on observation(s)/ evaluation(s)	Baseline (%)	Target (%)
1.	Entry	15%	15%	0%
2.	Adoption	34%	34%	15%
3.	Adaptation	23%	23%	34%
4.	Infusion	15%	15%	23%
5.	Transformation	13%	13%	28%
Total must equal		100%		

*What are your current **Professional Development Needs** based on the information above as it relates to digital tools and resources being implemented with fidelity for teaching and learning?*

1. Train the Trainer Technology Team needs to have new persons added to team to replace those who have transferred; they also need to receive ongoing training on Skyward, Adaptive Curriculum, i-Ready, Think Central, CPALMS, Performance Matter, and PrepMe so that they can train new and current staff members.
2. Staff members who are reluctant to use digital classroom tools need "Tuesday Tech Trainings" or some other technology training on how to effectively use the Smartboard, document cameras, and response system (clickers).
3. Microsoft Office Suite training (Word, Excel, PowerPoint, and Publisher) would be beneficial for professional growth purposes, especially for submitting documents in proper form.

Seamless Articulation and Maximum Access

Digital Tools:

Schools shall continue to implement and support a digital tools system that assists school 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 school instructional personnel and staff in the management, assessment and monitoring of student learning and performance. Schools 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 to **evaluate** how effective (in your opinion) the district has done to implement the following:

Baseline Response:
Fully implemented
Partially implemented
No system in place

Digital Tools Needs Analysis (Required)		Baseline Response
1.	Implementation status of a system that enables teachers and administrators to access information about benchmarks and uses it to create aligned curriculum guides.	Partially Implemented
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
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially Implemented
4.	Implementation status of a system that includes school staff information combined with the ability to create and manage professional development offerings and plans.	Partially Implemented
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.	Fully implemented
6.	Implementation status of a system that leverages the availability of data about students, school staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	Partially Implemented
7.	Implementation status of a system that houses	

	documents, videos, and information for teachers, students, parents, school administrators and technical support to access when they have questions about how to use or support the system.	Partially Implemented
8.	Implementation status of a system that includes or seamlessly shares information about students, school staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and school administrators to use data to inform instruction and operational practices.	Partially Implemented
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, school administrators and technical support.	Partially Implemented

*What are your current **Needs** based on the information from above? What additional digital tools and/or resources would your school request for the district to provide to assist with teaching and learning? Please be specific*

1. The greatest need is assistance with hardware for upcoming computer-based assessments. Of the 460 students currently enrolled, at least 95% of the population will be tested. While we realize that it is not prudent to purchase one computer per student, we would like to increase the student-computer ratio. There are 98 available computers for 460 students.
2. Thirty-one percent of the school's population is Hispanic; the school needs assistive listening/speaking devices for this population's family members who are Limited English Proficient. This bridges the communication gaps between school and home.
3. Ongoing digital tool and resources teacher training would eliminate many of the above deficiencies.
4. Downloading of the LAN School System for classroom management of the computer devices for teachers to ensure students are working on appropriate website.

Quality Efficient Services

Online Assessment Readiness:

Schools 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. List the building and room number of the computer labs that you currently have on your campus and the function of the lab during testing.

Building	Room	Type/Name	# of Stations	Will this lab be used for testing (Yes or No)
		Ex. Media Center		
3	313	High School Research Lab	17	Yes
3	314	High School Computer Lab	25	Yes
8	828	Middle Grades Computer Lab	25	Yes
2	200	Media Center	22	Yes
			89 Total	

Online Grade/Subject Assessments Needs Analysis (Required)	Student Count	Computers/devices required for assessments (based on schedule constraints)
Pre-K	-	
1 st	-	
2 nd	-	
3 rd	-	
4 th	-	
5 th	-	
6 th	105	103
7 th	67	62
8 th	62	59
9 th	54	53
10 th	57	53
11 th	63	63
12 th	52	51

