Suwannee County School District
DIGITAL CLASSROOM PLAN - 2015

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 ss.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 ss.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.

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Josh Williams, Director of IT	josh.williams@suwannee.k12.fl.us	386-647-4100
Curriculum District Contact	Janene Fitzpatrick, Asst Supt of Instruction	janene.fitzpatrick@suwannee.k12.fl.us	386-647-4647

Instructional District Contact	Janene Fitzpatrick, Asst Supt of Instruction	janene.fitzpatrick@suwannee.k12.fl.us	386-647-4647
Assessment District Contact	Janene Fitzpatrick, Asst Supt of Instruction	janene.fitzpatrick@suwannee.k12.fl.us	386-647-4647
Finance District Contact	Vickie DePratter, CFO	vickie.depratter@suwannee.k12.fl.us	386-647-4609
District Leadership Contact	Jerry A. Scarborough, Superintendent	jascarborough@suwannee.k12.fl.us	386-647-4600

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.

Technology planning is an on-going process accomplished by a District-wide Technology Committee comprised of the following stakeholders:
- *Director of Technology*
- *School Level Administrators*
- *District Directors/Administrators*
- *Other representatives as defined by the IT Policies and Procedures*

Partnerships

Suwannee Foundation for Excellence in Education, Inc. – The Foundation was organized in 1990, to facilitate and participate in the joint efforts of business, community, and education for the enhancement of public education. They eagerly contribute their time, expertise, and financial support to implement advanced technology for lifelong learning in Suwannee County. Business and community leaders serve on advisory councils at all schools in the district and provide direction for schools offering a curriculum that will allow students to be technologically prepared to enter the work force. Integrating technology into the curriculum allows for improved telecommunications and interaction with community businesses.   Such telecommunications with businesses and organizations make local resources more accessible to the schools and the school resources more available to the community.

North East Florida Educational Consortium (NEFEC) – The North East Florida Educational Consortium is a regional, non-profit service delivery system established by small, rural school districts in northeast Florida to provide cooperative educational services to its members. The

mission of NEFEC is to help member districts cooperatively meet their educational goals and objectives by providing programs and services that individual districts would not be able to provide as effectively or as economically when acting along.

Curriculum Integration

In the new school model, classroom experiences emphasize critical thinking, teamwork, compromise, and communication – the skills valued in today's workplace. Teachers, in contrast, change from being the storehouse of all knowledge to being guides or mentors and facilitators helping students navigate through information available through technology and interactive communications. Technology literacy, like basic reading literacy, is the fundamental skill that enables advanced learning. We must emphasize basic technology literacy for all students by intertwining it into all curricular areas.

In Suwannee County School District, students are afforded a number of technology-based intervention strategies in the core curriculum, utilizing automated learning systems that are accessed through our network. Renaissance Learning products (Accelerated Reading, Star assessments, and English in a Flash), iReady products (Diagnostic and Instruction), and other network-based progress monitoring tools are used district-wide to supplement instruction and reinforce core curriculum. The secondary school lab curriculum explores technology skills and careers encouraging students to prepare for high-tech, traditional, and non-traditional careers.

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

At this time, Suwannee County Schools evaluates technology usage as part of the Instructional Performance Appraisal – Copeland model. Needs are assessed by building administrators as indicated on that tool.

The District will make a plan for utilizing the TIM tool with a pilot in the spring of 2016.

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.

Suwannee County School District utilizes data from state and local assessments along with technology implementation data to drive planning for future expansion and change in programs. Usage and effectiveness is monitored of all programs purchased by the district. Reports are provided to District leaders, and school-based administration is consulted regarding needs based on student data.

Many of our district's intervention programs are technology based due to the increased capability of differentiating instruction based on student need. We currently utilize programs such as: i-Ready, Accelerated Reader, Read 180, and Reading Plus, to name a few. Again, school-based administrator, with the assistance of academic coaches compile data regarding the effectiveness of each program at their site. The district compiles and analyzes district level data using the Focus School Information System and Performance Matters.

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.

