DISTRICT
DIGITAL CLASSROOM PLAN: MADISON COUNTY

The intent of the District Digital Classroom Plan (DCP) is to allow the district to provide a perspective on what it considers to be vital and critically important in relation 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. For additional assistance completing the District DCP, please use the checklist and accompanying instructions to ensure you have included all requested components. The components provided by the district will be used to monitor long-range progression of the District DCP and may impact funding relevant to digital learning improvements.

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

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

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

I.1 District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:

- The digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in s.1011.62(12)(b), F.S.;
- Development of partnerships with community, business and industry; and
- Integration of technology in all areas of the curriculum, English for Speakers of Other Languages (ESOL) and special needs including students with disabilities.

The District School Board of Madison County is a technologically advanced district that creates and sustains learning environments conducive to the development of critical thinking, creativity, and innovation, all of which leads to the highest levels of student achievement, teaching excellence, and parent/community involvement. The Five Essentials (University of Chicago) are the gauge by which the District measures effectiveness. The Essentials include: (1) Effective Leadership, (2) high levels of Parent/Community Involvement, (3) Collaborative Processes, (4) Support for Teaching and Learning, and (5) a commitment to Ambitious Instruction. The imperative to be a technologically advanced district is borne of the understanding that students must possess the tools necessary for success in twenty-first century life. These tools include the

aforementioned critical thinking, creativity, and ability to innovate. Technology has permeated virtually every aspect of life. The human interface with technology is found in most career, higher education, and civic settings. The process of thinking critically, becoming an effective problem solver, displaying creativity, and demonstrating innovative abilities frequently occurs within the context of this interface. It is the moral obligation of a school district to ensure that students are prepared for twenty-first century life through provision of opportunities to develop twenty-first century skills in technology rich environments. The commitment to these environments and the Five Essentials will lead to high levels of student achievement, thus preparing them for college, career, and civic life in the twenty-first century.

A shared commitment to the education of *every* child is foundational to quality education systems. A relentless focus on student achievement is a cornerstone in that foundation. The District School Board of Madison County is committed to a common vision in which student achievement, teaching excellence, and parent/community involvement become 'the water in which we swim'. High expectations for student achievement replace a 'culture of mediocrity'. Teachers and instructional leaders collaborate to facilitate high levels of student achievement through a commitment to personalized, connected, and meaningful learning experiences in technology rich environments. The learning experiences designed and implemented by teachers working collaboratively transform instruction in profound ways. Students engaged in such experiences are visibly engaged and excited about learning.

To sustain such a commitment to twenty-first century learning, the District must continue efforts to develop and implement processes designed to facilitate transformation of instruction. There is recognition that not all of what existed prior to an emphasis on twenty-first century teaching and learning must be discarded. If it works, facilitates student achievement, and is consistent with the Five Essentials, then it has a place. Concomitantly, recognition exists that technological advances are occurring at a dizzying rate. School systems have an obligation to stay abreast of changes. A deep commitment to the integration of digital resources and infrastructure into teaching and learning processes is paramount. District leaders must work diligently to creatively align resources to the mission and vision. In-depth collaboration between teachers and instructional leaders is essential. Such collaborative planning must include access to rich data to assist in decision-making processes. All must work together to provide students with personalized, meaningful, and highly engaging learning opportunities.

The District School Board of Madison County has identified eight 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, community members, teachers, staff, school administrators, and district administrators
2. Integrate technology into the curriculum aligned with the Florida Standards (FS) (content and performance standards).
3. Integrate technology to automate department paperwork and processes across the district.
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. Establish district standards for infrastructure, procurement, hardware, software, and communications including upgrade and maintenance.
7. Identify the resources necessary to implement the technology plan.
8. Establish an ongoing process as a means to evaluate the effective implementation of the technology plan.

The core strategies—reading achievement, mathematics achievement, and meaningful parental involvement—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

The District School Board of Madison County 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 The District School Board of Madison County'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 and servers – We will upgrade our networks and servers 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 and strategies for authentic engagement.

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.

DIGITAL CLASSROOMS PLAN – DISTRICT BACKGROUND

Madison County has a total of eight (8) schools campuses with all but one (1) qualifying as a Title I School. We have three (3) Elementary Schools - Greenville Elementary (GES) with 62.79% FRL; Lee Elementary (LES) with 48.19% FRL, and Pinetta Elementary (PES) with 52.43% FRL, and one (1) combination school – Madison County Central School (MCCS) serving Pre-K thru 8th grades with 60.86% FRL; one (1) senior high school – Madison County High School (MCHS) with 70.44% FRL, and one (1) classified as other – Madison County Excel Alternative School, (MCEAS) an alternative school with 54.84% FRL. Madison also has one Charter Schools: James Madison Preparatory High School (JMPHS grades 9-12) with only 20% FRL. Madison County is also responsible for the education at two (2) juvenile justice facilities.

The racial demographics for the school district are 40% White; 57% African American; 2% Hispanic or Latino origin; and less than 1% American Indian, Alaska Native, Asian, or Multiracial.

There are a total of 2,567 students enrolled in our eight schools and two DJJ facilities. The breakdown of student enrollment is as follows: MCHS – 591 students; MCCS – 1193 students; GES-150 students; LES-250 students; PES – 209 students; MCEAS-27 students; NMCS-26 students; and JMPHS-40 students. The two DJJ facilities had a total of 59 students combined.

High poverty rates and high minority rates have been found to be high risk factors of low student achievement with Madison County being no exception.

Title/Role	**Name:**	**Email:**	**Phone:**
Information Technology District Contact	Shane Roland	Shane.Roland@madison..k12.fl.us	(850) 973-1538
Curriculum District Contact	Ida Walker	Ida.Walker@madison.k12.fl.us	(850) 973-1529
Instructional District Contact	Ida Walker	Ida.Walker@madison.k12.fl.us	(850) 973-1529
Assessment District Contact	Shirley Joseph	Shirley.joseph@madison.k12.fl.us	(850) 973-1555
Finance District Contact	Ray Griffin	Ray.Griffin@madison.k12.fl.us	(850) 973-1541
District Leadership Contact	Doug Brown	Doug.Brown@madison.k12.fl.us	(850) 973-1530

I.2 Planning Process - Summarize the process used to write this plan including but not limited to:

- How parents, school staff and others were involved;
- Relevant training and instruction for district leadership and support personnel;
- 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 technology update plan committee developed guidelines for the development, implementation, monitoring and evaluation of the District School Board of Madison County's 2015-2020 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.

