Dixie District Schools

Support Services Division

16077 Northeast 19 Highway, Building 20
Cross City, Florida 32628
Telephone 352-498-6159
Fax 352-498-1273

Mark A. Rains
Superintendent of Schools

Charlotte C. Lord
Director of Safety, Facilities and Special Projects

Cover Sheet

Date: 10/21/2014
Sent To: DigitalLearning@fldoe.org
Attn:
Fax Number:
Or E-mail:

From: Dixie District Schools
Support Services
Mailing & Shipping Address: Dixie District Schools
Support Services
16077 NE 19 Highway, Building 20
Cross City, Florida 32628
Phone: 352-498-6159
Fax: 352-498-1273

- Charlotte C. Lord, Director of Safety, Facilities, & Special Projects, 352-498-6150 charlottelord@dixie.k12.fl.us
- Karen Sapp, Management Information Specialist, 352-498-6156 karensapp@dixie.k12.fl.us
- Dwayne Leverette, District Maintenance Supervisor, 352-498-6161, dwayneleverette@dixie.k12.fl.us
- Jennie VanElla, District Bookkeeper, 352-498-6151 jennifervanella@dixie.k12.fl.us

Remarks: Attached, please find ① Supt Certification Form, Letter showing School Bd approval ② Digital Classroom plan for Dixie District and Infrastructure Evaluation

Pages including cover sheet: 39

① 3 pages
② 31 pages
③ 4 pages

TO: Commissioner Stewart, Florida Department of Education

FROM: Mark Rains, Superintendent

DATE: September 29, 2014

SUBJECT: **Digital Classrooms Plan – District Superintendent Certification Form**

Districts shall complete all sections of this form and return it along with the district's Digital Classrooms Plan and any required attachments.

Certification One:

Dixie County School Board has adopted the attached district Digital Classrooms Plan that meets the unique needs of the students, schools and personnel of the district.

Mark A. Rains Mark A Rains 10/14/14

Signature Name Date

Certification Two

Dixie County School district superintendent has approved the Digital Classrooms Plan of the following charter schools in the district:

Charter School Name	Charter School Number	Date Approved
Kinder Cub School, Inc.	15-0043	9/29/2014

Mark A. Rains Mark A Rains 10/14/14

Signature Name Date

Certification Three:

Dixie County School district has provided teachers, administrators, students and parents access to:

1. Instructional materials in digital or electronic format, as defined in Section 1006.29, Florida Statutes (F.S).
2. Digital materials, including those digital materials that enable students to earn certificates and industry certifications pursuant to s. 1003.4203 and s.1008.44, F.S.
3. Teaching and learning tools and resources, including the ability for teachers and administrators to manage, assess and monitor student performance data.

Mark A. Rains Mark A. Rains 10/14/14

Signature Name Date

Dixie District Schools

Support Services Division

16077 Northeast 19 Highway, Building 20
Cross City, Florida 32628
Telephone 352-498-6159
Fax 352-498-1273

Mark A. Rains
Superintendent of Schools

Charlotte C. Lord
Director of Safety, Facilities and Special Projects

September 29, 2014

Approved by School Board 10/14/14. SM
C-C Lord

Mr. Mark Rains
Superintendent of Schools
Dixie District Schools
16077 Northeast 19 Highway
Cross City, Florida 32628

Dear Mr. Rains:

Please recommend to the School Board of Dixie District on October 14, 2014 for school board approval the attached Digital Classroom Plan. I need for you to sign to top sheet with your approval and return to me after board approval so that I may submit the plan electronically. As you know, this plan is required for our district to receive our technology allocation this year.

Please let me know if you have questions or need additional information.

Cordially,

Charlotte C Lord

Charlotte C. Lord

10/14/14 Consent Agenda V. I.

DIXIE COUNTY SCHOOL DISTRICT
DIGITAL CLASSROOM PLAN

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

I.A District Mission and Vision statements

The Dixie County School System views technology as an important tool in providing broad learning environments for all learners. Through the use of electronic learning, our students and staff will be afforded opportunities to expand beyond their immediate, rural environment both educationally and culturally. This learning environment will motivate learners to complete their formal education and become independent, life-long seekers of knowledge. Dixie County School District's mission mandates that "our schools will provide a quality learning environment by providing opportunities through education and community partnerships that ensures student success." To do this, the mission strives to create an environment that integrates technology as a part of the educational experience, and provides all learners with skills to access knowledge that will build a foundation for their future. With the help of the digital classroom plan, Dixie County School District will accomplish this vision by creating a technological environment that allows all learners equal access to interact and collaborate successfully. We believe that the use of technology as a part of the curriculum should focus on supporting higher-level learning, problem solving, critical thinking skills, and collaboration.

Dixie County School District has identified three 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.

1) Promote high scholastic performance with a career focus by:
   a) Increasing access to technology for students, parents and the district faculty and staff.
   b) Integrating technology into the curriculum aligned with the Florida Standards (FS) (content and performance standards).
   c) Providing ongoing staff development for the implementation and use of technology.
   d) Provide a safe digital learning environment for all students, teachers and district staff.
2) Establish an effective system for internal and external communications by providing ongoing communication with and between the Board, other administration, teachers, staff, students, parents, and the community.
3) Apply sound business management practices at all level by:
   a) Establish district standards for infrastructure, procurement, hardware, software, and communications including upgrade and maintenance.
   b) Establish an ongoing process as a means to evaluate the effective implementation of the technology plan.