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	*Suwannee County School District IT Policies and Procedures (pg. 3)* *When handling sensitive and confidential information, precautions must be taken to prevent unauthorized access to the information. Staff members may not disclose sensitive information to persons not authorized to receive it. This includes non-public information such as Social Security Numbers, credit card numbers, bank account numbers, health information, or other confidential student and user data.* *All users who have access to or may have access to personally identifiable student and user records shall adhere to all standards included in the Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), Suwannee County School Board Policies and Procedures, and all other applicable State and Federal laws and regulations, as they relate to the release of such information. In addition, specific guidelines are given.*	*http://suwannee.schooldesk.net/LinkClick.aspx?fileticket=8H2WjCDaVgI%3d&tabid=7270&mid=20572*	*September 23, 2014*

District teacher evaluation components relating to technology (if applicable)	*Suwannee Instructional Performance Appraisal (pg. 91-93)* • *Use appropriate technology in instructional delivery.* • *Use technology to establish an atmosphere of active learning.* • *Provide students with opportunities to use technology to gather and share information with others.* • *Facilitate student access to the use of electronic resources.* • *Explore and evaluate new technologies and their educational impact.* • *Use technology to review student assessment data.* • *Use technology for administrative tasks.*	*http://suwannee.schooldesk.net/LinkClick.aspx?fileticket=AqYMF2wYc5Y%3d&tabid=7269&mid=41455*	*January, 2015*
BYOD (Bring Your Own Device) Policy	*Suwannee County School District Student Code of Conduct (pg. 16)* *Using electronic resources, including, but not limited to, network access, internet access, digital cameras, tablets (i.e., Windows mobile devices, iPod Touch, Palm, etc.), personal communication devices (i.e., cell phones, pagers, messaging devices, telephones, digital recorders), MP3 players, iPods, USB flash drives, email, computers, and laptops are prohibited,* *unless student has permission from the classroom teacher where the electronic resource will be used. The document goes on to give examples of unacceptable use of devices.*	*http://suwannee.schooldesk.net/Portals/Suwannee/District/docs/Student%20Services/2015-2016%20Code%20of%20conduct.pdf*	*July, 2015*

Policy for refresh of devices (student and teachers)	*Suwannee County School District, District Technology Plan* *The plan gives guidance for individual replacement of technology and technology related items, as well as providing for the overall replacement schedule for whole-school upgrades.*	*http://suwannee.schooldesk .net/LinkClick.aspx?filetick et=kEBSG_I9E2Q%3d&ta bid=7270&mid=20572*	*2011*
Acceptable/ Responsible Use policy (student, teachers, admin)	*Suwannee County School District IT Policies and Procedures (pgs. 4-9)* *Provides direction for acceptable use for all users in our district, as well as providing examples of unacceptable use.*	*http://suwannee.schooldesk .net/LinkClick.aspx?filetick et=8H2WjCDaVgI%3d&ta bid=7270&mid=20572*	*September 23, 2014*
Master Inservice Plan (MIP) technology components	*NEFEC Master Inservice Plan 2014-2015* • *Technology in the Classroom* • *Technology Applications* • *Assistive Technology in the Classroom* • *PDA: Technology for Student Success—Assistive* • *PDA: Technology for Student Success—An Introduction* • *Instructional Technology in the ESE Classroom*	*http://suwannee.schooldesk .net/LinkClick.aspx?filetick et=t7W7lweXRGg%3d&ta bid=15739&mid=26772*	

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**

Student Performance Outcomes:
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.

After completing the suggested activities for determining the student performance outcomes described in the DCP guidance document, complete the table below with the targeted goals for each school grade component. Districts may add additional student performance outcomes as appropriate. Examples of additional measures are District Improvement and Assistance Plan (DIAP) goals, district Annual Measurable Objectives (AMOs) and/or other goals established in the district strategic plan.

Data are required for the metrics listed in the table. For the student performance outcomes, these data points should be pulled from the school and district school grades published at http://schoolgrades.fldoe.org. Districts may choose to add any additional metrics that may be appropriate below in the table for district provided outcomes.

A. Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
II.A.1.	ELA Student Achievement	3rd – 46% 4th – 41% 5th – 43% 6th – 43% 7th – 39% 8th – 47% 9th – 43% 10th – 42%	TBD 2016	
II.A.2.	Math Student Achievement	3rd – 47% 4th – 46% 5th – 49% 6th – 37% 7th – 47% 8th – 31% Alg – 47% Geo – 51% Alg 2- 50%	TBD 2016	
II.A.3. /II.A.4.	Science Student Achievement 5th and 8th Grade Science Student Achievement/ Biology EOC	5th – 54% 8th – 54% Bio – 60%	5th – 64% 8th – 64% Bio – 70%	2017

			Baseline	Target	
II.A.5.	ELA Learning Gains	TBD from school year 2015-16	TBD 2016		
II.A.6.	Math Learning Gains	TBD from school year 2015-16	TBD 2016		
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2015-16	TBD 2016		
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2015-16	TBD 2016		
B. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*	
II.A.9.	Overall, 4-year Graduation Rate	77%	100%	2017	
II.A.10.	Acceleration Success Rate	53%	100%	2017	
A. Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*	
II.A.11. (D)	Attendance Rate	TBD 15-16		2017	
II.A.12. (D)	Discipline Referral Rate	TBD 15-16		2017	

