SUMTER DISTRICT SCHOOLS DIGITAL CLASSROOMS PLAN

2015-16
UPDATE

This plan is an update and builds on the previous 2014-2015 Digital Classrooms Plan

Sumter County School Board

2680 West County Road 476

Bushnell, Florida 33513

352-793-2315

DISTRICT
DIGITAL CLASSROOM PLAN

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:

1.1 District Team Profile

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Mr. Jimmy Greene	Jimmy.greene@sumter.k12.fl.us	352-793-2315 ext. 50268
Curriculum District Contact	Ms. Christina McKinney	Christina.mckinney@sumter.k12.fl.us	352-793-2315 ext. 50213
Instructional District Contact	Ms. Helen Christian	Helen.christian@sumter.k12.fl.us	352-793-2315 ext. 50204
Assessment District Contact	Ms. Jean Holstein	jean.holstein@sumter.k12.fl.us	352-793-2315 ext. 50212
Finance District Contact	Ms. Deborah Smith	deborah.smith@sumter.k12.fl.us	352-793-2315 ext. 50246
District Leadership Contact	Ms. Debbie Moffitt	deborah.moffitt@sumter.k12.fl.us	352-793-2315 ext. 50260

1.2 Planning Process

The process for developing the Sumter District Digital Classroom Plan was initiated in 2014 and this version reviews the original and adjusts to meet the findings of the initial year of implementation. The process to create the plan included input from many different groups of stakeholders. Most importantly, this plan has been developed in consort with existing planning instruments of the district, primarily the district's strategic plan, most recently updated and approve by the school board on May 20, 2014 with a reporting of the current status on September 8, 2015. This is the driving structure for the systematic guidance of the district. The strategic plan was developed through a collaborative approach that included parents, community leaders, business partners, teachers, support personnel, as well as school and district leadership. We see this Digital Classroom Plan as a means to meet the action plans within our overall strategic plan as our district moves forward at fulfilling our mission. Additionally, specifically related to the instructional technology directions of the district, the Digital Classroom Planning process reviewed and coordinated its efforts with the District Technology Plan, already in place. The findings and needs assessments related to the Digital Classroom Plan will be used to direct any revisions to keep the plans in consort.

The specific development of this plan included direct stakeholder input through several processes:

1. School based technology and assessment instructional staff were consulted in the early stages of the planning process. This provided some direction as we led into the findings of the various needs assessments within the Digital Classroom Planning process.
2. District curriculum and instruction personnel input and ongoing planning processes provided guidance toward instructional technology and instructional materials needs and directions to meet the identified needs in our schools.
3. District personnel specifically those directing and coordinating our exceptional education, ESOL and Multi-Tiered System of Supports (MTSS) for direction on the technology needs of their programs.
4. Effective and proper uses of technology are part of the process of providing the most appropriate educational experience to meet the students' individual needs and talents.
5. Each school has an instructional technology steering committee which will be requested to review the plan and provide guidance and input with its implementation.
6. As timelines and meeting dates allow, the plan will available to be discussed in School Advisory Committee meetings or provided to School Advisory Committee members for guidance.
7. The document will be available online for community input prior to presentation to the school board for approval.

The district understands the importance of adequate professional development for the successful implementation of technological tools and digital content integration. The district integrates instructional technology within multiple aspects of instruction and within the *Learning Focused Strategies* and *Danielson's Framework for Teaching*. As an additional focus, the curriculum department has implemented a strategy of modeling effective technology integration within their meetings, trainings and professional learning communities.

The overall support planning for the Sumter School District includes using local capital outlay revenue beyond the specific allocation to support the Digital Classroom Plan as addressed in 1011.71 (2) (d) F.S.

1.3 Technology Integration Matrix (TIM)

The Technology Integration Matrix provides an effective means for teachers and administrators to visualize and understand the different concepts of technology integration. The Sumter District Schools takes great pride in being featured within the matrix as an example of Active/Transformational integration.

The tool is provided with training to school technology contacts to use with their faculty members.

At the current time, the district has not implemented a TIM based walkthrough tool, but may consider such in the future.

As of the time of this planning process, the district has received a memorandum from the Department of Education stating to expect licensing to TIM resources to be allocated based on FTE. The district has recently received specifics on the training and tools being provided and are working on the implementation process. While the district has used the tool, we embrace the ability to increase the effectiveness and extensiveness of our use of the Technology Integration Matrix.