Dixie County School District believes that an ongoing commitment to current technology is an integral component of an educational process designed to:

- prepare students to become competent lifelong learners
- improve student critical thinking, problem solving and decision making skills
- help students work ethically, independently, and collaboratively within a global environment
- enhance the learning environment to meet curricular needs across all subjects and grade levels
- improve equity of access to information, learning tools, and communications for all members of the learning community
- improve instructional strategies to increase student achievement regardless of ethnicity, socioeconomic status, learning styles, or abilities
- accurately and efficiently assess, monitor, and communicate student progress
- improve communications among parents, students, teachers, and community
- provide teachers with consistent and high quality professional development opportunities that will allow them to become highly skilled at integrating technology into their curriculum

Our vision of technology is guided by the following mission statements and articulates Dixie County School District's purpose and function as related to technology:

- Make technology a part of learning activities: Technology is most effective when integrated as one component into learning environments and used as a tool for active construction of knowledge and skills by students. It should promote higher levels of critical and creative thinking and problem solving. In addition, computer devices need to be in classrooms and other locations where students and teachers have easy access throughout the day.
- Provide ongoing staff and curriculum development: Intensive staff and curriculum development are critical to realize the potential of new learning technologies. An ongoing update of technology plans and staff skills will be needed.
- Promote the location and use of information to solve problems: Effective use of and improved access to technology are factors in the rapid expansion of knowledge today. Therefore, the ability to find and use information to solve meaningful problems is an essential outcome of education for today and tomorrow. Technology will enable schools, teachers, parents, and citizens to change toward helping people "learn how to learn" on a life-long basis.
- Accommodate individual learning styles for all students: Restructuring of information into interactive multimedia provides assistance to learn with individual styles and paces customized to our needs. It allows us to present and understand information using text, images, and sound to overcome traditional learning difficulties.
- Facilitate communication and teamwork: Computer networks can facilitate student, teacher, and family communication and promote teamwork through voicemail, electronic mail, electronic bulletin board systems, file-sharing, and database sharing.

To achieve our vision for technology, we will focus on several projects:

1. Student computing – We will ensure that every student has access to a computing device when they need it with devices and policies differentiated by level and learner needs, to ensure access to information, increased collaboration, and multiple forms of student expression of learning.
2. Staff computing – We will provide all staff with the appropriate technology needed for high quality planning, instruction, and data use, as well as collaborative learning, including mobile computing for teachers and school administrators.
3. School learning spaces – We will create learning spaces that work for individual, small group, and large group instruction, and equip them with the right technology for collaborative projects and creative problem solving.
4. Networks 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.

I.B District Profile

Dixie County is a small rural county located in the "Big Bend" area of north central Florida and bounded by the Gulf of Mexico. It is a geographically large, sparsely populated county formed in 1921. Most of its 453,750 acres are wooded with the following land uses having been reasonably consistent over the duration of this century. The county seat is Cross City. Our smaller communities include Old Town, Jena, Horseshoe and Suwannee, the latter three being Gulf fishing villages.

According to the 2010 census, Dixie County had a population of 16,422 residents. The county has two elementary schools, 1 middle school and one high school. In the next two years, the middle and high schools will be combined on one campus. The economy of Dixie County is supported by Cross City Veneer, Suwannee Lumber Manufacturing Company, Cross City Correctional Institution, Dixie District Schools and the County of Dixie. Agricultural production also figures in the economy. Georgia-Pacific Corporation closed in 2008 and resulted in a loss of about 50 jobs so the community has been trying to find ways to replace this need but is still struggling economically.

The median income for a household in the county in 2010 was $26,082, and the median income for a family was $31,157. About 14.50% of families and 19.10% of the population were below the poverty line, including 23.90% of those under age 18 and 16.10% of those age 65 or over.

Dixie County has high and long-standing unemployment problems. This significantly contributes to the social, economic and cultural disadvantages of our student population. The high percentage of students enrolled in the free or reduced lunch and ESE programs is a clear indicator of the social economic shortfalls of this area and lead to our qualification as a Provision 2 district so that all of our students are now provided a free breakfast and lunch. The county's weak tax base hinders implementation of technology without state funds, business partnerships and community support.

I.C District Team Profile

Title/Role	Name:	Email/Phone:
Information Technology District Contact	Charlotte Lord	CharlotteLord@dixie.k12.fl.us 352-498-6150
Technology Specialist	Serrell Ross	SerrellRoss@dixie.k12.fl.us 352-498-6157
Curriculum District Contact	Denee Hurst	DeneeHurst@dixie.k12.fl.us 352-498-6138
Dixie County High School Principal	Jerry Evans	JerryEvans@dixie.k12.fl.us 352-498-6401
Ruth Rains Middle School Principal	Alexa Mills	AlexaMille@dixie.k12.fl.us 352-498-1346
Anderson Elementary Principal	Mike Thomas	MichaelThomas@dixie.k12.fl.us 352-498-1333
Old Town Elementary Principal	Karen Tillis	KarenTillis@dixie.k12.fl.us 352-542-7818
Finance District Contact	Tonya Howell	TonyaHowell@dixie.k12.fl.us 352-498-6106
District Leadership Contact	Mark Rains	MarkRains@dixie.k12.fl.us 352-498-6131
Educational Partnership	Tracey Wilkerson	Wilkersont@nefec.org 386-329-3800

I.D Planning Process

The district digital learning committee established guidelines for the development, implementation, monitoring and evaluation of the Dixie County School District 2014-2019 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.

The first year, the plan will focus on Math and English and the second year, the District will focus on History and Science.

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. Schools are encouraged to have an active technology team made up of teachers, school leaders, media specialists and administrators to plan and coordinate technology needs for their school.

The School Advisory Council at each school is comprised of parents, community members, and business leaders. This Council provides ongoing input directly to the Principals regarding the digital learning plan at the scheduled monthly meetings.

Dixie County School District is committed to reaching all learners, regardless of their abilities. Students with disabilities require accommodations and modifications, and our staff is devoted to utilizing flexible ways to present information such as digital books, text-to-speech applications, and specialized software. They also provide students with various ways to express themselves in order to increase active engagement in different settings and situations. In addition, assistive technology devices are available for students with disabilities to participate, communicate, and learn more effectively in the classroom. An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The district employs a variety of assistive technology devices to augment, supplement and compliment the educational process for students with special needs. Child Study Teams identify assistive technology needs on a case-by-case basis, and teachers have access to a laptop or desktop computer in the classroom, which in many cases is connected to an interactive board. All computers have the ability to activate the "Accessibility Options" built in to the Microsoft and Mac operating system. On the higher-grade levels, students have access to a collaborative global community of learners, using tools such as online learning, podcasts, wikis, social networking, etc.

