2017-2018

GADSDEN COUNTY SCHOOL DISTRICT
Digital Classroom Plan

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GADSDEN COUNTY SCHOOL DISTRICT

DIGITAL CLASSROOM PLAN

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

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

DISTRICT MISSION

To build a brighter future as we prepare students for success in life.

TECHNOLOGY MISSION

To create a safe and supportive learning environment where learners are inspired to develop 21st Century skills through the utilization of technology to improve achievement and success in a global society.

DISTRICT'S VISION

To prepare all students for success in a rapidly changing, diverse, global society through a variety of educational opportunities. The district is committed to providing safe and supportive learning environments that ensure continuous progress towards high student achievement. Through the collaboration of a caring school community and the allocation of resources, aligned with our mission and goals, we will maximize the opportunities for all students to succeed in life.

TECHNOLOGY VISION

To provide a technology-rich environment to improve the quality of education through the use of digital tools and resources, encouraging lifelong learning for all leaners.

In pursuit of our technology vision and mission, our plan will strive to provide:

1. professional development to promote uniformity of technology standards
2. measurable indicators to monitor and evaluate technology goals and objectives
3. equitable distribution and access to digital tools and resources
4. guidelines to support Digital Citizenship and age appropriate digital learning
5. communication between stakeholders and school/district
6. automation of school/district paperwork and processes
7. infrastructure procurement of hardware/software and upgrade/maintenance
8. robust, reliable and secure infrastructure to protect student/staff data
9. digital devices meeting standards to accommodate student count and assessment schedule
10. directions for other technology initiatives in the future

The Gadsden County Public Schools' (GCPS) Technology Department continues to transition to with a new paradigm that describes a shift in focus from standardization and compliance to innovation and experimentation; one based on outputs, in which value is placed on growth as measured against student learning goals. Our plan promotes personalized learning experiences in which instruction is paced to learning needs (individualized), tailored to learning preferences (differentiated), and tailored to the specific interests of different learners. Learning objectives focus on creating environments and activities that support engagement and motivation as determined solely from the learner's perspective. Each teacher is continually guided by student-specific learning data that is progress monitored and used to inform instructional decision making at the student level.

We have initiated a system redesign in which connected learning replaces learning in isolation for both teachers and students. By leveraging the ubiquitous nature of blended learning, flipped classrooms, and project-based learning spaces, we will promote an environment where learning is the constant and time and space are the variables. By promoting learning as borderless (time, place, resources, opportunity) schools and structures are defined only by student learning and productivity- by where the learning takes place. The ultimate goal is for all learners to have 24/7 access to learning (resources, opportunities, experiences) matched to each learner's need.

By focusing on the learner – our plan redefines the role of the teacher as a facilitator of student-directed inquiry and learning. This represents a shift from teachers as "solo practitioners" to educators as well-connected lead learners. While there is a need for certificated, professional teachers, learning is not bounded by teacher certification. The plan defines how virtual learning environments will engage experts from the field and supports a means for their voices to be delivered into the learning process. The same will be true for engaging and incorporating voices of students and educators across the globe. The activities within learning environments (both traditional and virtual) are moving from a transmission or passive learning model to a transaction or active model of learning – one that supports global awareness and connectedness at both the adult and student levels across the organization.

GCPS is committed to providing the best growth and learning opportunities possible for all students. We recognize that incorporating technology into the learning environment and work place is critical to continued growth for students and staff. The vision for our District's Digital Classroom Plan (DCP) is to create the basis for combining multiple digital tools and resources to enhance the learning environment for students and for creating a more efficient and productive environment for our school/district level staff in support of students and teachers.

GCPS' DCP has been designed to support the premise that technology needs to be an appropriate and comprehensive resource that supports and extends the curriculum. The plan is

intended to be a working document for ongoing dialogue and serves two main purposes: 1) a strategic guide to support of our vision and commitment to use digital leaning as an integral component of the educational process and 2) documentation to E-Rate compliance. Our intent is to move to a system that supports all staff and students, in a structured manner, which includes equity of access to digital tools and resources so that every student will have high-quality instructions, meaningful learning experiences, and prepared to succeed in college and careers.