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.

The District School Board of Madison County 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 Chrome books), 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. Student Intervention Teams/Individual Education Plan (IEP) 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 have access to a collaborative global community of learners, using tools such as online learning, podcasts, wikis, social networking, etc. Some of the most common hardware assistive technologies that you will find in the classroom include iPads, AlphaSmart devices, iPods, timers, laptops, electronic pens, and Lightspeed devices.

I.3 Technology Integration Matrix (TIM) – Summarize the process used to train, implement and measure classrooms using the TIM.

NEW: We are collaborating on ways to provide professional learning for teachers and leaders on the matrix and coordination of expert conversations. We are in the initial stages of training, implementing and measuring classrooms using the TIM.

Through the Grants Elements modules, PAEC will provide support for the evaluation of classroom integration using the Technology Integration Matrix (TIM). Use TIM to grow implementation of digital content through training, evaluation, and expert conversations.

We will use the Grants Elements modules provided by PAEC to provide support for the evaluation of classroom integration using the Technology Integration Matrix (TIM). We will use TIM to grow implementation of digital content through training, evaluation, and expert conversations.

I.4 Multi-Tiered System of Supports (MTSS) - By using an MTSS in the planning process, the district will provide a cohesive and comprehensive approach to meeting the needs of all learners. The DCP requires districts to summarize the process used to write this plan including but not limited to:

- Describe the problem-solving process based on available district-specific data which were used for the goals and needs analysis established in the plan;
- Explain the existing system used to monitor progress of the implementation plan; and
- How the district intends to support the implementation and capacity described in the plan.

The school district implements evidence-based interventions addressing the identified areas of concern in the general education environment. The interventions selected for implementation are determined by a team through a data-based problem-solving process that uses student performance data to identify and analyze the area(s) of concern, select and implement interventions, monitor effectiveness of the interventions and modify intervention or intensity when needed. Interventions are implemented as designed for a period of time sufficient to determine effectiveness, and with a level of intensity that matches the student's needs. The district collects pre-intervention and ongoing progress-monitoring data regarding academic or behavioral areas of concern and communicates the data to the parents in an understandable format, which may include, but is not limited to, graphic representation.

School Intervention Team members will identify the areas of academic need and intervention strategies through a problem-solving/response to intervention process. Multiple tiers of increasingly intense instruction and interventions will be implemented to support student academic achievement. Students needing remediation or intensive instructional support will be matched to strategic and intensive interventions based on screening, progress monitoring and diagnostic assessments.

The process of problem solving the response to intervention process involves three tiers of instruction and interventions with each tier providing more intensive level of support. Tier I will provide high quality instruction. Tier II will provide targeted, supplemental instruction/interventions in small groups of students. Tier III will include intensive interventions developed to meet the individual needs of students. These interventions and their intensity are matched to the student's needs based upon the student's data.

Teachers meet weekly as grade level or subject area teams to review and discuss student data. Teachers explore teaching styles and discuss student data. Teachers explore teaching styles and discuss activities and interventions that will enhance learning through the Tier I and Tier II models while focusing on student need. Teachers then meet monthly with administrators, school counselors and instructional coaches to explore data of student who are not responding to interventions. This team develops a plan for these students and collects data on student progress. If the student is still not responding to Tier II interventions, then the student is referred to the School Intervention Team where Tier III interventions are developed and monitored based on the student data. This team includes participants who have knowledge of the student and expertise in the area of need. Team members consist of parents, teachers, ESE Staffing Specialists, Speech/Language Pathologists, School Counselors, Curriculum Specialists, School Psychologist, Instructional Coaches, and Administrators.

For each meeting within the problem-solving/MTSS process, there is a format and agenda that is followed to assist in the efficient use of time. Parents are formally invited to attend and actively participate in every step of the problem-solving process.

The district uses a Diagnostic and Instruction program to assess where students are academically, prescribe instructional grouping and instruction in deficient areas, progress monitoring and tracking student response to instruction/intervention. Positive Behavior Supports teams review early warning system data to screen and monitor students' behavioral needs. Diagnostic progress monitoring is conducted every twenty days. Weekly progress monitoring of student achievement and behavior is done by teachers in their teams. Monthly monitoring of early warning systems is also completed by the positive behavior supports team.

During the weekly and monthly problem-solving and progress monitoring meetings, school teams address struggling students who continue to exhibit poor or limited responses to the evidence-based interventions implemented with the intensive and extensive instructional services and may be recommended for a comprehensive evaluation to determine eligibility for exceptional student education services. Students making progress but for whom the level of intervention support required indicates a need for special education and related services may also be recommended by the school intervention team for a comprehensive evaluation to determine eligibility for exceptional student education services. Students who are making progress and responding to prescribed instruction/interventions will continue to be progress monitored.

School-based facilitators under the supervision of the district coordinator will oversee and coordinate the implementation of the school MTSS/problem-solving process. School Intervention Teams (SIT) will be established at each school and include the following members: School principal/administrator, teacher, ESE teacher/intervention specialist, school psychologist, speech/language pathologist, instructional coaches, school counselors, curriculum specialists, ESE staffing specialists, parent liaison, and parent/guardian. Parents will be invited to participate in SIT meetings to assist in the problem solving process and identification of areas of need for their child.

Student performance data from reading and mathematics are collected and analyzed as a district four (4) times per year as a means to assess Tier 1 instruction. The data source used is *iReady* (a computer adaptive progress monitoring platform for grades kindergarten through twelve) from Curriculum Associates for the first three progressing monitoring periods. Data provided include district level, school level, grade level, classroom level, and individual student level performance. The final assessment data source used is Florida Standards Assessment (FSA). As the fourth metric, data is available at the district level, school level, grade level, classroom level, and individual student level.

The district will hold monthly meetings with school site MTSS/RTI facilitators to review the problem solving processes and to provide any technical assistance where needed. The weekly data meetings held by the grade level teams, assist the district in building capacity within the problem solving process by allowing teacher leaders to facilitate the disaggregation of data, formulation of interventions, and progress monitoring of student achievement within the grade level teams.