Assistive Technology is provided through the Florida Diagnostic Learning Resource Services (FDLRS).

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

To establish a sustainable process for recognizing and disseminating student produced learning using digital processes or resources the district shall develop and implement a process at each school for recognizing quality student developed digital learning supports and a process for sharing those process and/or resources with other students. Dixie County uses Skyward as their SIS, HR and Finance System, Educator Access, Parent Access and Student Access system. Skyward has a Multi-Tier System of Supports embedded into their application that is integrated into the core application. Districts, as well as teachers, can view relevant data (based on security roles) and then collaborate with administrators or fellow teachers. The system also includes a gradual release of responsibility strategies to accelerate independent student use of

digital learning resources. Teachers can also broadcast communications to parents and students using Skyward; or, communicate one-on-one with parents/students using Skyward tools.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

II.A – Student Performance Analysis -Needs Analysis:

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. Dixie County School District will continue to use STAR, Discovery Education, Stanford 10 and EOC's for assessment and monitor while pursue the use of the Online Assessment Reporting System and reports available through Performance Matters as an online repository of classroom and district assessments. The district will also train on the Assessment tool offered through Skyward.

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.

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.

Student Performance Outcomes (Required)	**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*

1.	ELA Student Achievement	58%	79%	2017
2.	Math Student Achievement	56%	78%	2017
3.	Science Student Achievement	57%	59%	2017
4.	ELA Learning Gains	67%	71%	2017
5.	Math Learning Gains	63%	83%	2017
6.	ELA Learning Gains of the Low 25%	66%	74%	2017
7.	Math Learning Gains of the Low 25%	70%	75%	2017
8.	Overall, 2-year Graduation Rate	80%	88%	2017
9.	Acceleration Success Rate	Not Available		

II.B. Digital Learning and Technology Infrastructure – Needs Analysis:

Infrastructure Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
1.	Student to Computer Device Ratio	1.4:1	1:1	2019
2.	Count of student instructional desktop computers meeting specifications	929	1000	2019
3.	Count of student instructional mobile computers (laptops) meeting specifications	551	650	2019
4.	Count of student web-thin client computers meeting specifications	0	0	2019
5.	Count of student large screen tablets meeting specifications	0	40	2019
6.	Percent of schools meeting recommended bandwidth standard	0%	100%	2019
7.	Percent of wireless classrooms (802.11n or higher)	75%	100%	2017

Digital Learning and Technology Outcomes:

- District will create a Digital Learning Infrastructure with the appropriate levels of bandwidth, devices, hardware, and software.
- District will provide access to cloud technology.
- District will increase access to online assessment testing.
- District will provide computer based testing certification in Digital Design and Agricultural Career Academies.
- District will improve bandwidth to meet the state guidelines.

II.C. Professional Development Needs Analysis

The Dixie School District believes that educator professional learning is an ongoing and constantly evolving part of teaching in the 21st Century. In order to prepare our students to succeed in school as well as in the workforce, we understand that educators must be prepared to integrate and interact with technology to inspire students to create and learn. We also understand that educators possess different levels of knowledge and integration with technology in by district leadership with a focus on educators' use of instructional classroom integration. Leadership for a technology initiative is imperative for the success of this initiative and administrators will have opportunities to participate in professional learning with a focus on systemic improvement.

Dixie County School District will work to provide instructional personnel and staff with access to opportunities and training to assist with the integration of technology into classroom teaching. Master In-service Plan components include the following and can be located at http://www.nefec.org/mip/

- Technology in the Classroom 3-007-001
- Technology Applications 3-404-001
- Assistive Technology in the Classroom 3-100-001
- Technology for Student Success - Assistive Technology 3-100-003
- Technology for Student Success - An Introduction 3-100-004
- Instructional Technology in the ESE Classroom 3-105-001

Professional Learning opportunities include:

- *Digital Textbook Training*: A half day overview on implementing digital textbooks in the classroom will be conducted in the Summer. Additional staff development will be offered during the school year to follow up on the training and provide guidance on future choices and use in the classroom.

- *Discovery Education*: A virtual learning experience for all students. Discovery Education accelerates the digital transition through comprehensive standards-based content, professional learning, formative assessment, and community engagement to positively impact student achievement

- *Performance Matters*: A platform which links student and educator data, driving decisions made by teachers, administrators, board members and parent to improve student learning and educator performance.

- *Skyward Assessment Tool:* Skyward allows district and school administrators to setup formative as well as summative assessments within the application. Each question of the assessment is linked to the state or local benchmarks and is either multiple choice, true/false, short answer, matching or essay questions. Students log in via the student access module to take assessments. The assessments are automatically scored, with the exception of short answer and essay. Once graded the assessment score is loaded to the gradebook and the student assessment area. Reports and graphs are then available by

benchmark to assist teachers, parents and students in analyzing the results. These reports will assist teachers and administrators in identifying weaknesses and adjusting the curriculum to meet the need(s) of the student(s).

- *iPad Training:* Elementary school teacher training to use iPads effectively in the classroom.

- *Technology Training for Techs*: With changing technology, techs will be required to keep their skills up-to-date and stay abreast of the latest technology. Training needed will cover desktop support, the new desktop operating system, server support and keeping networking infrastructure in tuned with the latest trends.

In addition, Dixie County School District will take advantage of the support offered by Learning.com:

- *Getting Started: Foundations of Blended Learning*
  This hands-on workshop will provide an in-depth introduction to the products and tools in the Learning.com platform. Participants will learn how to set up classes, assign content, and become comfortable with the products, platform, and teacher management functions. This session will also provide instructions on how to use My Curriculum tools to create interactive, media-rich content that can be customized in order to engage students and address instructional goals. This workshop series will be offered through NEFEC and will include training on Easy Tech, Curriculum Foundry, and Inquiry building tools that were built into the legislative appropriation.

Additional professional development will be offered by NEFEC that the district will have the opportunity to participate in as they deem needed.