As such, the plan will be revised and reviewed on a continuing basis.

GCPS believes that . . .

- All students can learn
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- The commitment to continuous improvement to achieve the goal of enabling all students to realize their potential in a rapidly changing, diverse, global society is expected of all stakeholders of the school system.
- Assessments of student learning provide students with a variety of opportunities to demonstrate the achievement of the expectation for their learning.
- Education is the key to opportunity and social mobility.
- A safe and supportive learning environment promotes student achievement.
- Students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, and to reason, solve problems, and produce quality work.
- The chief priority of any school system should focus on learning across the system. (Student learning, professional learning, and organizational learning).
- The development of a caring school community should be a priority for our school system.
- The allocation of our resources, in alignment with our mission and goals, helps to maximize the opportunity for students to learn and experience success in school.

GCPS's DCP includes overarching goals, implementation, and monitoring phases to ensure each project's success. By phasing in projects strategically over a 3 to 5 year timeframe, we can learn from each other by optimizing our resources, emerging best-practices, build on our successes, spread out up-front costs, and address key challenges that arise. 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.

I.1 District Team Profile

Title/Role	Name:	Email:	Phone:
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I.2 Planning Process

The following principles guided the development of this plan and it will:

1. Data was shared and reviewed by our District Leadership Team over the course of the previous year all needs were presented professional development, district and state assessments, summary of students' performances, current digital tools and resources availability, state of technology infrastructure, readiness of online assessments, as well as, evaluation of technology skills of students and staff.

2. Outline a unified vision and established guidelines for using technology in teaching and learning to help prepare all students to be productive and competitive participants in our 21st century global society.

3. Assess the current state of technology across GCPS's schools and provide a strategic framework and vision for technology use that can adapt to the rapid changes in technology that will occur over the term of the plan.

4. Establish a baseline of realistic expectations for the use of technology in our schools and district, plus identify or provide funding streams adequate to meet those expectations.

5. Provide a flexible model for technology planning that incorporates best-practice technology plan elements, such as goals, needs analysis, evaluation, and accountability that schools and district can effectively utilize.

6. Coordinate the efforts of various education stakeholders, connect common interests, and leverage existing resources and assessments to accomplish and evaluate plan goals.

Consideration was given to the professional development needs of teachers to support student project using digital learning, increase opportunities to access digital learning tools and resources to support academic growth and redirection toward the district's initiative, *"Let's Keep Striving for Excellence, As We Build A Brighter Future"*.

I.3 Technology Integration Matrix (TIM)

GCPS will offer professional development (PD) for the Technology Integration Matrix (TIM). The PD will focus on "train-the-trainer" model to be implemented during the upcoming year.

I.4 Multi-Tiered System of Supports (MTSS)

GCPS developed a comprehensive approach for partnerships between the schools, parents, and the communities. The comprehensive approach fosters positive attitudes about the school, parents and community members because it respects the varying capacities of the school population as a whole. Parents are encouraged to share information through surveys, workshops and parent meetings on ways to reach out, create and the strengthen partnerships and assist with the development of the District and Parent Improvement Plan.

In addition, each department of the District's leadership is afforded an opportunity to contribute to the plan. Peer Reviews were organized to ascertain school site improvement needs, strengths, and suggestions for district-wide improvement strategies. Assessment data, both at the school site level and district-wide, are reviewed to determine the District's overall academic focus. A representative of the School Board is aligned to Curriculum and Instruction to ensure that the Board is aware of curricula issues and to offer advisement from the perspective of our District's Governing Board.

GCPS has established a district-based leadership team (DBLT) to guide the successful implementation of a Multi-Tiered System of Supports (MTSS). The primary function of the DBLT is to ensure that funding, professional development, infrastructure (e.g., data supports), and implementation supports (e.g., coaching, technical assistance) are available to reinforce implementation at school sites. Using performance data and monitoring learning through the MTSS, administrators can make important instructional decisions to meet the needs of students from different backgrounds, learning styles, and levels of attainment.