I.5 District Policy - The district should provide each of the policies listed below and include any additional digital technology relevant policy in the "other/open" category. If no district policy exists in a certain category, please use "N/A" to indicate that this policy is currently non-applicable. (This does not preclude the district from developing and including a relevant policy in the future.)
These policy types are suggestions, please complete as they are available or add additional if necessary.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

Districts should 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**

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

Student Performance Outcomes
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. As a parallel development, the District School Board of Madison County is continuing to refine the use of the Online Assessment Reporting System and reports available through the District School Board of Madison County's Website as online repositories of classroom and district assessments.

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 five years – encompassing the 2014-2015 school year through the 2018-2019 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:

1. Integrate technology tools/equipment to support student learning and to aid teachers in the delivery of the core curriculum
2. Use assessment data to guide student learning activities and lesson plan development for all classrooms
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.

The District School Board of Madison County teachers use data on student academic performance to inform instructional decisions in their classrooms. Currently, teachers use the Performance Matters system 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 *iReady* and *Study Island* test item banks to generate classroom developed assessments to further monitor students' progress. All schools have access to the following software: Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Outlook, and Microsoft Publisher.

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.

These resources include Think Central (Journeys, Go Math, and Fusion) and Spring Board Online (Spring Board).

A. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.1.	ELA Student Achievement	43%	58%	2019
II.A.2.	Math Student Achievement	45%	60%	2019
II.A.3.	Science Student Achievement 5th 8th Grade	26% 14%	41% 29%	2019
II.A.4.	Science Student Achievement – Biology	35%	50%	2019
II.A.5.	ELA Learning Gains	TBD	TBD 2016	2019
II.A.6.	Math Learning Gains	TBD	TBD 2016	2019
II.A.7.	ELA Learning Gains of the Low 25%	TBD	TBD 2016	2019
II.A.8.	Math Learning Gains of the Low 25%	TBD	TBD 2016	2019
B. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.9.	Overall, 4-year Graduation Rate	64%	79%	2019
II.A.10.	Acceleration Success Rate	100%	100%	2019
A. Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.11. (D)	NA	NA	NA	NA
II.A.12. (D)	NA	NA	NA	NA
II.A.13. (D)	NA	NA	NA	NA
II.A.14. (D)	NA	NA	NA	NA

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). The baseline should be carried forward from the 2014 plan. 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 2015**	**Target**	**Date for Target to be Achieved** ***(year)***	**Gap to be addressed** ***(Actual minus Target)***
II.B.1.	Student to Computer Device Ratio	3.04 : 1	2: 1	1 :1	School Year 2015	1 :1
II.B.2.	Count of student instructional desktop computers meeting specifications	491	643	650	School Year 2015	7
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	363	763	2000	School Year 2015	1237
II.B.4.	Count of student web-thin client computers meeting specifications	NA	NA	NA	NA	NA
II.B.5.	Count of student large screen tablets meeting specifications	91	120	150	School Year 2020	19
II.B.6.	Percent of schools meeting recommended bandwidth standard	50%	50%	100%	School Year 2020	50%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	64%	100%	100%	School Year 2015	0%

B. Infrastructure Needs Analysis (Required)		Baseline from 2014	Actual from Spring 2015	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
II.B.8.	District completion and submission of security assessment *	N/A	N/A	N/A	N/A	N/A
II.B.9.	District support of browsers in the last two versions	N/A	Y/N	Y/N	School Year	Y/N

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved *(year)*	
II.B.10. (D)	NA					
II.B.11. (D)						
II.B.12. (D)						

* 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 (to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 40 % Adoption: 30% Adaption: 25% Infusion: 5% Transform: 0%	Entry: 10% Adoption: 40% Adaption: 30% Infusion: 15% Transform: 5%	School Year 2019
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 40 % Adoption: 30% Adaption: 25% Infusion: 5% Transform: 0%	Entry: 10% Adoption: 40% Adaption: 30% Infusion: 15% Transform: 5%	School Year 2019

C. Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.3. (D)				
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.

A key component to digital tools is the implementation and integration of a digital tool system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance. Districts may also add metrics for the measurement of CAPE (Career and Professional Education) digital tools. For the required metrics of the digital tool system need analysis, please use the following responses:

D. **Digital Tools Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
	Student Access and Utilization (S)	**% of student access**	**% of student utilization**	**% of student access**	School Year 2020
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	0 %	0 %	25%	School Year 2020
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	0 %	0 %	25%	School Year 2020
II.D.3. (S)	A system that supports student access to online assessments and personal results.	0 %	0 %	25%	School Year 2020
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	0 %	0 %	25%	School Year 2020
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	0 %	0 %	25%	School Year 2020

D. **Digital Tools Needs Analysis (Required)**		**Baseline** (to be established in 2015)	**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved**
	Teachers/Administrators Access and Utilization (T)	**% of Teacher/ Admin access**	**% of Teacher/ Admin Utilization**	**% of Teacher/ Admin access**	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	75 %	35%	100%	2017
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	30%	10%	75%	2017
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	80%	20%	100 %	2017
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	90%	50%	100%	2017
II.D.5. (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.	95%	40%	100%	2017
II.D.6. (T)	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.	95%	30%	100 %	2017

II.D.7. (T)	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.	60 %	30%	75%	2017
II.D.8. (T)	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.	60%	30%	75%	2017
II.D.9. (T)	A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	100%	60%	NA	2017

D. **Digital Tools Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
	Parent Access and Utilization (P)	**% of parent access**	**% of parent utilization**	**% of parent access**	
II.D.1. (P)	A system that includes comprehensive student information which is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	0%	0%	50 %	School Year 2017

D. **Digital Tools Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
(IM)	**Instructional Materials**	**Baseline %**	**Target %**	**School Year**
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	20 %	50 %	School Year 2016
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	30 %	30 %	School Year 2016
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	0%	5 %	School Year 2017
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	30 %	30%	School Year 2016
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	30 %	30 %	School Year 2016
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students instructional materials [ss. 1006.283(2)(b)11, F.S.]	35 %	50 %	School Year 2017
D. **Digital Tools Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.D.7. (IM)				
II.D.8. (IM)				
II.D.9. (IM)				

- **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.