Grant Elements	Summary	NEFEC Supports
1. 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 (#4).	NEW: Professional Learning for teachers and leaders on the matrix and coordination of expert conversations
2. An Array of High Quality Master In-service Plan (MIP) Components Supporting Digital Learning	Develop MIP Components that provide for a cohesive, systematic plan for digital learning professional development	CURRENT: Digital Content Conversations Committee NEW: Updating MIP and provide support for inclusion in Digital Classrooms plan
3. Learning Links: Digital Learning Support Resources	Create and maintain system for sharing web-based learning resources.	CURRENT: Content resulting from the Foundations of Blended Learning and Intel

		Courses, Digital Content Conversation Networking group for district leadership
4. Student Projects using Digital Resources	Preparing teachers to enable student developed learning/digital products.	CURRENT: Intel, FDLRS training on MTSSS, blended learning NEW: Training for teachers and leaders
5. Professional development aligned with: · Developing Digital Content · Employing technology in the Content Areas · Educational technology leadership and management	Professional learning for both teachers and principals, specific to instructional design and developing digital content and assessments	CURRENT: Learning.com, Intel, CPALMS NEW: PD in the development of digital content through Learning.com, blended learning Leadership training on supervision of the development and implementation of digital instruction

Professional Development should be evaluated based on the level of current technology integration by teachers into classrooms. The TIM tool has been made available through the Florida Center for Instructional Technology. This is a tool that serves four (4) main purposes for districts: it provides a framework for defining and evaluating technology integration, sets a clear vision for effective teaching with technology, gives teachers and administrators a common language for setting goals, and helps target professional development resources effectively.

In order to support the implementation and measurement of progress toward digital learning, Dixie County School Board will use the Technology Integration Matrix and the associated evaluation tools to evaluate the level of technology integration in classrooms and to provide teachers with models of how technology can be integrated into instruction in meaningful ways.

Dixie District Assessment of Current Technology Integration

Entry Level	75%
Adoption Level	25%
Adaptation Level	0%
Infusion Level	0%

Transformation Level	0%
Total	100%

Professional Development Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
1.	Average Teacher technology integration via the TIM	Entry	Adoption	2016
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Entry	Adoption	2016
3.	Average Teacher technology integration via the TIM (Combination Schools)	Entry	Adoption	2016

Need

Rigorous instructional skills and strategies in the implementation of the Florida Standards English Language Arts and Mathematics for all students

Planned Professional Development

- Personnel participation in Florida Standards training that leads educators from the most basic understanding to mastery-level implementation of the standards
- A series of Florida Standards trainings for staff and administration

Strategy

- Personnel will be introduced to and collaborate on effective strategies during contractual meetings (common planning, grade level and department meetings), PLCs and in-service days
- Online collaborative environment that allows for the sharing of resources with colleagues
- Online tutorials and webinars will be identified for personnel

Need

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

Planned Professional Development

- A series of face to face and online technology integration trainings for staff and administration

Strategy

- Personnel will be introduced to and collaborate on effective strategies during contractual meetings (common planning, grade level and department meetings), PLCs and in-service days
- Online collaborative environment that allows for the sharing of resources with colleagues
- Online tutorials, webinars and 2.0 tools will be identified for personnel
- Feedback will be provided to stakeholders from district administrative walkthroughs

Need

Analyzing data to drive instruction for all students

Planned Professional Development

- District data system training and Student Information System training
- Trainings on the organization, manipulation and use of data

Strategy

- Access to portals on SIS and District data system
- Personnel will analyze individual or group data as a regular part of their PLCs
- Feedback will be provided to stakeholders from district administrative walkthroughs

IID - Digital Tools – Need Analysis

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. Dixie County School District will purchase and utilize Performance Matters as an online platform which links student and educator data, driving decisions made by teachers, administrators, board members and parent to improve student learning and educator performance. This tool will assist staff and personnel in the assessment, management and monitoring of student learning and performance. Through Performance Matters, data is used to aid in instructional development and delivery.

The District will also be trained on Skywards' assessment tool. This tool allows district and school administrators to setup formative as well as summative assessments within the application. Each question of the assessment is linked to the state or local benchmarks and is either multiple choice, true/false, short answer, matching or essay questions. Students log in via the student access module to take assessments. The assessments are automatically scored, with the exception of short answer and essay. Once graded the assessment score is loaded to the gradebook and the student assessment area. Reports and graphs are then available by benchmark to assist teachers, parents and students in analyzing the results. These reports will assist teachers and administrators in identifying weaknesses and adjusting the curriculum to meet the need(s) of the student(s).

Digital Tools Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Implementation status a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Partly	Maintain System	2017
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Partly	Will continue to implement and employ	2017
3.	Implementation status of a system that	No system in	Currently	2017

	supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	place	populating system data	
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Partially implemented	Continue to increase implementation	2015
5.	Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	Partially implemented	Continue to increase implementation	2015
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	Begin implementation	Continue to increase implementation	2015
7.	Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	Not implemented	No plans to address at this time	NA
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	Partially Implemented	Continue to increase implementation	2016
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Fully implemented	Continue to support	2015

II.E Online Assessment Readiness – Needs Analysis:

Online Assessments Needs Analysis (Required)	**Baseline**	**Target**	**Date for Target to be**

				Achieved *(year)*
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	100%	
2.	Computers/devices required for assessments (based on schedule constraints)	70%	100%	2017
	Online Assessments Needs Analysis (District Provided)	**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
3.	Human Resources (Proctors) required to administer tests	50%	100%	2019

II.E. – Goal Setting:

While overcoming the digital divide might entail more than providing basic access to computers and the Internet, our strategic plan will focus on Maughan (2001) described the essential components of any robust communication and information system as: 1. hardware, 2. infrastructure, 3. Skills, 4. Budget, and 5. Policies. Our strategic plan will focus on hardware and infrastructure needs that will support on-line learning opportunities. Each of these goals will be measured through an accountability system and progress will be documented.