The DBLT periodically reviews district policies and programs to ensure they are sufficiently addressing the instructional and behavioral needs of all students at every level of need. It also assists school based teams in making data-based decisions that will promote intense and focused instruction and intervention, as well as, working with the staff development office to provide professional development to ensure fidelity of implementation of the MTSS and the Florida Standards.

The district's plan utilizes a specific, data-driven problem-solving process to identify and analyze academic and behavioral difficulties; and to plan for all students' progress, using scientific, evidence-based instruction and intervention.

This is accomplished through the following:

- Providing a multi-tiered model of instruction and intervention
- Utilizing a collaborative problem solving approach
- Implementing a research-based Core Curriculum (aligned with Florida's Standards)
- Monitoring student progress to inform instruction
- Using data to make instructional decisions
- Using assessments for three purposes: universal screening, diagnostics, and progress monitoring
- Engaging parents and community partnerships

Our central component of our plan is student achievement. Therefore, in order to provide the best possible instruction to students, we need to have ways to assess them using both formative and summative tools. The ability to access data effectively and efficiently and efficiently drives instruction and provides the ability to more accurately target the individual needs of students, which then translates into adapting our instruction in order to best meet the students' need.

Currently, Performance Matters (PM) as one of its data sources to allow teachers and administrators to have the ability to access multiple data measures, create reports, and build check-points to track student progress and identify struggling students, monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, and writing. The PM system allows schools to review and assess state and local tests taken by students in grades K-12. Strand comparison reports, school proficiency growth, and students' performance by standard are just a few of the data that PM is capable of producing.

In addition, Skyward is the student management system used by Gadsden County. Skyward allows school level personnel to update and track a student's behavior, attendance, and academic performance, to name a few. Within our MTSS framework, student data is entered into Skyward where the class average for each student is computed automatically.

Consequently, classroom performance can be easily analyzed. Retention information, FCAT scores, FAIR data, and district benchmark assessments are all analyzed to determine which students need additional support. The progress of struggling students is monitored and trend lines indicate whether or not student performance is improving, regressing or plateauing.

The gap between the students' performance and that of their peers is also analyzed to determine the level of support that students require. Teachers receive support through a Multi-tiered System of Supports because they are a very integral part of the Student Study Team meetings that are held to determine which supports and resources are necessary in order to meet the needs of individual students.

I.5 District Policy

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	• 7540.01 – Technology Privacy • 8330 – Student Records • 8405 –School Safety	http://www.neola.com/gadsden-fl/	06/25/13
District teacher evaluation components relating to technology (if applicable)	• 1243;3243 – Professional Meetings • 1242;3242 – Professional Development	http://www.neola.com/gadsden-fl/	06/25/13
BYOD (Bring Your Own Device) Policy	• 5136 – Wireless Communications • 7540 Computer Technology and Network • 7542 – Network access from personally owned computers and/or other web-enabled devices • 7540.03/04 – Student/Staff Network and Internet Acceptable Use and Safety	http://www.neola.com/gadsden-fl/	06/25/13
Policy for refresh of devices (student and teachers)	• Based on the school's technology needs for each grade group and/or classrooms • 7540 - Computer technology and networks • 7542 - Network access from personally-owned computers and/or other web-enabled devices	http://www.neola.com/gadsden-fl/	06/25/13
Acceptable Responsible Use policy (student, teachers, admin)	• 7540.03/04 – Student/Staff Network and Internet Acceptable Use and Safety	http://www.neola.com/gadsden-fl/	06/25/13
Master In-service Plan (MIP) technology components	• 1242 – Professional Development • 3242 – Professional Development	http://www.neola.com/gadsden-fl/	06/25/13
Other/Open Response	• 2370.01 – Virtual Instruction Program		06/25/13

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

GCPS will continue to evaluate current district needs based on student performance outcomes and other key measurable data elements for digital learning.

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

■ Highest Student Achievement

Student Performance Outcomes:
GCPS will 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. Data has retrieved from the school and district school grades published at http://schoolgrades.fldoe.org.

A. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** *(Mo/Year)*
II.A.1.	ELA Student Achievement	33 %	35 %	(08/2017)
II.A.2.	Math Student Achievement	39 %	42 %	(08/2017)
II.A.3.5	Science Student Achievement – 5th Grade	29 %	32 %	(08/2017)
II.A.3.8	Science Student Achievement – 8th Grade	30 %	32 %	(08/2017)
II.A.4.	Science Student Achievement – Biology	35 %	38 %	(08/2017)
II.A.5.	ELA Learning Gains	39 %	42 %	(08/2017)
II.A.6.	Math Learning Gains	39 %	45 %	(08/2017)
II.A.7.	ELA Learning Gains of the Low 25%	34 %	38 %	(08/2017)
II.A.8.	Math Learning Gains of the Low 25%	39 %	45 %	(08/2017)
II.A.9.	Overall, 4-year Graduation Rate	65 %	68 %	(08/2017)
II.A.10.	Acceleration Success Rate	53 %	55 %	(08/2017)

A. **Student Performance Outcomes (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** *(Mo/Year)*
II.A.11. (D)	Increase usage and the number of digital devices to engage students in learning in 13 Gadsden Digital Educators' Classrooms, as well as, to increase achievement on district and state assessments	0/13 classrooms throughout the district	13/13 classrooms throughout the district	(08/2017)
II.A.12. (D)	Increase the number of opportunities for students to achieve CAPE certification based on the approved CAPE list.	80.8%	85%	(08/2017)
II.A.13. (D)				
II.A.14. (D)				

■ 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 most recent Technology Resources Inventory (TRI). This information is used to compile data points for Legislative reporting purposes and should be accurate. The baseline should be carried forward from the 2014 plan and targets for full implementation should be identified as current year or extended. Please describe below if the district target has changed. Districts may choose to add any additional metrics that may be appropriate.

B. **Infrastructure Needs Analysis (Required)**		**Baseline from 2014**	**Actual from Spring 2016**	**Target For 2016-2017 School Year**	**Date for Target to be Achieved** ***(Mo/Year)***	**Gap to be addressed** ***(Actual minus Target)***
II.B.1.	Student to Computer Device Ratio	2:34:1	1:77:1	1:50:1	(08/2017)	0:27:1
II.B.2.	Count of student instructional desktop computers meeting specifications	1788	2152	2652	(08/2017)	The goal is to decrease number of desktops and move towards increasing the number of mobile devices
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	414	865	1365	(08/2017)	500
II.B.4.	Count of student web-thin client computers meeting specifications	0	54	0	(08/2017)	The goal is to decrease number of thin-client devices
II.B.5.	Count of student large screen tablets meeting specifications	0	0	0	(08/2017)	N/A
II.B.6.	Percent of schools meeting recommended bandwidth standard	80 %	100%	100%	(08/2017)	0
II.B.7.	Percent of wireless classrooms (802.11n or higher)	72.96%	100%	100%	(08/2017)	0
II.B.8.	District completion and submission of security assessment *	Y	N/A	Y	N/A	N/A
II.B.9.	District support of browsers in the last two versions	Y	Y	Y	(08/2017)	Y

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved *(Mo/Year)*	
II.B.10.(D)	Firewall and IDS	System software and licenses	Renewal coverage and support	Evaluate and purchase	(08/2017)	
II.B.11.(D)	SAN	Purchase of SAN for district data system	Add on coverage for network	Purchase	(08/2017)	
II.B.12.(D)	Uninterrupted 1500 AMPS Power Supply	10 installed	60% coverage	Purchase	(08/2017)	
II.B.13.(D)	Additional bandwidth	Expand client capacity	Additional network support	Maintain network	(08/2017)	
II.B.14.(D)	Upgrades to hardware, software and network	Replace and repair hardware and software		Evaluate and purchase		
II.B.15.(D)	ITV Broadcast/Video retrieval and storage	Purchase system	Subscriptions and licenses	Evaluate and purchase	(08/2017)	
II.B.16. (D)	Host system for Document Imaging	Purchase system	Add system	Evaluate and purchase	(08/2017)	
II.B.17 (D)	Purchase digital devices and peripheral to implement and support DCP activities and assessments	2.34:1	1:77:1	1:1 secondary schools and/or largest grade group per site	(08/2017)	

* Districts will complete the security assessment provided by the FDOE. However, under s. 119.07(1) this risk assessment is confidential and exempt from public records.