E. **Online Assessments Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved *(year)***
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	1406	2306	School Year 2015-2016
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	50%	75%	School Year 2015
E. Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.E.3. (D)				
II.E.4. (D)				
II.E.5. (D)				

STEP 2 – Goal Setting:

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

These should be long-term goals that focus on the needs of the district identified in step one. The goals should be focused on improving education for all students including those with disabilities. These goals may be already established goals of the district and strategies in step three will be identified for how digital learning can help achieve these goals.

Districts should provide goals focused on improving education for all students, including those with disabilities. These goals may be previously established by the district.

Goals Examples:

EXAMPLES

- Highest Student Achievement: All schools will meet 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 district goals below:

Mathematics

Goal: By May 2020, 90% of students in grades 3-11 will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards claims as measured by the state assessment, special education assessments, and IEP goals in mathematics.
Objective: Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of mathematics content towards mastery of the Florida mathematics standards and the eight standards of mathematics practice.
Objective: Students will use educational software that supports use of the eight standards of mathematical practice and specifically, analytical thinking and problem solving with relevant, real-world applications.
Objective: Students will learn to use a variety of technological math tools.
Objective: Students will use the Internet for research and to enhance their understanding of Florida Standards of mathematics as well as to collaborate with others in mathematics.
Objective: Students will use graphic organizing and presentation software to brainstorm and organize their work.

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

- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data to determine trends, strengths, and needs.
- Facilitate students' successful completion of activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development, hardware or software.
- Identify software and Internet resources to be used.
- Purchase needed software.
- Identify and schedule needed professional development.
- Develop plan for acquiring hardware needed to achieve student performance targets.

Language Arts

Goal: By May 2020, 90% of students in grades 3-11 will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards claims as measured by the state assessment, special education assessments, and IEP goals in language arts.
Objective: Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of ELA content towards mastery of the Florida ELA standards (which include the college and career anchor standards).
Objective: Students will use educational software that supports the Florida ELA standards and specifically, analytical thinking and problem solving with relevant, real-world applications.
Objective: Students will learn keyboarding and word processing (as stated in the Florida ELA content standards).
Objective: Students will use the Internet for research and to enhance their understanding of Florida ELA standards as well as to collaborate with others in ELA.
Objective: Students will use graphic organizing & presentation software to brainstorm and organize their work.
Objective: Students will use multimedia to enhance their presentation skills.
Strategy:

- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data to determine trends, strengths, and needs.
- Facilitate students' successful completion of activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development, hardware or software.
- Identify software and Internet resources to be used.
- Purchase needed software.
- Identify and schedule needed professional development.
- Develop plan for acquiring hardware needed to achieve student performance targets.

English Language Development

Goal: By May 2020, 90% of students in grades 3-11 will demonstrate required growth annually towards proficiency on the state annual measurable objectives as measured by the World-Class Instructional Design and Assessment (WIDA).

Objective: Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of ELD content towards mastery of the ELD standards (which correlate to the Florida ELA standards and college and career anchor standards).

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

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

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

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

Strategy:

- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data to determine trends, strengths, and needs.
- Facilitate students' successful completion of activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development, hardware or software.
- Identify software and Internet resources to be used.
- Purchase needed software.
- Identify and schedule needed professional development.
- Develop plan for acquiring hardware needed to achieve student performance targets.

Science

Goal: By May 2020, 90% of students in grades K-12 will demonstrate a 3-5% growth annually towards proficiency in the science standards as measured by district-developed, Grade 5 FCAT 2.0 Science, and Grade 8 FCAT 2.0 Science assessments.

Goal: Integrate Next Generation Science content standards into day-to-day teaching, learning and application of the Florida ELA and Mathematics content standards (as applicable) to include an integral use of technology.

Objective: Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of science content towards mastery of the next generation science standards.

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

Objective: Students will use the Internet for research and to enhance their understanding of science and next generation science standards as well as to collaborate with others regarding science.

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

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

Objective: Explore the Florida standards and how teachers can begin to use them during science instruction, specifically technology integration.
Objective: Integrate Florida Standards with Next Generation Sunshine Science Standards (units of study).
Strategy:

- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data to determine trends, strengths, and needs.
- Facilitate students' successful completion of activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development, hardware or software.
- Identify software and Internet resources to be used.
- Purchase needed software.
- Identify and schedule needed professional development.
- Develop plan for acquiring hardware needed to achieve student performance targets.

History-Social Science

Goal: Integrate History-Social Science content standards into day-to-day teaching and learning of the ELA and Mathematics Florida content standards (as applicable) to include an integral use of technology.
Objective: Students will use the Internet for research and to enhance their understanding of Florida Standards.
Objective: Students will use graphic organizing & presentation software to brainstorm and organize their work.
Objective: Students will use educational software that supports analytical thinking.
Objective: Students will use multimedia such as scanners, digital still and video cameras to enhance their presentation skills.
Objective: Students will utilize technology resources that are part of the adopted textbook to enhance their learning of Florida Standards.
Objective: Explore the Florida Standards and how teachers can begin to use them during Florida Standards instruction, specifically technology integration.
Strategy:

- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data to determine trends, strengths, and needs.
- Facilitate students' successful completion of activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development, hardware or software.
- Identify software and Internet resources to be used.
- Purchase needed software.
- Identify and schedule needed professional development.

- Develop plan for acquiring hardware needed to achieve student performance targets.

Visual and Performing Arts
Goal: Integrate Visual and Performing Arts (VAPA) standards into day-to-day teaching and learning of the ELA and Mathematics Florida Standards (as applicable), ELD standards, and Next Generation Sunshine Science Standards to include an integral use of technology.
Objective: Develop classroom instructional resources (lesson plans, Promethean flipcharts, etc.) to support implementation of quality visual and performing arts lessons in the classroom.
Objective: Offer training for teacher(s) so that they can refine their skills in using video and multimedia to enhance their instructional program.
Objective: Identify hardware and software to be used in the classroom to support integration of the arts across the curriculum; select a group of pilot teachers and work with them with field specialists to support integration.
Strategy:
- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data to determine trends, strengths, and needs.
- Facilitate students' successful completion of activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development, hardware or software.
- Identify software and Internet resources to be used.
- Purchase needed software.
- Identify and schedule needed professional development.
- Develop plan for acquiring hardware needed to achieve student performance targets.