■ **Quality Efficient Services**

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

For the infrastructure needs analysis, the required data points can and should be pulled from the Technology Readiness Inventory (TRI). 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	4:1	4:1	2:1	2016-2017	2
II.B.2. Count of student instructional desktop computers meeting specifications	600	750	1000	2016-2017	250
II.B.3. Count of student instructional mobile computers (laptops) meeting specifications	60	100	3100	2016-2017	3000
II.B.4. Count of student web-thin client computers meeting specifications	100	100	0	2016-2017	-100
II.B.5. Count of student large screen tablets meeting specifications	0	0	0	2016-2017	N/A
II.B.6. Percent of schools meeting recommended bandwidth standard	60%	80%	100%	2016-2017	20%
II.B.7. Percent of wireless classrooms (802.11n or higher)	60%	80%	100%	2016-2017	20%

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	Yes	Yes	2015-2016	N/A

B. Infrastructure Needs Analysis (District Provided)	Baseline	Actual from Spring 2015	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
II.B.10. (D) Digital Presentation Packages	217	210	340 (100%)	2020	

* 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: 75% Adoption: 20% Adaption: 5% Infusion: 0% Transform: 0%	Entry: 65% Adoption: 25% Adaption: 10% Infusion: % Transform: %	2016-2017
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 95% Adoption: 5% Adaption: 0% Infusion: 0% Transform: 0%	Entry: 85% Adoption: 10% Adaption: 5% Infusion: % Transform: %	2016-2017

C. Professional Development Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved *(year)*
II.C.3. (D)	iReady Implementation and Analysis	0%	100%	2015-2016
II.C.4. (D)	Edivation – utilization of groups	10%	100%	2015-2016

- **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 utilization**	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum. www.cpalms.org www.floridastudents.org	100%	50%	75 %	2016-2017
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans. www.cpalms.org www.floridastudents.org	100%	50 %	75 %	2016-2017
II.D.3. (S)	A system that supports student access to online assessments and personal results. iReady/Performance Matters/Focus	100 %	50 %	75 %	2016-2017

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. - Website	100 %	50 %	75 %	2016-2017
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100 %	50 %	75 %	2016-2017

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)*
	Teachers/Administrators Access and Utilization (T)	% of Teacher/ Admin access	% of Teacher/ Admin Utilization	% of Teacher/ Admin Utilization	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides. www.cpalms.org iReady	100 %	50 %	75 %	2016-2017
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	50 %	75 %	2016-2017
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring. Performance Matters/Unify IBTP	100 %	50 %	75 %	2016-2017

II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans. Edivation/Focus	100 %	50 %	75 %	2016-2017
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. Focus	100 %	50 %	75 %	2016-2017
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. Performance Matters	100 %	50 %	75 %	2016-2017
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. District Website	TBD %	TBD %	50 %	2016-2017
II.D.8. (T)	A system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and	100 %	50 %	75 %	2016-2017

	instructional resources to enable teachers, students, parents and district administrators to use data to inform instruction and operational practices.

District Website | | | | |
| 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.

Performance Matters/Focus | TBD % | TBD % | 50 % | 2016-2017 |

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 utilization	
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.

FOCUS | 100 % | 50 % | 75 % | 2016-2017 |

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	>50%	65%	2017

	digital format (purchases for 2015-16)			
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	30%	50%	2017
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	0 %	20 %	2017
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	30 %	50 %	2017
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	30 %	50 %	2017
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.] Focus – District Website	100 %	50 %	75 %

■ **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.

D. **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	1/3 Grade level	Enough to test entire grade level at one time.	2016-2017
II.E.2. Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	0%	100%	2016-2017

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: (Suwannee County DRAFT Strategic Plan Goals)

Goal 1: Suwannee County School District will increase the academic achievement of all students.

   Quality Instruction
   · Provide differentiated instruction to engage and challenge students of diverse
      backgrounds and abilities.
   · Increase use of high-yield academic strategies that lead to effective and relevant
      standards based instruction.
   · Continue to cultivate and sustain a Human Capital Management system to provide
      for district-wide success. (Including recruitment, retention, and professional
      development)

   Aligned Curriculum and Assessment
   · Ensure that all resources are relevant and aligned to the Florida Standards in order to
      best support student learning.
      · Continue to support the use of an instructional framework that encourages the

use of curriculum maps, as well as vertical and horizontal alignment from one grade level to the next.
· Implement and support the use of assessments aligned to the standards in all grade levels and all subject areas. (Formative and Summative)

High Achievement
· Involve families and the community in establishing a culture that is collaborative, transparent, and student-centric.
· Assist in the creation and implementation of comprehensive School Improvement Plans which are aligned to the district's strategic plan and support sustained school improvement.
· Ensure that all SCSC academic goals/targets are set to move the district to one of the top districts of high performing students in the state.