■ Skilled Workforce and Economic Development

Professional Development:
Instructional personnel and staff shall have access to opportunities and training to assist with the integration of technology into classroom teaching.

Professional Development should be evaluated based on the level of current technology integration by teachers into classrooms. This will measure the impact of the professional development for digital learning into the classrooms. The Technology Integration Matrix (TIM) can be found at: http://fcit.usf.edu/matrix/matrix.php. Average integration should be recorded as the percent of teachers at each of the five categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

C. **Professional Development Needs Analysis (Required)**		**Baseline (established in 2016)**	**Target**	**Date for Target to be Achieved** ***(Mo/Year)***
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 10% Adoption:20 % Adaption:40 % Infusion: 20% Transform: 10%	Entry:5 % Adoption: 5% Adaption: 45% Infusion: 30% Transform: 15%	(05/201)
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 10% Adoption:20 % Adaption:40 % Infusion: 20% Transform: 10%	Entry:5 % Adoption: 15% Adaption: 50% Infusion: 25% Transform: 15%	(05/2017)

C. **Professional Development Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(Mo/Year)***
II.C.3. (D)	Train Gadsden Digital Educators (GDE) Cohort. Provide stipends for GDEs to conduct and facilitate DCP plan and Project-Based Learning initiative	50	75	08/2017
II.C.4. (D)				

■ 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.

***D.* Digital Tools Needs Analysis Students (Required)**		**Access**		**Utilization**	
		Baseline % of students with access to this type of tool	**Target % of students with access to this type of tool by 2017-2018**	**Baseline % of students who use this type of tool on a regular basis**	**Target % of students who use this type of tool on a regular basis by 2017-2018**
II.D.1. (S)	A system that supports student access to online assessments and personal results.	100 %	100 %	50 %	60 %
II.D.2. (S)	A system that houses documents, videos, and information for students to access.	100 %	100 %	50 %	60 %
II.D.3. (S)	A system that supports student access to individualized instruction.	100 %	100 %	45 %	50 %

***D.* Digital Tools Needs Analysis Teachers (Required)**		**Access**		**Utilization**	
		Baseline % of teachers with access to this type of tool	**Target % of teachers with access to this type of tool by 2017-2018**	**Baseline % of teachers who use this type of tool on a regular basis**	**Target % of teachers who use this type of tool on a regular basis by 2017-2018**
II.D.1. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 %	100 %	100 %	100 %
II.D.2. (T)	A system that houses documents, videos and information for teachers to access.	100 %	100 %	100 %	100 %
II.D.3. (T)	A system that provides teachers with the ability to individualize instruction.	100 %	100 %	45 %	50 %
II.D.4. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	100 %	70 %	75 %
II.D.5. (T)	A system that includes district	100 %	100 %	100 %	100 %

	staff information combined with the ability to create and manage professional development offerings and plans.				
II.D.6. (T)	A system that includes comprehensive student information that is used to inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress.	100 %	100 %	100 %	100 %

D. **Digital Tools Needs Analysis Parents (Required)**		**Access**		**Utilization**	
		Baseline % of parents with access to this type of tool	**Target % of parents with access to this type of tool by 2017-2018**	**Baseline % of parents who use this type of tool on a regular basis**	**Target % of parents who use this type of tool on a regular basis by 2017-2018**
II.D.1. (P)	A system that includes comprehensive student information to inform parents about instructional decisions, classroom activities, and student progress.	100 %	100 %	50 %	55 %

D. **Digital Tools Needs Analysis Instructional Materials (Required)**		**Baseline % established in 2016**	**Target % by 2017-2018**
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2016-17)	100 %	100 %
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	80 %	100 %
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	100 %	100 %
II.D.4. (IM)	Percentage of the materials in answer II.D.2. above that are accessible and utilized by teachers	55 %	60 %
II.D.5. (IM)	Percentage of the materials in answer II.D.2. that are accessible and utilized by students	55 %	60 %
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students' instructional materials [s. 1006.283(2)(b)11, F.S.]	30 %	60 %