Technology Integration

Goal: Continue to integrate non-standard technology into classroom instruction and professional development including the use of environments such as Edmodo, Google Applications for Education, Blending Learning, and Flipped Classroom as well as Prezis, podcasting, blogs, wikis, and 1 to 1 computing throughout the 2014-2019 school years.
Objective: Integrate 1 to 1 computing in all classrooms in the District School Board of Madison County.
Objective: Identify and develop support mechanisms and resources for teachers as they utilize non-standard technology in the classroom to include special devices for special education students and students in the dual language program.
Objective: Explore and determine alternate ways to support teachers, students, and parents with non-standard technology uses to support mastery of the Florida Standards in ELA and mathematics, the ELD standards, Next Generation Sunshine Science Standards, and other curricular content standards.
Objective: Explore and determine alternate ways to support teachers, students, and parents with 1 to 1 computing needs around the clock. (Consider the concepts of flipped classrooms, blended learning, STEM, STEAM, Google Apps for Education, Edmodo, Wiki, Code, PBL, The Cloud, etc.).

Strategy

- The District School Board of Madison County will work together with various vendors, as necessary, to install the technical infrastructure and create the web-based interface District School Board of Madison County users will use. This includes registering new domains, creating student, teacher, and administrator accounts, building databases, and connection file services and directory services.
- Acquisition of new student laptops/Chrome books and carts. Training will include the use of netbooks and laptops in the classroom to positively affect teacher instruction and the use of technology in the home environment. The District School Board of Madison County will ensure community awareness through presentations to stakeholders.
- Teacher training will be rolled out in multiple phases throughout the academic year (initial and follow up). This will include training on refining the use of current software and hardware to meet student needs and the requirements of common core standards.
- Pilot projects will be rolled out in multiple phases throughout the academic year (initial and follow up). This will include training on new environments and devices for students and staff, and to understand how 1 to 1 computing and the numerous environments can and will affect teacher instruction in the classroom and student assignments for completion at home.

Goal By May 2020, 90% of students within the District School Board of Madison County will demonstrate mastery of National Educational Technology Standards (NETS) at their appropriate grade level.
Objective: All students will receive a copy of the NETS. (Primary, K-2, will receive "student-friendly" NETS standards.)
Objective: Students demonstrate NETS proficiency.
Objective: Upper grade students operate technology without assistance from teaching staff.
Strategy:

- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data to determine trends, strengths, and needs.
- Facilitate students' successful completion of activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development, hardware or software.
- Identify software and Internet resources to be used.
- Purchase needed software.
- Identify and schedule needed professional development.
- Develop plan for acquiring hardware needed to achieve student performance targets.

Goal: Promote ethical use of technology in the classroom by students and staff.
Objective: Implement and refine structured lessons that cover the ethical use of technology in the classroom.
Objective: Distribute curriculum (lessons) to teachers and make available on the district website.
Objective: Incorporate training on these issues as part of district staff development dealing with technology.
Objective: Implement and refine the district acceptable use policy. Policy is included in the HR Resource booklet and the student handbook.

Strategy

- Review and refine structured lessons on ethical use of technology for students.
- Present information to staff and parents a minimum of 1 time per year about ethical use of technology and their responsibility to monitor their children/students' use of technology at each school site.
- Facilitate students' successful completion of curriculum and technology activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development.

Goal: Promote Internet safety in the classroom by students and staff.
Objective: Implement structured lessons that deal with Internet safety in the classroom.
Objective: Distribute lessons to teachers.
Objective: Incorporate training on these issues as part of district staff development dealing with technology.
Objective: Implement and refine the district acceptable use policy. Policy is included in the HR Resource booklet and the student handbook.
Strategy

- Review and refine structured lessons on ethical use of technology for students.
- Present information to staff and parents a minimum of 1 time per year about ethical use of technology and their responsibility to monitor their children/students' use of technology at each school site.
- Facilitate students' successful completion of curriculum and technology activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development.

Goal: Provide expanded access to technology for all students.
Objective: The district will maintain minimum standard of 22 computer workstations for every regular education classroom and a minimum of 12 computer workstations for every special education classroom.
Objective: Students have opportunities to explore technology without structured lessons.
Objective: The district will continue to create ways for students without connectivity at home to acquire access.
Objective: Students performing below grade level standards will be given access to district adopted software to assist in accelerating their learning.
Strategy

- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Publicize access to students and parents.
- Facilitate students' successful completion of curriculum and technology activities and mastery of objectives during expanded access times.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation. Assess need for additional professional development, hardware or software.
- Identify funding sources for providing district-funded hardware for all students.

- Monitor implementation of minimum computer standard to ensure that no classroom falls below the standard.

Goal: Students will attain the educational technology and information literacy skills that will support an educational learning environment in which they will have rigorous access to the Florida State Standards and Next Generation Sunshine State Standards and will demonstrate mastery through administration of on-line formative, performance based, and summative assessments leading to successful preparation and measurement of college and career readiness standards required of the workplace of the 21st century.
Objective: Students will work with various technologies to develop a familiarity with problem solving
Objective: The infusion of technology will be included in all curriculum guides per the Florida State Standards and Next Generation Sunshine State Standards.
Objective: Students will be digital literate by the end of 12th grade as defined by the Florida Department of Education.
Objective: Students will communicate, collaborate and problem solve with students worldwide.
Objective: Students will be actively involved in their learning goals.
Objective: Students will have equitable access to technology hardware and software.
Strategy/Activity

- The infusion of technology in all curriculum guides to make classroom instruction more student centered and give students more responsibility for their learning
- Implementation of blended learning environments as appropriate throughout the district
- Increase the number of 1:1 computing environments as appropriate throughout the district
- Development of new district courses as appropriate, including College and Career Readiness
- Implementation of online student learning environments
- Plan and budget for new and replacement hardware and software
- Implementation of student personalized learning environments and appropriate training of 12th grade online technology literacy assessment
- Student participation in extended learning opportunities/programs
- Equitable and accessible hardware and software technologies purchases

Goal: Educators will attain the skills and knowledge necessary to effectively use educational technology to create more rigorous learning environments to assist students to master the Florida Standards and Next Generation Sunshine State Standards by personalizing learning through the collection of student data to support differentiated instruction and to manage the on-line assessment environments.
Objective: The management and security of assessment sessions will be planned and implemented to maintain the administration process and specific problem determination procedures will be developed to resolve technical problems.
Objective: Classroom instruction models will be designed to support the rigorous expectations of the new learning and assessment environment to support student readiness for the types of questions and performance based activities found on the state assessments.
Objective: District personnel will make use of available tools to best utilize data to drive instruction and make decisions.
Objective: District personnel will have access to up to date hardware and software appropriate for discipline and working environment.