1.4 Multi-Tiered System of Supports (MTSS)

The Sumter County School District believes in providing interventions to students who are not meeting the standards the district believes are necessary for a successful completion of a high school diploma program. Research has shown that approximately 80% of students are successful with the general education classroom approach and with the general educational materials. However, some students' learning styles and processes require different strategies and different materials.

In order to provide the most effective education for ALL children, we believe we must start with providing an effective education for EACH child. In the Sumter County School District, we utilize a three-tier approach with varying levels of support beyond that used as the core curriculum. The approach used is referred to as Multi-Tiered System of Supports (hereafter MTSS). In the first tier (Tier 1) school-wide and classroom-based strategies are used. Tier 1 includes the core academic and behavioral programs. If a child is struggling with the core curriculum, he or she may need additional assistance, which can be provided in Tier 2. In Tier 2, we employ a standard protocol intervention approach. In Tier 2, we utilize student data to group students based upon a target skill need and provide appropriate research-based interventions. Students are matched to instruction with a high likelihood of successful remediation. We apply the Tier 2 interventions for an appropriate number of weeks in order to give the child additional instruction using research-based materials and strategies to allow the child to achieve the educational standards necessary for success. Many children respond well to Tiers 1 and 2 and are successful in meeting standards with the supplemental help.

In the event that a child needs additional help to meet the standards we utilize a third tier which provides additional and more frequent help. In Tier 3, we employ an intervention team approach. We call this team the Teamwork, Intervention, and Problem Solving (hereafter TIPS) Team. The TIPS Team meets to review a child's progress and tailor an individual academic/behavioral support plan that provides supplemental instruction to the child in the area or areas of need. Tier 3 instruction is also used for an appropriate number of weeks.

1.5 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** **(Or Revision)**
Student data safety, security and privacy	Student Records 5.70 Technology Acceptable Use & Internet Safety 8.62 Network & Instructional Technology Policies & Procedures	http://www.boarddocs.com/fla/scsfl/Board.nsf/files/9VMDLW75BB78/$file/5.70.pdf http://www.boarddocs.com/FLA/scsfl/Board.nsf/files/8XZM4Z5905EB/$file/08_620.pdf http://assets.sumter.k12.fl.us/BusinessOperations/MediaServ/Net-Tech-Policies-Procedures.pdf	4/7/2015 9/4/2012 Procedures Updated 7/2013
District teacher evaluation components relating to technology (if applicable)	Teacher Evaluation Handbook	http://assets.sumter.k12.fl.us/HumanResources/SUMTER-TEACH-EVAL-HANDBOOK.pdf	2/17/2015
BYOD (Bring Your Own Device) Policy	Wireless Communication Devices	http://www.boarddocs.com/FLA/scsfl/Board.nsf/files/8T2SW874A0BB/$file/05_305.pdf	4/3/2012

Policy for refresh of devices (student and teachers)	Not an official policy – but an annual budgeted process	N/A	N/A
Acceptable/Responsible Use policy (student, teachers, admin)	Acceptable Use & Internet Safety 8.62	http://www.boarddocs.com/FLA/scsfl/Board.nsf/files/8XZM4Z5905EB/$file/08_620.pdf	9/4/2012
Master Inservice Plan (MIP) technology components	Pages 2, 3 & 5	http://assets.sumter.k12.fl.us/HumanResources/SumterMasterInservicePlan.pdf	8/3/2015

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 (Gr 3-10 T scores)	51.625	TBD 2016	Pending
II.A.2.	Math Student Achievement (Gr 3-8 T scores)	51.833	TBD 2016	Pending
II.A.3.	Science Student Achievement – 5th and 8th Grade	59% (5) 55% (8)	60.77 % (+3%) 56.65 % (+3%)	2017
II.A.4.	Science Student Achievement – Biology	64 %	65.92 % (+3%)	2017
II.A.5.	ELA Learning Gains	N/A	TBD 2016	Pending
II.A.6.	Math Learning Gains	N/A	TBD 2016	Pending
II.A.7.	ELA Learning Gains of the Low 25%	N/A	TBD 2016	Pending
II.A.8.	Math Learning Gains of the Low 25%	N/A	TBD 2016	Pending
II.A.9.	Overall, 4-year Graduation Rate	79%	80%	2016
II.A.10.	Acceleration Success Rate	49%	50%	2016

A. Student Performance Outcomes (District Provided)		Baseline	Target *	Date for Target to be Achieved (year)
II.A.11. (D)	Algebra 1 EOC	49	51	2017
II.A.12. (D)	Geometry EOC	**	52	2017
II.A.13. (D)	Civics EOC	69	71	2016
II.A.14. (D)	Science 8th Grade	55	57	2016

* At the time of development of this plan, initial score results had just been released with T-Scores for initial analysis. With our analysis of the Alpine Study findings, Sumter District Schools questions the reliability and validity of many of the results. At this time targets for future student performance reflects our continuous progress focus that we will continue to strive at effectively instructing our students using the state performance standards.