D. **Digital Tools Needs Analysis Instructional Materials (District Provided)**		**Baseline % established in 2016**	**Target % by 2017-2018**
II.D.7. (IM)	Percentage of secondary with access to CAPE certifications	100%	100
II.D.8. (IM)	Percentage of schools with model Digital Educator Classrooms	10%	20%

■ Quality Efficient Services

Online Assessment Readiness:

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

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

Districts will use the attached device worksheet to calculate the target for this category. This worksheet calculates the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation as defined in s. 1011.62(12)(g), F.S. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use.

D. **Online Assessments Needs Analysis (Required)**		**Baseline established in 2016**	**Target**	**Date Target to be Achieved** *(Mo/Year)*
II.E.1. (D)	Computers/devices available for statewide FSA/EOC computer-based assessments	1420	1500**	(01/2017) – ***does not include charter*
II.E.2. (D)	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	50 %	100 %	(01/2017)

E. **Online Assessments Needs Analysis (District Provided)**		**Baseline established in 2016**	**Target**	**Date Target to be Achieved** *(Mo/Year)*
II.E.3. (D)	Purchase replacement headphones for students to use for Online Assessments	300	500	
II.E.4. (D)	Additional Computers and mobile devices required for assessment (based on schedule constraints)	600	800	
II.E.5. (D)				
II.E.6. (D)				

STEP 2 – Goal Setting:

GCPS District goals below:

Improve Student Achievement & Close Student Achievement Gaps

ALL students attaining proficiency or better with grade level content

> **Highest Student Achievement**: All students will acquire the technology skills and information skills needed to succeed in the classroom and workplace.

Student Acquisition of Technology and Information Literacy Skills.

Support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

> **Quality Efficient Services**: The district will establish and maintain a reliable digital learning infrastructure essential for all leaners to access electronic information and to communicate.

Ensure Trained Staff and Improve Community Involvement

Expand quality of teaching in the education system and communicate student progress of activities between home, school, and community.

> **Skilled Workforce and Economic Development**: All stakeholders will have access to opportunities and professional development to develop the skills and knowledge for implementing digital learning

Improve Student Data Collection, Analysis & Decision Making

District teachers, administrators, staff, and leaders will use technology to improve the collection, analysis, reporting, and use of formative, benchmark, and state student achievement data.

> **Seamless Articulation and Maximum Access**: Provide a variety of digital tools systems, strengthen information and communication technology skills, and ensure opportunities to personalize and extend learning

> **Quality Efficient Services**: Improve platform and environment for online assessments

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
Highest Student Achievement	Provide students with opportunities to participate and access other online courses not offered within Gadsden's brick and mortal sites.	• Participation reports from Gadsden VIP, Dual Enrollment, and other contracted Virtual Programs. • Expanded access to curricula related to local and state standards through online courses, content, collaboration, and support.	Ongoing
Highest Student Achievement	Encourage safer and responsible use of technology tools.	• Implement Learning.com EasyTech program in grades K-8 • Delivery of Cyberbullying awareness and social media to teachers, students, and where appropriate. • Reinforce keyboarding skills for all students.	2015-2016
Highest Student Achievement	Use technology, including the Internet, to produce, publish and update individual and/or shared writing projects, respond to ongoing feedback, including new arguments or information, interact and collaborate with others in all content Make strategic use of digital media (graphical, textual, audio, visual and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence	• Published writing samples • Student survey • Presentation product • Presentation observation	Annually
Highest Student Achievement	Teaches will integrate technology into their curriculum as embedded components of teacher lesson plans. Technology and information literacy	• Teacher-made materials from a desktop publishing software • Finding, evaluating, and using internet resources, • Student projects requiring use	Ongoing