Goal 2: Suwannee County School District will ensure that learning and working environments are supportive, safe, and secure.

Early Warning Systems (EWS)
· Create and implement a plan to improve early identification and targeted response to EWS indicators.
· Review and refine the intervention supports in place for students determined to be at-risk.

School Safety
· Review and update district-wide safety procedures and campus safety plans for all schools, with increased focus on proactive prevention.
· Encourage positive behavior, respect towards others, and ensure safe environments throughout the school district.

Student Support
· Implement and monitor a district-wide Positive Behavior Support plan.
· Evaluate, communicate and improve consistency of discipline and student behavior management; communicate policies with all stakeholders.
· Revise school and district climate surveys and increase access to them in order to ensure improved customer service delivery.

Goal 3: Suwannee County School District will maximize access to technology for all stakeholders.

Digital Classrooms
· Provide more opportunities for academic interaction with technology.
· Provide training for teachers on strategies for acceptable and responsible use of technology.
· Reduce the student to device ratio in all schools.

Communication Tool
· Continue the use of existing parent communication tools and consider new tools of communication.

· Develop communication plan for students, staff, parents and community.

Goal 4: Suwannee County School will ensure college, career, and life readiness for all students.

Opportunity
· Continue and strengthen options such as career academies, advanced placement courses, duel enrollment options, and career/technical programs that meet the needs of all students.
· Address the needs of all students with multiple opportunities for enrichment to include advanced placement and duel enrollment opportunities.

Exploration/Career & College Decision Making
· Create and implement a comprehensive timeline for career and college planning that includes annual counseling and mentoring.

STEP 3 – Strategy Setting:

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	Support digital format for instructional materials, devices, and LMS	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	Presentation Packages in all classrooms	2014-2019

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.

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

A. Student Performance Outcomes		Baseline	Target
III.A.1.	Increase percentage of students scoring on grade level in reading on the FSA in Suwannee.	44%	Increase by > state average growth.
III.A.2.	Increase percentage of students scoring on grade level in math on the FSA in Suwannee.	47%	Increase by > state average growth.
III.A.3.	Increase percentage of students scoring on grade level in science in Suwannee.	53%	Increase by > state average growth.
III.A.4.	Increase percentage of students scoring on grade level in social studies in Suwannee.	57%	Increase by > state average growth.
III.A.5.	Increase percentage of middle school acceleration as determined by FLDOE accountability.	55%	Increase by > state average growth.
III.A.6.	Increase percentage of high school acceleration as determined by FLDOE accountability.	53%	Increase by > state average growth.
III.A.7.	Increase 4-year graduation rate FLDOE accountability.	77%	Increase by > state average growth.

B) Digital Learning and Technology Infrastructure

	B. Online Assessment Implementation				
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	Purchase of devices for specified classrooms that are compatible with FSA and other testing guidelines so that they may be utilized to ease the burden of online assessments, as well as provide access to digital content in classrooms.	June 2016	$341,114	Effecting all schools district-wide	II.E.1 II.E.2

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

Brief description of other activities	Other funding source
Wireless access controller Increased number of wireless access points Updated network switches	LCIF

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

B. Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	Update from the Director of Information Technology on the number of devices available – monthly board workshops upon request	Success will be defined as the District having 3100 mobile devices that meet the hardware requirements.

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, ss.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

For the 2015-2016 school year, Digitial Classroom Funds are not being utilized to support Professional Development in Suwannee County.

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

Brief description of other activities	Other funding source
Technology Professional Development	TIF/SEEC Grant
School Improvement Network Projects	School Improvement Grant
Conference Attendance, other PD	District General Fund

D) Digital Tools

For the 2015-2016 school year, Digitial Classroom Funds are not being utilized to support Digital Tools in Suwannee County.

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

Brief description of other activities	Other funding source
Digital Instructional Resources - Edgenuity	Instructional Materials Allocation
Licensing for Schools: Adobe, Certiport Testing, Microsoft, G-metrix, etc.	District General Fund

E) Online Assessments

E. Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Purchasing information	Available real-time in Focus system for monitoring at any point throughout the year
E.2.	Increased number of Devices in use	Update from the Director of Information Technology on the number of devices available – monthly board workshops upon request