Online Subject Assessments Needs Analysis Next Generation Sunshine State Standards (NGSSS) Pearson's TestNav 8 platform	Student Count	Computers/devices required for assessments (based on schedule constraints)
Biology 1 EOC	75	75
Civics EOC	66	66
U.S. History EOC	75	75
Algebra 1 EOC (retake)	48	40
Geometry EOC (retake)	0	0
FCAT 2.0 Reading Retake	85	83
FCAT Mathematics Retake (SSS)	0	0

Online Subject Assessments Needs Analysis NGSS (Required) AIR's System Platform	Student Count	Computers/devices required for assessments (based on schedule constraints)
Grades 5 ELA	N/A	N/A
Grades 6 ELA	105	103
Grades 7 ELA	67	62
Grades 8 ELA	62	59
Grades 9 ELA	54	53
Grades 10 ELA	57	53
Grades 11 ELA	63	63
Grades 5 Mathematics	N/A	N/A
Grades 6 Mathematics	105	103
Grades 7 Mathematics	67	62
Grades 8 Mathematics	62	59
Grades 9 Mathematics	54	53
Grades 10 Mathematics	57	53
Grades 11 Mathematics	63	63
Algebra 1 EOC	104	104
Geometry EOC	46	46
Algebra 2 EOC	78	78

*What are your current **Needs** based on the information from above? What is your school doing to assist with ensuring that your students have access to an adequate supply of digital devices for online assessments? (Long-term) Please be specific.*

1. The greatest need is assistance with hardware for upcoming computer-based assessments. Of the 460 students currently enrolled, at least 95% of the population will be tested. While we realize that it is not prudent to purchase one computer per student, we would like to increase the student-computer ratio. There are 98 available computers for 460 students.

2. A computer lab schedule is currently being preempted to allow for state assessment testing. Previously, students had to share the labs for FAIR testing (grades 6-10) while working in the afternoons on the i-Ready diagnostics in reading and mathematics for grades 6-8.
3. All students need assistance with perfecting their keyboarding/typing skills. Family members and parents have been encouraged to purchase home edition computers for their students.
4. Students in middle grades have been assigned to i-Ready.
5. Establish partnership with companies and organizations to help students with obtaining computers for home usage with internet service.

STEP 2 – Goal Setting:

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

These should be long-term that focus on the needs of the school 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 school and strategies in step 3 will be identified for how digital learning can help achieve these goals.

Goals Examples:

EXAMPLES

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

Enter school goals below: **IN TERMS OF DIGITAL LEARNING AND SCHOOL-WIDE PROJECT-BASED LEARNING**

GOALS:

1. 50% of students will meet federal AMO benchmarks and meet expected growth on state assessments by May 29, 2015. (Baseline)
2. All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.
3. All students will participate in a project-based learning activity each nine weeks in all core academic and elective area courses.

- **STEP 3 – Strategy Setting:**

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

Enter the school strategies below based on goals previously stated: IN TERMS OF DIGITAL LEARNING AND PROJECT-BASED LEARNING

Goal Addressed <i>Use goals previously stated</i>	Strategy <i>How does the school plan to meet the goal</i>	Measurement <i>Evidence, Documentation, Outcome or product</i>	Timeline <i>Predicted completion date</i>
50% of students will meet federal AMO benchmarks and meet expected growth on state assessments.	Progress monitoring using Collections, i-Ready, District Assessments, Adaptive Curriculum, PrepMe, Think Central, and PBLs	Test Scores/Results; District Assessment Data; Digital Learning progress monitoring reports; research projects;	May 29, 2015
All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.	Implement Webb’s DOK across the core curriculum; Utilized SB Tech Team to train staff; complete PD on Edviation (PD360) ; PAEC courses	PAEC transcripts and evaluations; sign-in sheets; CWTs; lesson plans	May 29, 2015
All students will participate in a project-based learning activity each nine weeks in all core academic and elective area courses.	Teacher will submit lesson plans/syllabi including culminating project-based activities each 9-weeks grading period for approval prior to implementation	Lesson plans/syllabi; Photographs and/or videos; CWTs	May 29, 2015