Strategy/Activity

- Personnel participation in local, state, national and global online professional learning communities
- Use of formative and summative assessments to individualize instruction
- Facilitate the use of online webinars, video conferencing
- District professional development on state assessments including security
- Plan and budget for research based hardware and software
- District professional development on effective educational technology usage, UDL, the use of rubrics, student choice, authentic and relevant student centered project based learning
- Evaluation of educational technology as part teacher evaluation system
- Implementation of district walkthroughs
- Online access to curriculum
- Current broadband, voice, and data networks available in all learning/working environments
- District access to online research-based resources
- Timely access to technical support
- Dialogue of the utilization of data to drive instruction
- Creation of District Professional Development Plan
- Continued adaptations to curriculum for students with IEP's using assistive technologies (including training)

Goal: The school district will increase parental involvement in the educational process through the use of the district's available technology.
Objective: Parents will receive access and an understanding of the district's online system.
Objective: Parents will be informed of all district events.
Objective: Educators will have access to tools to communicate with parents.

Strategy/Activity

- Placement of parent portal on district's website
- Availability of parent portal tutorials
- Notifications of district events on district website and through online/phone notification system
- Use of district/schools websites to inform community of schools happenings
- Parent access to student reports
- Parent access to teacher class pages
- Implementation of district email services and Web 2.0 tools

Goal: All stakeholders will use district technology in a safe, responsible and ethical manner.
Objective: The district will take Internet safety measures at all times.
Objective: The district will teach responsible use of digital content regularly.
Strategy/Activity

- All stakeholders will sign the district's Acceptable Use Policy
- Uninterrupted district filtering methods
- Regular Internet Safety Learning opportunities for all stakeholders
- Identification of Internet Safety resources for stakeholders

Goal: Students will attain the educational technology and information literacy skills that will assist them in achieving the Florida Standards and Next Generation Sunshine State Standards to succeed in the workplace of the 21st century.
Objective: The district will work towards a multi-media computer/tablet ratio of 1:1 to provide access as needed for staff and students.
Objective: The district will provide high-speed access to the Internet and expand opportunities for student and staff access for distance learning, communication, and research-based activities.
Objective: The district will develop and update grade-appropriate curricular processes in conjunction with the Florida Department of Education.
Objective: The district will ensure curriculum supports technology literacy (word processing, database, spreadsheets and presentation software) as essential integration to curriculum for all students.
Objective: The district will ensure curriculum supports 21st century workplace readiness skills and prepares our students to meet the needs of a global society and become life-long learners.
Objective: The district will investigate and implement digital textbooks and eBooks as required by s. 1006.40 (3) F.S.
Objective: The district will implement online course management systems (such as Moodle) to allow students ready access to course materials and provide opportunities for online learning.
Objective: The district will encourage the development of new teaching and learning strategies which include the use of Web 2.0 tools as well as interactive whiteboards, tablet and portable computing devices, and mobile computing environments to address the needs of all learners, with heightened awareness of the needs of special needs and English language learners.
Objective: The district will implement Florida Standards to prepare students for college and 21st century careers.

Goal: Educators will attain the skills and knowledge necessary to effectively use educational technology to assist students to achieve the Florida Standards and Next Generation Sunshine State Standards.
Objective: The district will provide application-specific staff development training for key technology personnel, increase training opportunities for technical staff, and networking to meet our district's growing and evolving needs.
Objective: The district will utilize site-based, professional learning communities to provide professional development training which is customized for the needs of their specific school.
Objective: The district will provide content-specific training through after school workshops, site-based workshops, and "anytime, anywhere" online training (such as webinars, training videos, etc.) which support use of district software.
Objective: The district will implement orientation/training programs for staff specifically designed to provide support for online testing.
Objective: The district will encourage district administration to participate in technology-specific professional development programs which support the implementation of 21st Century learning environments.
Objective: The district will provide direction and support for school-based Professional Learning Communities as a forum for collegial learning and sharing.
Objective: The district will provide continuing and sustained professional development activities through the district and by approved professional development providers to support continuing, effective and relevant staff development programs.

Objective: The district will review and revise content area curriculum guides to reflect the inclusion of 21st century workplace skills.
Objective: The district will encourage that Professional Improvement Plans for all staff members include the individualized development of skills necessary to infuse technology into daily practices.
Objective: The district will ensure staff members instruct students in the use of safe and ethical computer/Internet usage through professional development training on same.
Objective: The district will support committees, such as the Workflow Committee, etc., to foster investigation of new ideas and methods to streamline workload and make all students successful learners.
Objective: The district will maintain technology resource website to provide increased classroom-based access to technology of all staff members.

Infrastructure

Goal: The district will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology.
Objective: The district will support and maintain LANs/WAN for both hardware and software.
Objective: The district will increase bandwidth to support mobile computing initiatives to assure all users "stay connected."
Objective: The district will support "managed wireless" access at all school locations.
Objective: The district will purchase and deploy multimedia computers, tablets, laptops, and peripheral devices for staff/student use.
Objective: The district will provide Internet access for staff/student use.
Objective: The district will implement technology-related security upgrades which support a more security learning environment for staff, students, and community members using our facilities (cameras, swipe card entry, etc.)
Objective: The district will offer professional development training on technology tools: LCD projectors, interactive white boards, tablet devices, and other peripherals to all staff members.

Goal: Use technology to provide improved record keeping and assessment.
Objective: District will continue to implement the district data management system and use the Report Manager on the District School Board of Madison County website that track student progress towards standards mastery.
Objective: District will provide a web-based classroom management system that is accessible to administrators, teachers, students and parents.
Objective: Utilize FOCUS System that features a **s**tandards-based grade book that reports to students and parents.
Objective: Pre-populate student information for parents to verify, change, and/or delete.
Objective: Identify platform for online report card and develop Florida Standards report card.