** Wildwood Middle High School's Geometry Results were invalidated for spring 2015. Retake scores are not yet available.

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	1.24 : 1	1.05 : 1	1: 1	2019	0.05 : 1
II.B.2.	Count of student instructional desktop computers meeting specifications	3,502	3,517	3,550	2016	50
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	2,443	3,749	4,500	2018	751
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	0	N/A	0
II.B.5.	Count of student large screen tablets	448	516	500	2015	N/A

	meeting specifications					
II.B.6.	Percent of schools meeting recommended bandwidth standard	75 %	75 %	100 %	2018	25 %
II.B.7.	Percent of wireless classrooms (802.11n or higher)	40.72 %	80.58 %	100 %	2016	19.42 %

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	Submitted 10/12/2015	N/A
II.B.9.	District support of browsers in the last two versions	N/A	Y	Y	2015	N/A

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved *(year)*	
II.B.10. (D)	Wireless Density: Increased Number of Wireless Access Points to Better Meet High Density Needs	802.11n 2.5 & 5 GHz 1 AP per 1:3 Classrooms		802.11ac with continued 802.11n 2.5 GHz Support 1:1 AP per Classroom	2019	At the end of 2014-2015 FY most locations were 1 AP per every 4 Classrooms – By the end of 2015-16 we estimate 1 AP per every 2 classrooms
II.B.11. (D)	Wireless Access: Outside Areas	Limited to classroom AP Signals		Uninterrupted Wireless Coverage Between Academic Buildings, Cafeterias & Gyms	2019	75% not yet covered
II.B.12. (D)	Meet Support Needs for Successful Integration of Instructional Technology	1945.5 : 1 technician to student device ratio 7782 : 1 Network Engineer to student device ratio No Dedicated Technology Trainers		800 : 1 2500 : 1 Dedicated Technology Trainer	Ongoing	9.7 additional units 3.1 additional units 1 unit
II.B.12 (D)	Bandwidth Availability for Instruction and assessment requirements	External: 500 MB (2014) District WAN: 100 MB per site (2014) Local LAN: 1GB all sites		External: 1 GB (7/2015) District: 1GB Per Site (w/ >500 students) Local: 1 GB all Sites	External: 2015 District: 2016 Local 2014	The DCP specifications remain at the 2015 year target as recommended by setda.org - If the expectation remains to reach the 2018 year target of 1 GB per 1000, we have a real concern of the ability for providers to be able to meet such speeds in rural districts. Sumter, using the national E-Rate program, will continue to strive toward keeping a reasonable bandwidth reserve over demand.
II.B.13 (D)	Provide adequate licenses to manage and secure additional devices through the 1:1 initiative	Various Products in license compliance		Continued compliance and additional or changes when needed	Continuous	Continuous
II.B.14	Support Classroom Instruction Through Technology Tools including, but not limited	1 Projector (1800-2500 lumen) (LCD or LED) 1 Document Camera		Projector 2500 lumen min – LED; Document Camera; interactive displays &/ot devices as required by instruction	Continuous Improvement Increase the refresh rate of projectors	Projectors in place includes low brilliance units dating from the mid-2000's Many out of warrantee DLP Projectors in place that are failing through pixilation

* 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.

It is important to note the infrastructure improvements that are continuous and were supported through the initial 2014-2015 Digital Classrooms Plan as well as the district priorities using other funding sources, particularly Local Capital Outlay Millage, to meet the technical needs of the students and staff of the school district. The Sumter School District will continue using local capital outlay revenue beyond the specific allocation to support the Digital Classroom Plan as addressed in 1011.71 (2) (d) F.S. and avail themselves to any flexibility permitted within this funding source.