Objective: Improve test scores, which reflect higher levels of proficiency and student performance in areas of reading, writing, mathematics and science as required by Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards.

Strategies:

- Provide each school site the appropriate State Assessment Item Formats and Assessment Schedule by Benchmark in Reading, Writing, Mathematics, and Science.
- Adopt research based state approved textbooks and curriculum that currently covers the Next Generation and Common Core State Standards in Reading, Writing, Mathematics, Science and Social Studies.
- Provide acceleration classes for students identified as at risk of not meeting the specified acceptable achievement level of the Next Generation State Standards appropriate for the student's grade level as specified by 1008.22, Florida Statutes.
- Provide intervention classes for all students scoring Level I and Level II on the reading and/or math section of FCAT or End of Course Exam.
- Utilize technology to enhance acceleration of student performance and progress monitoring (Discovery Education Assessment, Achieve 3000, FAIR) of all students.
- Implement classroom walk through (cwt) at all schools.
- Implement curriculum mapping with emphasis on tested Next Generation State Standards at all schools.
- Target high performing students in Reading, Science, Writing, and Math to maintain achievement levels by use of progress monitoring and appropriate technology.
- Comply with state technology requirements including digital textbooks as possible.

Objective: Increase the high school graduation rate and reduce the district's dropout rate.
Strategies:

- Continue to counsel students in developing four year plans and reassess, as needed or when students fall behind to refocus on options to get back on grade level and to graduate.
- Offer Ed Options Credit Recovery Program and/or other credit recovery options to help students get back on grade level.
- Offer remediation assistance and classes to assist students to pass the FCAT as mandated by Department of Education.
- Offer student transition meetings between schools.
- Establish an attendance policy to include the required number of days each school year that a student must attend, and include policies requiring referrals for parent meetings for students with excessive absenteeism.
- Oversee district dropout data collection and verification, to ensure reporting consistency and accuracy.
- Ensure that guidance counselors interview students who are withdrawing from school, to identify obstacles and to explore alternatives.

Objective: Ensure that appraisal of student performance is consistent with state standards for student achievement.
Strategies:

- Testing instruments used to measure student performance will be aligned with the Next Generation State Standards and Common Core State Standards appropriate for the student's grade level as specified by 1008.22, Florida Statutes.
- Diagnostic and progress monitoring assessments will be implemented for all students identified as needing Reading Remediation. Based on these assessments, appropriate interventions will be employed.
- Implement progress monitoring assessments for science, writing, and math as related to Next Generation State Standards and Common Core State Standards.
- Implement Response-to-Intervention (RTI) and ensure that it is carried out with fidelity.

Objective: Increase student participation and diversity in advanced courses and programs of study.
Strategies:

- Continue to offer the maximum number of dual enrollment and advanced placement courses on campus during the student day as possible. These are weighted courses in calculating the grade point average.
- Continue the National Honor Society at Dixie County High School to continue to raise the level of expectation for student achievement. Continue to support the Beta Club's involvement in state and national activities.
- Continue counseling to encourage students to take the highest level of courses appropriate, including dual enrollment and advanced placement courses.
- Expand advanced placement courses.

Objective: Advance the district-wide career development plan to coordinate with appropriate courses for all students.

Strategies:

- Continue to serve all middle and high school students, including special populations, by providing career exploration in the computer career resource labs, career area presentations in classrooms, and career fairs at all schools.
- Provide guidance personnel to individually coordinate student career goals, academic histories and four-year planners with appropriate course work.
- Develop and maintain Career Pathways articulation agreements with post-secondary schools that specify high school course work needed for specific programs, support dual enrollment coursework, offer the opportunity to earn college credit by examination, and offer industry certification tests aligned to appropriate courses.
- Incorporate career studies and scholarship opportunities in all career and technical programs appropriate to each career field, enlist business partners in evaluation of vocational programs, and continue to improve academy program in Business, Health, Welding, and Agricultural Academy. Criminal Justice program will become an academy in two years.
- Develop and implement career orientation/explorations goals for elementary children.
- Investigate and develop a Middle School Career and Technical Academy.
- Fully implement Science, Technology, Engineering, and Math (STEM) at Dixie County High School, no later than the 2014-2015 school year.

Objective: Ensure equity of access to instructional technologies.
Strategies:

- Students in grades 6-8 will have the opportunity to participate in a career study.
- All students identified as needing Reading Remediation will have an instructional technology component as part of their Remediation plan.

Objective: Target staff development and training opportunities for district-wide personnel.
Strategies:

- Continue to do an annual "needs assessment" with instructional personnel to identify areas of staff development needs.
- Review individual professional development plans to determine needs for staff development.
- Review individual professional development plans to ensure that personnel are focusing on completing the activities specified in their plan.
- Continue to work with other agencies such as DOE, ISRD, NEFEC, DCF, and FDLRS, College Board, and private providers to offer needed staff development activities.
- Prioritize identified teachers needing Reading Endorsement or NGCAR-PD (Next Generation Content Area Reading Professional Development) and work with appropriate agencies to secure Reading Endorsement or NGCAR-PD as quickly as possible to meet state and federal guidelines.
- Provide staff development for Discovery Education Assessment as a progress monitoring tool and as a resource for curriculum.

Objective: Provide academic and workforce development opportunities for adults.
Strategies:

- Provide academic assessment for placement in a prescriptive curriculum, GED/ABE instruction, and TABE testing for employment and/or post-secondary education.
- Offer an evening job preparatory welding program for adults.
- Aggressively seek grant funding to assist with costs to maintain quality adult general education and vocational programs.