Goal: A technology infrastructure will be established and maintained to support the district's instructional and administrative goals.
Objective: District locations will have appropriate hardware/software to support district learning and administrative goals.
Strategy/Activity

- Installation and maintenance of fiber throughout the district
- High speed connectivity that supports instructional and administrative needs
- Stakeholders' access to technical Support via an Online Tech Request System
- Updated security, back up, and disaster recovery plans
- Continued IT training for Network Administrator and IT team
- Evaluate, plan, and budget for new and replacement infrastructure and learning hardware and software
- Maintain current district hardware and software licenses
- Maintenance of appropriate memory/capacity of district hardware/software
- Increase the use of Cloud Computing as appropriate
- Support Blended Learning Environments will be supported by IT as appropriate

Goal: Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings, such as community centers.
Objective: The district will add and/or replace computer hardware in all buildings to provide easy access for all users.
Objective: The district will expand hardware deployment to include not only multimedia computers with Internet access in classrooms but also tablet devices, laptops, etc., in order to meet the demands of online testing.
Objective: The district will upgrade operating systems and/or replace devices that do not meet minimum operating specifications are recommended by FSA.
Objective: The district will support and expand LANs/WAN.
Objective: The district will evolve and expand "Bring Your Own Device" at secondary level.
Objective: The district will maintain a hardware/software inventory that is easily accessible and up to date.
Objective: The district will move towards implementation of devices, such as Apple TV, to provide access to additional resources beyond the textbook.
Objective: The district will introduce varied platforms—Windows-based, Mac-based, Android-based—as needs are identified to support an ever-evolving, technology-rich environment.
Objective: The district will support policies for student/staff computer and Internet use.
Objective: The district will maintain records regarding student notification and permissions regarding the use of student's personal information on school-based Websites.
Objective: The district will provide resources for students, parents and staff regarding web-based information, such as acceptable websites, community/ school websites and/or websites that enhance or support curriculum goals.
Objective: The district will support web-based tutorial and learning programs, which provide necessary assessment, challenge, and remediation opportunities for all students regardless of ability.
Objective: The district will investigate grant opportunities available to fund programs, which provide additional, school supported "off-hour" access to our district's technology to increase family/municipal/community involvement and increase student achievement.
Objective: The district will support and expand our district website to include more involvement by individual schools and teachers to provide more informational items, such as daily homework, projects, and long-term assignments.

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.

EXAMPLES			
Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	• Purchase Instructional Materials in digital format	50% of purchases in 2015-16
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	• Fully implement system across nine components • Integrate instructional materials into system	2014 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	• Bandwidth amount • Wireless access for all classrooms	2014-2019

Enter the district strategies below:

We know that simply adding technology to a learning environment does not ensure that it will be integrated effectively. We believe that the use of technology in the curriculum should support higher-level learning, problem solving and critical thinking skills and directly support the student's mastery of Florida Standards and NGSS standards across all content areas. The District School Board of Madison County uses FOCUS and Performance Matters as data management/reporting systems for the classroom, the reporting functions of other software programs used in the district, and the district's data warehouse where teachers and principals can access and generate additional reports.

We will continue to raise the level of technology integration in the student learning experience for all students. Using educational technology tools will become a regular part of how students and teachers work on core curriculum learning. 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 will use

technology tools to assist them in making targeted 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 that will serve as the cornerstone of the technology plan for the district. This 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 2015-2016 school year through the 2019-2020 school years.

Planning for high performance learning begins by focusing on student learning. Florida Standards must be aligned with student technology standards. The District School Board of Madison County's Technology Plan supports the district's curriculum goals.

Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	● Purchase Instructional Materials in digital format	5% of purchases in 2015-2016
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	● Fully implement system across nine components ● Integrate instructional materials into system	2015 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	● Bandwidth amount ● Wireless access for all classrooms	2015-2020

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 sections for each component include, but are not limited to:

- Implementation Plan – Provide details on the planned deliverables and/or milestones for the implementation of each activity for the component area. This should be specific to the deliverables that will be funded from the DCP Allocation.
- Evaluation and Success Criteria – For each step of the implementation plan, describe the 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 2015-16 school year.

EXAMPLES			
A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.1	Increase percent of fourth grade mathematics students performing at Sunshine Elementary school.	45%	48%
III.A.2	Improve graduation rates at Sandy Shores High school.	78%	80%

Enter the district student performance outcomes for 2015-16 that will be directly impacted by the DCP Allocation below:

For the 2015-16 school year, the following student performance outcomes are specifically addressed through activities related to the Digital Classrooms Plan (DCP) allocation and apply to district-wide goals.

Student Performance Outcomes		**Baseline**	**Target**
III.A.3.	ELA Student Achievement	43%	46%
III.A.4.	Math Student Achievement	45%	48%
III.A.5.	Science Student Achievement	35%	38%
III.A.6.	ELA Learning Gains	60%	63%
III.A.7.	Math Learning Gains	62%	65%
III.A.8.	ELA Learning Gains of the Low 25%	59%	62%
III.A.9.	Math Learning Gains of the Low 25%	56%	59%
III.A.10.	Overall, 4-year Graduation Rate	64%	67%
III.A.11.	Acceleration Success Rate	100%	100%

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:

EXAMPLES					
A. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.X.	Purchase and implement wireless access points	May 2015	$4,000	All fourth grade classes at Sunshine Elementary school.	II.B.7
III.B.X.	Purchase and implement 100 new student laptop devices	February 2015	$6,000	All fourth grade classes at Sunshine Elementary school.	II.B.3

Implementation Plan for **B) Digital Learning and Technology Infrastructure:**

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome (from Section A)
III.B.1.	**950** Chrome books to support instructional and assessment activities	October 2015	$237,500	Madison County Central School	Outcomes A.3-A.11
III.B.2.	**80** Chrome books to support instructional and assessment activities	October 2015	$20,000	Madison County High School	Outcomes A.3-A.11
III.B.3.	**55** Chrome books to support instructional and assessment activities	October 2015	$12,500	Excel Alternate School	Outcomes A.3-A.11

III.B.4.	Achieve 3000	October 2015	$6,000	Madison County High School	Outcomes III.A.3, III.A.8, & III.A.10
III.B.5.	Write to Learn	October 2015	$4,000	All Schools	Outcomes III.A.3, III.A.8, & III.A.10
III.B.6.	TIM Integration Measures	October 2015	No Cost	All Schools	Outcomes III.A.3, III.A.8, & III.A.10

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.