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: 28 % Adoption: 45 % Adaption: 25 % Infusion: 2 % Transform: 0 %	Entry: 2 % Adoption: 25 % Adaption: 50 % Infusion: 20 % Transform: 3 %	2019
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: TBD Adoption: Adaption: Infusion: Transform:	Entry: 2 % Adoption: 25 % Adaption: 50 % Infusion: 20 % Transform: 3 %	2019
II.C.3	Professional Development Trainers/Support Personnel Dedicated to Technology (supported in section B also)	0	1	2017

C. Professional Development Needs Analysis (District Provided)		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved *(year)***
II.C.4 (D)	Sumter Professional Center (SPC)– Provide adequate up-to-date technology in SPC learning areas	1 large meeting space 4 group meeting spaces	1 large meeting space 11 group meeting spaces	2017

- **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:

C. **Digital Tools Needs Analysis**		**Baseline** **(to be established in 2015)**	**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
	Student Access and Utilization (S)	**% of student access**	**% of student utilization**	**% of student access**	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	50 %	20 %	75 %	2018
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	75 %	75 %	80 %	2018
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100 %	50 %	100 %	2016
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.[1]	* %	* %	25 %	2019
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100 %	100 %	100 %	2016

[1]II.D.4 Students have access to help tools but no integrated district managed system is in place.

D. **Digital Tools Needs Analysis (Continued)**		**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 access**	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100 %	65 %	100 %	2017
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	45 %	100 %	2018
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 %	45 %	100 %	2018
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	5 %	5 %	80 %	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.	100 %	75 %	100 %	2017
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	100 %	75 %	100 %	2017
II.D.7. (T)	A system that houses documents, videos and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.[2]	* %	* %	25 %	2019
II.D.8. (T)	A system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents and district administrators to use data to inform instruction and operational	100 %	75 %	100 %	2017

	practices.				
II.D.9. (T)	A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	100 %	100 %	100 %	N/A

[2]II.D.7 Students have access to help tools but no integrated district managed system is in place.

D. **Digital Tools Needs Analysis (Continued)**		**Baseline** **(to be established in 2015)**	**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
	Parent Access and Utilization (P)	**% of parent access**	**% of parent utilization**	**% of parent access**	
II.D.1. (P)	A system that includes comprehensive student information which is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	100 %	35 %	80 %	2018

D. **Digital Tools Needs Analysis (Continued)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
(IM)	**Instructional Materials**	**Baseline %**	**Target %**	**School Year**
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	50 %	50 %	2016
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	40 %	50 %	2016
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	80 %	80%	2016
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	50 %	60 %	2017

II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	50 %	60 %	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.]	75 %	75 %	2017

Quality Efficient Services

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

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

E. **Online Assessments Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	4,500	5,300	2018
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	60%	100%	2016

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.

The Sumter County Technology Plan can be viewed at:
http://assets.sumter.k12.fl.us/BusinessOperations/MediaServ/Sumter-Tech-Plan.pdf
and the Sumter County Schools' Strategic Plan can be viewed at:
http://www.sumter.k12.fl.us/strategic-plan

The technological goals are identified within these existing planning documents will be supported through the Digital Classroom allocation.

Strategic Plan

We see technology and the Digital Classroom Plan impacting all overlying objectives as set forth in the Strategic Plan:

- Attend schools in which safety is a major part of the school culture
- Excel in a challenging academic environment
- Graduate college and career ready
- Be responsible contributing citizens of their local and global communities

The specific strategies with strong technological elements include:

- Staff Excellence, particularly in providing quality professional learning opportunities for all
- School and Student Support, particularly in providing a technological and information rich environment that supports instruction, innovation and adaptability to an ever changing world
- Student Achievement, particularly in providing a rigorous educational environment that promotes optimum opportunities for student achievement and inspiring students to

realize their full potential through challenging and relevant curriculum, effective instruction and ongoing assessment

Technology Plan

Our current Technology Plan will be revised in the winter of 2016, but the existing plan still identifies relevant and ongoing goals and objectives toward the same educational outcomes as the Strategic Plan.

- **Learning Environment**
  - Strengthen student information and communication technology skills
  - Enhance the integration of technology in curricula
  - Enable opportunities to personalize and extend student learning
  - Ensure utilization of technology based assessments
- **Access**
  - Increase access to digital tools
  - Provide access to reliable infrastructure
  - Improve opportunities to access digital content
  - Enhance access to student data
- **Support**
  - Ensure trained and knowledgeable instructional technology staff to ensure expeditious and effective technical support to the staff and students
  - Improve community involvement
  - Enable technology leadership
  - Support information and communication technology training for educators to enhance instruction

STEP 3 – Strategy Setting:

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

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
School and Student Support, particularly in providing a technological and information rich environment that supports instruction, innovation and adaptability to an ever changing world Ensure trained and knowledgeable instructional technology staff to ensure expeditious and effective technical support to the staff and students Improve community involvement Enable technology leadership Support information and communication technology training for educators to enhance instruction Student Achievement, particularly in providing a rigorous educational environment that promotes optimum opportunities for student achievement and inspiring students to realize their full potential through challenging and relevant curriculum, effective instruction and ongoing assessment	Support for effective integration and utilization of technology in the learning environment	Review of technology integration using the Technology Integration Matrix and other tools – Improved training educator workforce – Meeting support needs in an effective and timely manner Improved assessment results in ELA, Mathematics, Civics, Science	Continuous 2018
Access: Increase access to digital tools Provide access to reliable infrastructure Improve opportunities to access digital content	Continue 1:1 projects and build on existing infrastructure supporting and expanding on the 2014-2015 plan enhancements	Continue rollout of 1:1 toward complete 4-12 grade implementation in means that support classroom instruction in a meaningful way – promoting pedagogical rigor	2018

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by ss.1011.62(12)(b), F.S. In this section of the DCP, districts will outline specific deliverables that will be implemented in the current year that are funded from the DCP Allocation. The five components that are included are:

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

The specific budget approved by the Sumter County School Board for the 2015-2016 school year can be found at: http://www.sumter.k12.fl.us/Page/251
In this proposal you will find some allocations crossing component areas. The specific Digital Classroom Allocation budget is categorized under project 03480.

The 2015-2016 Digital Classroom Plan allocation (3rd Calc) is $375,851 with $140,462.28 of that figure allocated under their District approved plan, leaving the remaining $235,388.72 accounted for within this Digital Classroom Plan.

A) Student Performance Outcomes

Student Performance Outcomes		Baseline	Estimated Targets*
Algebra 1 EOC	spring 2016	49	51
Geometry EOC	spring 2016	**	52
Civics EOC	spring 2016	69	71
Science 8th Grade	spring 2016	55	57

* At the time of development of this plan, initial score results had just been released with T-Scores for initial analysis. With our analysis of the Alpine Study findings, Sumter District Schools questions the reliability and validity of many of the results. At this time targets for future student performance reflects our continuous progress focus that we will continue to strive at effectively instructing our students using the state performance standards.

** Wildwood Middle High School's Geometry Results were invalidated for spring 2015. Retake scores are not yet available.

B) Digital Learning and Technology Infrastructure

Deliverable	Estimated Completion	Estimated Cost	School/District	Gap Addressed
1. Digital Learning Support *(no DCP funds to be used but identified as to 1011.71 (2) (d) F.S.)	Fall 2015	$0.00 DCP ($49,615.71 LCOM)*	District Wide	II.B.12
2. Technology Infrastructure/ /Access Points (60 AP from DCP – Additional APs purchased through with LCOM)	Spring 2016	$22,250.00	District Wide	II.B.7; II.B.10
3. Technology - Classroom 94 Laptops to continue 1:1 Project	Spring 2016	$49,553.04	South Sumter Middle	II.B.3
4. Technology – Classroom Classroom Technology Peripherals and devices including but not limited to Doc Cams, Projectors, Sound Equipment, Interactive Boards. Teacher and instructional computer not specifically for the 1:1 program may be purchased for refresh purposes	Summer 2016	$20,000.00	District Wide	II.B.14
5. Additional wired ceiling network drops to support wireless access points that meet density and coverage requirements	Summer 2016	$20,000.00	District Wide	II.B.10

* The overall support planning for the Sumter School District includes using local capital outlay revenue beyond the specific allocation to support the Digital Classroom Plan as addressed in 1011.71 (2) (d) F.S. – Technical support needs while not approved to use the DCP funding, the need is required to implement the DCP. The District intends to use LCOM funds as allowed under 1011.71 (2) (d) F.S. to meet this need

Infrastructure Evaluation and Success Criteria					
Deliverable	Monitoring and Evaluation Process(es)				
1.	Monitor a) work order completion rates; b) accessibility of technical in a timely fashion; c) Review the network administration tasks and completion rates; d) continue to review capabilities to offer new technological integration tools and strategies	Continuous	$0.00 DCP	District-Wide	Not accessed directly via DCP due to not specifically funded through DCP