Objective: Increase the percentage of graduates attending post secondary institutions.
Strategies:

- Continue to maintain accreditation with the AdvancEd for Dixie County High School.
- Continue to counsel students in high school course selection to meet enrollment criteria for college programs. Encourage college preparatory curriculum, dual enrollment, and advanced placement courses in four-year plans as appropriate. Expand dual enrollment course offerings and expand advanced placement courses.
- Continue to seek and encourage business partnerships, community involvement and to work with the Dixie County Education Foundation, Inc. to support K-12 academic programs.
- Continue to maintain articulation agreements with FGC and SFC that guarantee slots in college programs and/or allow students to earn college credits by examination while still in high school.
- Encourage students to take appropriate testing required for college entrance. Continue to offer the Post Education Readiness Test regularly at Dixie County High School. Continue to offer the ACT six times a year at DCHS. Offer the SAT twice a year.
- Continue counseling services to assist students with the college application process, assistance in college selection and applications for financial aide. Continue to work with Talent Search and other programs assisting in college visitation.
- Provide a mentoring program for targeted students.

Objective: Implement school-wide reading programs at each school.
Strategies:

- Continue reading programs at Ruth Rains Middle School using Success Maker, Read 180, Failure Free Reading, Read XL, Springboard, and Rev It Up Vocab for reading and Critical Thinking class for FCAT 3, 4, and 5 students.
- Continue the implementation of research based instruction strategies in grades K-3 at Old Town Elementary School and Anderson Elementary School.
- Continue Accelerated Reading Program, Achieve 3000, Star Reading, Star Math, and Discovery Education Assessment at all schools if funding remains available.
- Aggressively seek grant funding to assist with ongoing costs of reading programs and FAIR testing at all schools.
- Continue implementation of students understanding of math and science (SUMS) at Anderson Elementary School.
- Continue implementation of Failure Free and Study Island at Old Town Elementary School.
- Continue implementation of Failure Free, Study Island, and Kids College at Anderson Elementary School.

Objective: Provide career and technical education programs that lead to career opportunities and/or post-secondary education.

Strategies:

- Continue to provide funds for state-of-the-art equipment, materials and supplies for all career and technical education program areas and to maintain appropriate facilities.
- Expand and renovate facilities for welding program to accommodate space needed for increased enrollment and new equipment.
- Develop and maintain Career Pathways and other articulation agreements with post-secondary schools.
- Utilize business partners in advisory councils for career and technical education program evaluation and improvement.
- Provide cooperative education opportunities in each career and technical education program area.
- Monitor state and local occupational forecasting of employment opportunities to guide students in career selection.
- Market career and technical education programs and post secondary articulation agreements in classrooms and in the community, offer appropriate industry certification

Mathematics

Goal: By May 2018, 90% of students in grades 3-12 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.
- 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 2018, 90% of students in grades 3-12 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.
- 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 technology into classroom instruction and professional development including the use of environments such as Edmodo, Google Applications for Education, Blended Learning, and Web 2.0 tools.

Objective: Identify and develop support mechanisms and resources for teachers as they utilize 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 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.

Strategy

- Dixie County School District will work together with various vendors, as necessary, to install the technical infrastructure and create the web-based interface that Dixie County School District 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. Training will include the use of digital devices and laptops in the classroom to positively affect teacher instruction and the use of technology in the home environment.
- 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.

Goal By May 2018, 90% of students within the Dixie School District 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.
- 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.
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 a minimum of one time per year about ethical use of technology and their responsibility to monitor their children/students' use of technology.
- 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 a minimum of 1 time per year about ethical use of technology and their responsibility to monitor their children/students' use of technology.
- 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: 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 actively involved in their learning goals.
Objectives: 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
- Implementation of online student learning environments
- Plan and budget for new and replacement hardware and software
- 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: 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
- 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
- Creation of District Professional Development Plan
- Continued adaptions 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 SIS 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

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 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 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 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 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.

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: 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 Supervisor of Technology, 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 the learning environments.
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 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: (See Goals Above)

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.

Dixie County School District 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. This 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 years.

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

A) Student Performance Outcomes

Student Performance Outcomes		Baseline	Target
1.	ELA Student Achievement	58%	79%
2.	Math Student Achievement	56%	78%
3.	Science Student Achievement	57%	59%
4.	Increase Adoption Level (TIM) by 10%	25%	35%
5.	Increase Percentage of Digital Student Learners	-	100%

B) Digital Learning and Technology Infrastructure

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	Purchase and implement student laptops for Core Classrooms	2015	$30,000	High School	1,2,3,4,5
B.2.	Purchase student devices for Middle School	2015	$30,000	Middle School	1,2,3,4,5
B.3.	Purchase and implement iPads in all Elementary Classrooms	2015	$40,000	Elementary Schools	1,2,3,4,5
B.4.	Testing lab to accommodate Middle School	2015	$20,000	Middle School	1.2.3
B.5.	Additional Ruckus Aps to complete each campus with wireless capabilities	2016	$6,800	Elementary, Middle/High Schools	1,2,3
B.6.	CISCO Router installed at Core to take advantage of higher network capabilities	2016	$2,040*	District	5
B.7.	New 2012 Domain Controllers to upgrade outdated equipment	2016-17	$2,975*	District	5
B.8.	Purchase manage switches	2016-17	$13,770*	Elementary Schools	5

Brief description of other activities	Other funding source
	ERate – Eighty threee percent of Category II Network Infrastructure Upgrades utilizing

	ERate Funds
	District Technology Budget

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

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1. Purchase and implement student laptops for Core Classrooms	Purchase Order and delivery of equipment	Deployment of computers at the High School
B.2. Purchase student devices for Middle School	Purchase Order and delivery of equipment	Deployment of computers at the Middle School
B.3. Purchase and implement iPads in all Elementary Classrooms	Purchase Order and delivery of equipment	Deployment of computers at the Elementary School
B.4. Purchase Testing lab to accommodate Middle School	Purchase Order and delivery of equipment	Implementation of a Testing Computer Lab
B.5. Additional Ruckus APs to complete each campus with wireless capabilities	ERate applications and forms, purchase order and delivery of equipment.	Full wireless campuses at both Elementary Schools
B.6. CISCO Router installed at Core to take advantage of higher network capabilities	ERate applications and forms, purchase order and delivery of equipment.	Implementation of CISCO Router at the Core closet at the Support Services Building
B.7. New 2012 Domain Controllers to upgrade outdated equipment	ERate applications and forms, purchase order and delivery of equipment.	Physical Domain Controllers for each site
B.8. Purchase 24 & 48 port manage switches	ERate applications and forms, purchase order and delivery of equipment.	Full wireless campuses at Elementary School

See Appendix A for the independent third party results.