	skills will be the primary focus, with the secondary emphasis on Math and Science as both of these areas are tested on the state assessments. Developing multimedia presentations for instruction	of internet and/or computer applications • Student e-mail or web-based product • Students use of multi-media for presentation	
Highest Student Achievement	Identify and utilize effective practices in implementing digital content that accommodates that diverse learning needs of all students. Provide assistive technology to students whose Individualized Education Programs (IEP) and 504 plans recommend or require these devices work with schools, departments, students, parents and community to define need and adjust website as necessary	• Instructional resources that incorporate universal design • Response to intervention (RTI) in key curricular areas identified as needing attention	Annually
Highest Student Achievement	Provide Professional Development for high level digital learning and technical strategies to be seamlessly infused	Gadsden Digital Educators will model lessons and provide PDs by facilitating and conducting workshops for parents, students, staff and administrators.	Ongoing
Highest Student Achievement	Develop infrastructure to effectively support online assessments, as well as, digital learning initiatives and activities.	• Report and meeting notes from infrastructure needs • DOE report from the TRI surveys • Implement Mobile Device Management Systems (MDM) • Access Control report	Ongoing

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

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by 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

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 an 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 2016-17 school year.

Enter the district student performance outcomes for 2016-17 that will be directly impacted by the DCP Allocation below:

A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.11.	Increase usage and the number of digital devices to engage students in learning in 13 Gadsden Digital Educators' Classrooms, as well as, to increase achievement on district and state assessments	0/13 classrooms throughout the district	13/13 classrooms throughout the district
III.A.12.	Increase the number of opportunities for students to achieve CAPE certification based on the approved CAPE list.	80.8%	85%

B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at http://www.fldoe.org/core/fileparse.php/5658/urlt/0097849-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:

B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.10 (D)	Maintenance of Firewall and Intrusion Detection System (IDS) for data loss	Ongoing	$5,000	District	II.B.6-8 II.B.10-11 (D)
III.B.11 (D)	SAN for district data system	Ongoing	$25,000	District School	II.B.6-7
III.B.12. (D)	UPS – Uninterrupted Power Supplies to ensure continuous operation of IDS and upgraded switches (10@500 = $5000); Blade (1@5000)	Ongoing	$10,000	District School	II.B.6-7 II.B.10-13 (D)
III.B.13 (D)	Expansion of client capacity (bandwidth) for wireless services	Ongoing	$15,000	District	II.B.6-7
III.B.14 (D)	Additional upgrades and repairs; RAM ($10,000)	Ongoing	$10,000	District	II.B.10 (D)
III.B.15 (D)	ITV Broadcast/Video retrieval and storage	Ongoing	$30,000	District	II.B.6-7 II.B.10-13 (D)
III.B.16. (D)	Host system for Document Imaging and automation of school/district paperwork	05/2017	$55,000	District	II.B.6-13 (D)

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

B. **Infrastructure Implementation**			
Brief description of other activities	**Other funding source**	**Estimated Amount**	**Estimated Completion Date Mo/Year**

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

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

B. **Infrastructure Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.10	PO for network system license	Full implementation of data security and network security systems
III.B.11	PO and review of network report for SAN	SAN fully functional
III.B.12	PO for UPS. Review of network alerts and reports.	Full implementation and reduction in network data loss or down time.
III.B.13	PO for expansion of client capacity	Additional bandwidth/wireless services
III.B.14	PO and installation of upgrades	Full implementation of repairs and upgrades as needed
III.B.15	PO for ITV Broadcast licenses for schools and maintenance at each school to support and DCP activities, school/district websites, videos, etc.	Implementation of ITV Broadcast and access to videos at schools and district
III.B.16	PO and installation of Document Imaging system	Full implementation of automation of district/school paperwork

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, s. 1011.62(12)(b), F.S., requires districts to submit a third-party evaluation of the results of the district's technology inventory and infrastructure needs. Please describe the process used for the evaluation and submit the evaluation results with the DCP.

C) Professional Development

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

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

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

Please use this section to describe how the TIM is used in your district, schools and classrooms. The districts are encouraged to review teacher classroom observations and submitted lesson plans for best examples of an individual performance, rather than concentrate on a cumulative score.

To support this area, please insert links to the district MIP, 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.