2. & 5. (Successful implementation and evaluation requires these two to be evaluated in consort)	Infrastructure improvements meeting a minimum of 1 ceiling mounted and managed 802.11n or better Access Point per every 2 classrooms (Note the long term plan continues to work toward an AP per each classroom)	Spring 2016	2=$22,250.00 5=$25,000.00	District Wide	Wiring and installed, managed and properly functioning access point w/ minimum specifications of 802.11n supporting all academic classrooms in the district
3.	Verify 94 additional devices are purchased, implemented in our classrooms expanding our 1:1 program	Spring 2016	$49,553.04	South Sumter Middle	Successful implementation in the classroom environment providing 1:1 access within the courses chosen
4.	Review of data verifying all academic spaces have working up-to-date classroom technologies – review will include at minimum data projectors; non-1:1 computers; document cameras; printers; and other technologies as school technology integration strategies dictate	Spring 2016	$20,000.00	District Wide	Functioning data projection with a minimum brightness of 2500 lumens in all academic areas; A functioning Document camera for each academic classroom unless specifically deemed not needed; Refreshed classroom teacher computers to be no more than 5 years old
5.	See number 2				

The overall support planning for the Sumter School District includes using local capital outlay revenue beyond the specific allocation to support the Digital Classroom Plan as addressed in 1011.71 (2) (d) F.S.

As required by F.S. 1011.62 (12) (b), the use of Digital Classroom funds for infrastructure purchases requires a third party evaluation of the district's technology needs. As part of the 2014-2015 DCP, engineers from Hewlett Packard reviewed our data and need analysis with district technical personnel and made recommendations on our roll out of enhanced networking, particularly wireless. The lead engineer on the review is Mr. Dan Simon, Solutions Architect with Hewlett Packard Networking group in Jacksonville, Florida. District IT staff continues to work with Mr. Simon to implement and scale the infrastructure as we proceed. Through their findings and recommendations, we have seen substantial improvements in our wireless infrastructure and particularly in the end user experience this discussion we have already revised our proposal to better meet the needs to provide scalability and compatibility to allow our infrastructure meet changes and enhancements successfully.

C) Professional Development

Professional Development				Success Criteria
Salaries/Stipends For Afterhours Technology Integration Professional Development	Summer 2016	$5,000.00	District Wide	Successful Completion of Professional Development including Follow-up use in the classroom
Travel / Conferences School Personnel Attendance & Travel for FETC, Model Schools Conference and other training opportunities that are supporting the instructional vision including, but not limited to: Model/Demonstration Schools; Instructional Technology Symposiums	Summer 2016	$ 8,500.00	District Wide	District and School Based Innovations based on conference networking and session content
Professional Technical – Trainers	Summer 2016	$5,000.00	District Wide	Available for outside consultants to fill the void of not currently having a trainer on staff
Technology Infrastructure/Equipment**	Winter 2016	$17,424.43	Sumter Professional Center	Increase in available technologically outfitted PD classrooms to 11 with 1 large meeting space – updated server for SPC site

** Technology infrastructure allocated funds are planned to replace the primary server at our Professional Development Center, presentation and other technological equipment professional development needs.

D) Digital Tools

Currently the District is supporting *Performance Matters, Moodle, Skyward, SchoolWires* and other digital tools through other funding mechanisms including. But not limited to Enterprise Software/ LCOM, Title I, and General Fund.

Digital Tools				Success Criteria
Laptop Carts for Classroom 1:1 (In analysis, we have determined that most courses are supported best in the first few years of 1:1 with classroom based devices that can be checked out for home use when necessary but readily available in the classroom, supporting classroom integration. Our cart purchases support the 1:1 implementation primarily through DCP & LCOM funding sources.) These are carts only – the initial laptops were purchased using other funding	Fall 2015	$80,845.00	South Sumter High Wildwood Middle High South Sumter Middle	Successful Installation & Implementation of 45 carts w/ laptops (purchased separately) for classroom based 1:1

E) Online Assessments

Online Assessments				Success Criteria
Technology Supplies (headphones, I/O devices, etc for assessment)	Spring 2015	$ 6,816.25	District Wide	No issues during the 2015-2016 FSA CBT assessment window related to not having access to necessary devices required for assessment

Online Assessments are supported through numerous funding sources, particularly Local Capital Outlay Millage. Bandwidth has been doubled since the spring 2015 assessment windows. With the improvements made through the 2015 DCP and district 2015 LCOM , the district feels cautiously confident we are well prepared for the 2015-2016 assessment windows. Instructional computer labs are still impacted but as shown earlier in this plan, the district's student to computer ratio is close to 1:1.

While the 2015 assessment window did have its challenges, in our analysis and participation in the Alpine assessment discussions, we feel we had a reasonably smooth online assessment

from areas within our control. That said, we as a district have great reservations on the validity and reliability of the state wide assessments for 2015.