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.

As a member district, Dixie County is part of the NEFEC Master In-service Program. The program provides the following services:

- Conducts an annual survey to determine current in-service and professional development

component needs

- Serves as a conduit for information from Florida Department of Education regarding requested and/or mandated changes to components included in the MIP, makes the changes, and works with the districts to implement the new rules
- Develops, modifies, and deletes components upon request by districts and/or FLDOE
- Updates the MIP annually and provides electronic and print copies to member districts

Master In-service Plan components can be located at http://www.nefec.org/document1163/download

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome (from Section A)
C.1.	Train teachers on the use of Performance Matters	2015	$included in price	District	1,2,3
C.2.	Substitutes for teachers to attend Performance Matters Training	2015	$2,000	District	1,2,3
C.3.	Train teachers on the use of Skyward's Monitoring Tool	2015	$included in SIS system	District	4
C.4.	Half day training on use of digital content in the classroom	2015	$Title II dollars	Middle/High	4
C.5.	Train Elementary teachers on the use of iPads in the classroom	2015	$2,000	Elementary	1,2,3
C.6.	Train technology staff on new and innovative state-of-the art technology	2015	$10,000	District	4

Brief description of other activities	Other funding source
Digital content in the Classroom Training	Title II dollars

Evaluation and Success Criteria for C) Professional Development:

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1. Train teachers on the use of Performance Matters	Registration, roster and agenda of activity	Completion and awarding of Master In-service Points
C.2. Substitutes for teachers to attend Performance Matters Training	Report from finance	Roster of teachers trained
C.3. Train teachers on the use of Skyward's Monitoring Tool	Registration, roster and agenda of activity	Completion and awarding of Master In-service Points
C.4. Half day training on use of digital content in the classroom	Registration, roster and agenda of activity	Completion and awarding of Master In-service Points
C.5. Train Elementary	Registration, roster and agenda	Completion and awarding of

teachers on the use of iPads in the classroom	of activity	Master In-service Points
C.6. Train technology staff on new and innovative state-of-the art technology	Roster and agenda of activity	Completion of training, certificates, etc.

D) Digital Tools

Dixie County School District will maintain a digital tools system intended to support and assist district and school instructional personnel and staff in the management, assessment and monitoring of student learning and performance. These digital tools will also support CAPE objectives.

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome (from Section A)
D.1.	Performance Matters	2015-17	$120,000	Elementary, Middle/High	5

Brief description of other activities	**Other funding source**
Health Academy	Academy dollars and Perkins
Business Academy	Academy dollars and Perkins

Evaluation and Success Criteria for D) Digital Tools:

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1. Purchase of Performance Matters	To provide curriculum and practice tests for student preparation	Implementation and Training of teachers on Performance Matters

E) Online Assessments

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Twenty percent of district bandwidth to meet state guidelines	2015	$8.640*	District	1,2,3

Brief description of other activities	Other funding source
80% of bandwidth	ERate Funds

Evaluation and Success Criteria for E) Online Assessments:

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1. Twenty percent of district bandwidth to meet state guidelines	Implement and speed test bandwidth	80-95% delivered bandwidth

North East Florida Educational Consortium

3841 Reid Street • Palatka, Florida 32177
Telephone: (386) 329-3800
Fax: (386) 329-2547
www.nefec.org

NEFEC DCP Infrastructure Evaluation

for Dixie District School 9/29/2014

Evaluators:
Ethan Caren, Senior Information Technology Analyst
Justin Lehtinen, Information Technology Associate

In the 2014-15 Digital Classroom Plan, Dixie County is targeting their network infrastructure and providing device equity for those schools that have a lesser number of devices per student. This infrastructure evaluation is based upon the condition of the district's infrastructure as of the summer of 2014.

Bandwidth:

Dixie County's intersite network topology consists of several daisy chained fiber and wireless links that ultimately connect to the County Office before connecting to the Internet. As such, their single Internet connection is shared amongst all devices and users on the network from all sites.

Current: Dixie's current Internet connection is a 200 Mbps connection through ATT and managed through DMS. This current bandwidth to the internet gives Dixie a bandwidth to student ratio of 95.8 Kbps per student. This is only slightly below the 100Kbps recommended by FLDOE. (http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf).

Future Plans: Dixie County does not have an immediate plan to upgrade Internet bandwidth, but may do so next year. This, of course, depends on availability of bandwidth in the area. In rural areas, additional bandwidth may not be available.

Internal Wired Network:

Current: The internal networking equipment of most schools in Dixie County consists of different brands of managed switching and some unmanaged switching. Dixie County High and Ruth Rains Middle utilize newer managed Enterasys switches. The remaining sites have a combination of older unmanaged Enterasys and Amer switches. Most of this switching have 10/100 ports and are 5 to 10 years old. Much of the backbone at each site is 100 Mbps.

A weak point of Dixie County's internal network is the site-to-site wireless connections to the outlying schools. For example, Old Town Elementary, Anderson Elementary, and Ruth Rains Middle School are all three funneled through a 300Mbps wireless connection that connects to Dixie County High School. With 1508 students at all three schools, this yields a bandwidth to student ratio of 198.9 Kbps per student, well short of the recommended 1000 Kbps recommended by FLDOE for internal bandwidth.

Future Plans: To address the present and future needs for supporting more devices, Dixie plans on replacing all of the old unmanaged 100 Mbps switching with new more robust and managed Cisco equipment which support 1 Gbps connectivity to the desktop. Upgrading the wireless point-to-point connections is high on Dixie's list of needs, however, they are limited in upgrading by the types of solutions available and how much bandwidth there is to offer in the Dixie County area.