***C.* Professional Development Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	Tech Boot Camp Summer Institute to Train 25 Gadsden Digital Educators (GDEs) Cohort #3 and to provide stipends for GDEs to conduct and facilitate professional development; Tech University/Boot Camp for Parents and Administrators	2015-16 ongoing	$100,000	Both	II.C. 3 (D)
III.C.2.	In/Out state travel, workshop, professional subscriptions, and associated fees to support technology staff PDs, DCP implementation and activities at the district and school levels.	2015-16	$40,000	Both	II.C. 3 (D)

III.C.3.	Provide substitute teachers for GDEs to travel for overseeing, conducting, or facilitating professional development and activities	2015-16	$5,000	Both	II.C. 3 (D)
III.C.4.	Hardware, software, and supplies/materials for GDES and Tech Boot Camp for Teachers, Parents and Administrators to continue to implement and support DCP activities	2015-16	$80,000	Both	II.C.1- 2

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

***C.* Professional Development Implementation**			
Brief description of other activities	**Other funding source**	**Estimated Amount**	**Estimated Completion Date Mo/Year**

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.

***C.* Professional Development Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	GDE Cohort #2	GDE Cohort implementation of best practices for technology and PDs
III.C.2.	In/Out Travel forms	Receipt and payment for travel fees
III.C.3.	Ongoing in-service for GDEs and GDE Train-the-Trainers	Sign-in sheets, agendas, meeting minutes
III.C.4.	Maintenance of online videos storage at central location within a system and/or website for stakeholders to have access.	Implementation of .TV channel, website and/or system to house compilation of digital resources for stakeholders needs.

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 FDOE may also be included here.

Implementation Plan for D) Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	Supplies/materials; as well as, installation, maintenance and replacement parts and equipment	2015-16 ongoing	$14,973	Both	II.D.7 (IM) II.A.1-10
III.D.2.	Security carts, cabling, and peripherals for devices	2015-16	$8,000	Both	II.D.8 (IM) II.A.1-10
III.D.3.	ITV Broadcast System hardware and software upgrade to 13 sites to support instructions and activities	2015-16	$30,000	District	II.A - II.D
III.D.4.	Unify Interactive classroom districtwide: LCD projectors, ceiling mounts, security cables, carts, protective covers, headphones and earbuds for devices Viewsonic PJD5255 projectors (100@$350=35,000); additional cables and peripherals 100@$100=10,000	2015-16	$45,000	District	II.A - II.D

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

***D.* Digital Tools Implementation**			
Brief description of other activities	**Other funding source**	**Estimated Amount**	**Estimated Completion Date Mo/Year**

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.

***D.* Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Use report and Lesson Plans	Increase in usage, observation and documentation in lesson plan.
III.D.2.	Purchase orders	Implementation
III.D.3.		
III.D.4.		

E) Online Assessments

Districts will use DCP funds to be compliance with s. 1011.62(12)(g), F.S., which indicates that each district's digital classrooms allocation plan must give preference to funding the number of devices that comply with the requirements of s. 1001.20(4)(a)1.b., and that are needed to allow each school to administer the Florida Standards Assessment to an entire grade at the same time. This will be calculated by the district completing the device worksheet that accompanies the DCP template. The device worksheet will calculate the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use. The worksheet will then calculate a total number of devices needed for each school. The district will be required to include a deliverable to meet this requirement as part of the DCP plan in Section III. Online Assessment Support.

Implementation Plan for E) Online Assessments:

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.	Purchase and implement new devices: Dell Latitude 3350, Win8 Micro (150 @ 607 = $91,050), peripheral accessories ($18,950) to increase the number of digital devices to meet 1:1 or close to largest grade level count, as well as, support DCP and Project based learning actives	11/2016	$110,000	Schools	II.E.1 (S)
III.E.2.					
III.E.3.					
III.E.4					

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

E. **Online Assessment Implementation**			
Brief description of other activities	**Other funding source**	**Estimated Amount**	**Estimated Completion Date Mo/Year**

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.

E. **Online Assessment Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Progress monitoring and usage report of bandwidth	No network issues reported during assessment windows
E.2.	Annual report of purchases of devices for assessment	Ratio of student to device ratio met or close to compliance based on school assessment needs