The process that will be used for evaluation of the implementation plan and the success criteria for each Achieve 3000 and Write to Learn include but are not limited to the following: Monitoring of utilization reports, Writing Samples Scores, Rubric Growth in Specific Categories, Analyzing comparison reports, Lexile level reports, %70 and higher reports, and Task completed reports (ILT & DLT Meetings).

We will review lesson plans to document increases in the support of instructional and assessment activities via the use of Chrome books. Center activities, iReady, and Study Island usage reports will be pulled and compared for growth of utilization.

We will use the Grants Elements modules provided by PAEC to provide support for the evaluation of classroom integration using the Technology Integration Matrix (TIM). We will use TIM to grow implementation of digital content through training, evaluation, and expert conversations. Both will be documented via PAEC (enrollment in courses, completion of modules, and a survey on the application of the content learned from the modules).

B. **Infrastructure Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	Purchase and implementation of Chrome books at Madison County Central School	Paid invoices for purchased Chrome books at Madison County Central School; distribution and implementation of Chrome books for each student

III.B.2.	Purchase and implementation of Chrome books at Madison County High School	Paid invoice for purchased Chrome books at Madison County High School; distribution and implementation of Chrome books for selected students
III.B.3.	Purchase and implementation of Chrome books at Excel Alternative School	Paid invoice for purchased Chrome books at Excel Alternative School; distribution and implementation of Chrome books for selected students
III.B.4.	Purchase and implementation of Achieve 3000 at Madison County High School	Paid invoice for purchase of Achieve 3000 Utilization Reports, Lexile Levels
III.B.5.	Purchase and implementation of Write to Learn at all Schools	Paid invoice for purchase of Write to Learn Utilization Reports, Student Samples

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 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.

EXAMPLES					
B. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.X.	X# high school teachers participate in professional development aligned with MIP.	May 2015	$X	Sandy Shores High School	II.C.1.
III.C.X.	X# teachers participate in book study and lesson studies on digital learning	May 2015	$X	Sandy Shores High School	II.C.2.

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	Training Sign-in Sheets: Achieve 3000	06/2016	$1,200	NA	III.A.3, III.A.8, III.A.10
III.C.2.	Training Sign-in Sheets: Write to Learn	06/2016	$1,800	NA	III.A.3, III.A.8, III.A.10
III.C.3.	TIM PD	06/2016	NA	ALL	III.A.3, III.A.8, III.A.10
III.C.4.					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources. If we do not receive district DCP Allocation, this category will not be funded.

Brief description of other activities	**Other funding source**
Establish contacts in each school that will coordinate school level collaboration on infusion of web-based digital learning resources into the classroom environment.	No funding source required
Use the Technology Integration Matrix (TIM) to establish baseline for levels of technology integration in the learning environment.	No funding source required

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.	Sign-in sheets	Training Delivered
III.C.2.	Sign-in sheets	Training Delivered
III.C.3.	Sign-in sheets	Training Delivered
III.C.4.		

D) Digital Tools

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

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

Implementation Plan for D) Digital Tools:

EXAMPLES					
D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.X.	Integrate X sets of instructional materials into the digital tools system	September 2014	$X	Sunshine Elementary school	II.D.2 (S)
III.D.X.	Offer X additional CAPE digital tool certifications from approved list	2014-15	$X	Sandy Shores High School	II.D.1 (D)

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D. 1.	Integrate Achieve 3000 into Intensive Reading Classes	12/2015	NA	Madison County High School	III.A.3, III.A.8, III.A.10
III.D. 2.	Integrate Write to Learn into all ELA classes	12/2015	NA	Madison County High School	III.A.3, III.A.8, III.A.10
III.D. 3.					
III.D. 4.					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources. If we do not receive district DCP Allocation, this category will not be funded.

Brief description of other activities	**Other funding source**
NA	NA

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.	Usage Reports	Increase in Lexile Levels
III.D.2.	Students Samples	Increase in Overall Rubric Score
III.D.3.		
III.D.4.		

E) Online Assessments

Technology infrastructure and devices required for successful implementation of local and statewide assessments should be considered in this section. In your analysis of readiness for computer-based testing, also examine network, bandwidth, and wireless needs that coincide with an increased number of workstations and devices. Districts should review current technology specifications for statewide assessments (available at www.FLAssessments.com/TestNav8 and www.FSAssessments.com/) and schedule information distributed from the K-12 Student Assessment bureau when determining potential deliverables.

Implementation Plan for E) Online Assessments:

EXAMPLES					
E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.X.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	September 2014	$X	Sandy Shores High School	II.E.1
III.E.X.	Purchase 100 additional student devices for assessments	February 2015	$X	Sandy Shores High School	II.E.1 and II.E.2

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.	Chrome books to support instructional and assessment activities	December 2015	NA	Madison County Central School	
III.E.2.	Chrome books to support instructional and assessment activities	December 2015	NA	Madison County High School	
III.E.3.	Chrome books to support instructional and assessment activities	December 2015	NA	Excel Alternative School	
III.E.4					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources. If we do not receive district DCP Allocation, this category will not be funded.

Brief description of other activities	**Other funding source**
NA	NA

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.	Purchase and implementation of Chrome books at Madison County Central School	Paid invoice for purchased Chrome books at Madison County Central School; distribution and implementation of Chrome books for each student; certification of Chrome books through FDOE's Computer-Based Testing Certification Tool
E.2.	Purchase and implementation of Chrome books at Madison County High School	Paid invoice for purchased Chrome books at Madison County High School; distribution and implementation of Chrome books for selected students; certification of Chrome books through FDOE's Computer-Based Testing Certification Tool
E.3.	Purchase and implementation of Chrome books at Excel Alternative School	Paid invoice for purchased Chrome books at Excel Alternative School; distribution and implementation of Chrome books for selected students; certification of Chrome books through FDOE's Computer-Based Testing Certification Tool