Internal Wireless Network:

Current: Dixie's wireless network consists of Ruckus and Enterasys wireless access points. Ruckus Access points with 802.11n capable speeds are used in all schools in Dixie County with the exception of Dixie County High School which uses Enterasys wireless access points capable of 802.11n. Of the 58 total Access Points, 51 are located in Instructional locations for student use. With 128 classrooms and 2,025 students, the student to AP radio ratio in instructional locations is 40 to 1. This is short of the recommended of 10-15 to 1 (http://www.fldoe.org/bii/instruct_tech/pdf/Wireless-Tech-Specs.pdf).

Future Plans: Dixie plans to expand wireless coverage by adding more Ruckus wireless access points. Eventually Dixie will move to all Ruckus AP's and phase out the use of Enterasys. Adding additional access points will bring Dixie closer to achieving the state recommendation for ratio of students per wireless access point.

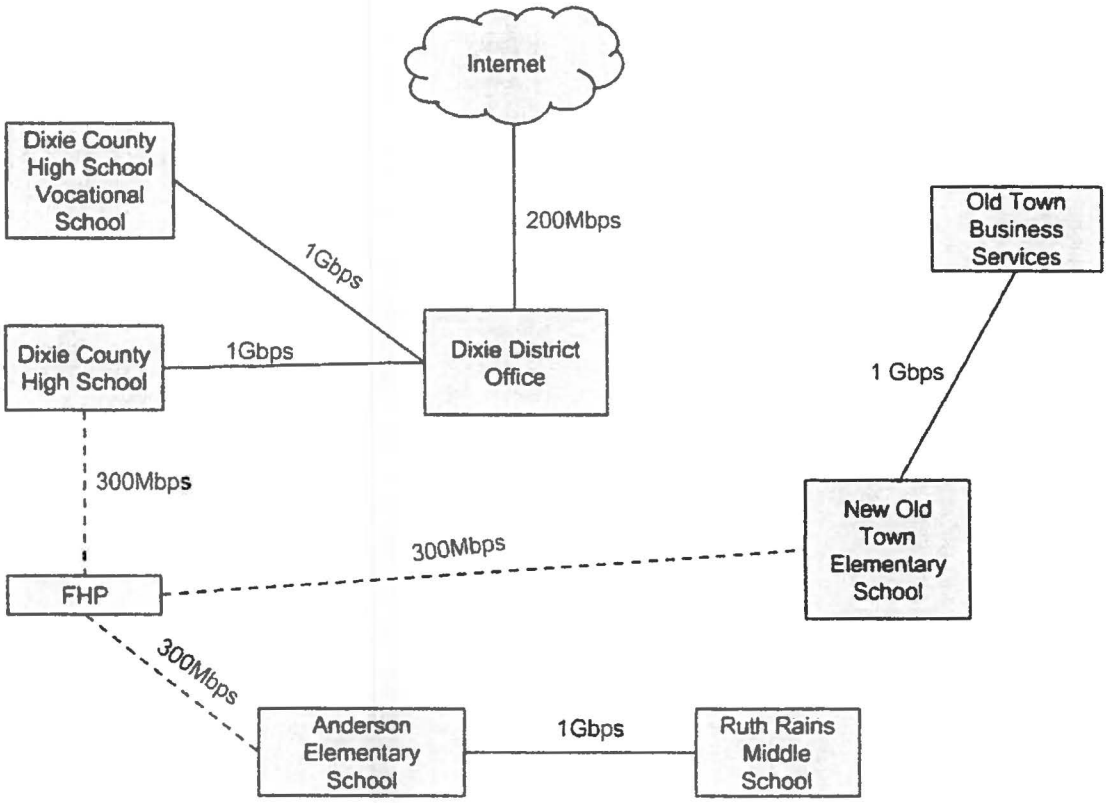
Technology Staff:

Current: The Technology staff of the Dixie District Schools consists of a team of four full time District level techs that share responsibilities at each of the five sites in the district. With 1,617 devices, this equates to approximately 404 devices per full time Tech.

Summary:

Dixie County's primary need is to upgrade the internal switching throughout the network as well as increase the connection speed of the intersite wireless connections. However, being able to upgrade the intersite connections is dependent on having a viable solution to employ. Once Dixie has a robust switching infrastructure in place and before adding wireless devices, they have a need to increase the Access Point density to provide better wireless coverage in instructional areas.

DIXIE COUNTY SCHOOLS NETWORK TOPOLOGY



Student Instructional Computers - Dixie County School District							
	Devices Eligible for Online Testing			Devices Ineligible for Online Testing			
	Desktops	Laptops/Netbooks/ Chromebooks	Tablets 9.5" or above	Tablets less than 9.5"	Other Wireless Devices	Other Wired Devices	Total:
	363	8	0	0	525	560	1456
Note: These categories break Student Instructional Devices into those adequate or not adequate for FSA Online Testing according to: http://www.fsassessments.com/wp-content/uploads/2014/06/FL_System_Requirements_for_Online_Testing_07-08-2014.pdf							

Total Instructional Computers eligible for Online Testing	371
Total Non-Student Computers:	161
Total Computers:	1617
Total Student Population:	2025
Total Staff Population:	285
Total Classrooms:	128
Total Number of Instructional Access Point Radios:	51
Total Number of Full Time IT Staff:	4
Total District Bandwidth (Mbps):	200

		Recommended By FLDOE
Ratio of Students per Student Instructional Computers:	1.39	
Ratio of Students per Online Testing Approved Computers:	5.46	
Ratio of Kilobits per Second of Bandwidth per Student:	98.77	100Kbps*
Ratio of Kilobits per Second of Bandwidth per Person:	86.58	
Ratio of Kilobits of Bandwidth per Total Devices:	123.69	
Ratio of Wireless Devices per Access Point Radio:	10.45	
Ratio of Students per Instructional Access Point Radio:	39.71	10 - 15**
Ratio of Access Point Radios per Classroom:	0.40	
Ratio of Devices per Full Time IT Staff:	404.25	

*FLDOE Bandwidth per Student:	http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf
**FLDOE Students per Access Point Radio:	http://www.fldoe.org/bii/instruct_tech/pdf/Wireless-Tech-Specs.pdf