October 1, 2015

Lake County Schools Digital Classroom Plan 2015-2016

District Digital Classrooms Plan
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Part I: DIGITAL CLASSROOM PLAN OVERVIEW

1.1. 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

1.1. District Team Profile: Identification and contact information for each member of the DCP planning team with collaboration between district instructional, curriculum and information technology staff as required in s.1011.62(12)(b). F. S.

Title/Role	Name:	Email/Phone:
Information Technology District Contact	**Dr. Creed Wheeler:** Executive Director: Information and Instructional Technology Services	wheelerc@lake.kk12.fl.us 352-253-6710
Curriculum District Contact	**Bill Miller** Chief Academic Officer **Doretha Cole** Director: Elementary Curriculum and Instruction **Kathleen Jarvis**: Director: Secondary Curriculum and Instruction	MillerB@lake.k12.fl.us 352-253-6516 ColeD@lake.k12.fl.us 352-742-6906 jarvisk@lake.k12.fl.us 352-253-6863
Teaching & Learning	**Kati Pearson** Director of Teaching & Learning	pearsonk@lake.k12.fl.us 352-253-6864
Personalized Learning	**Kathleen Halbig**: Coordinator on Special Assignment	halbigk@lake.k12.fl.us 352-253-4120

Career & Technical Education	**Dr. Maggie Teachout** Director: Career, Adult & Community Education & Charter School Liaison	teachoutm@lake.k12.fl.us
Finance District Contact	**Carol MacLeod:** Chief Financial Officer	macleodc@lake.k12.fl.us 352-253-6566
District Leadership Contact	**Dr. Susan Moxley**: Superintendent	moxleys@lake.k12.fl.us 253-352-6523

1.2. District Planning Process

Information regarding the development of district improvement planning process including how parents, school staff and others were involved; 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.

LCS began the planning process for the District Digital Classroom Plan (DCP) by selecting a district leadership team. The team included representation from the Strategic Initiatives & Grant Acquisitions Department; Dr. Creed Wheeler, Executive Director of Information and Instructional Technology Services; Bill Miller, Doretha Cole and Kathlene Jarvis, Curriculum and Instruction; Kati Pearson, Teaching and Learning; Kathleen Halbig, Personalized Learning; and Dr. Maggie Teachout, Director of CTE. The team met initially for an overview of the 2015-2016 DCP and discussion of progress made in areas of the 2014-2015 DCP. There was a special session for reviewing the results of the needs assessments to determine the budget over the next five years and for developing priorities that align with the district strategic plan and goals.

Following the initial planning session there were school-based meetings facilitated at the school site by the Parent Advisory Councils and included businesses that are active at the site. Since the district is in the implementation stage of personalized learning this school-based process was used because schools are in different stages of the implementation process affecting their technology use and facility needs.

1.3 Technology Integration Matrix (TIM)

Summarize the process used to train, implement and measure classrooms using the TIM.

As Lake County School district moves toward personalized learning for students, teachers, and leaders, ubiquitous access to high quality digital content and tools is imperative. Important and necessary pre-work is ensuring that teachers and staff have the technology skills that enable them to use themselves and incorporate into their classrooms high quality digital content and tools. We intend to use the Technology Integration Matrix to help us measure how well teachers are integrating technology, and using the results of the measures, determine how best to focus our technology professional development.

In order to train on and implement the Technology Integration Matrix, we will incorporate the use of the tool with our personalized learning readiness. We will also make it a regular part of each of our technology integration training offerings.

1.4 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.*

1. **Describe the problem-solving process based on available district-specific data which were used for the goals and needs analysis established in the plan;**

Each school is expected to create and support an MTSS/RtI leadership team that utilizes the Problem-Solving (PS) model to meet the academic and behavioral needs of all students. Utilization of the Problem-Solving model requires team participants to follow four specific steps which include: problem identification, problem-analysis, intervention development, and progress monitoring. MTSS/RtI is however; not a specific or singular team, but a process or framework that is used for all team-based educational decision making at Tier 1, Tier 2 and Tier 3. The PS process is used by many school teams as an extension of the school RtI leadership team. The School-based Leadership Team uses the Problem Solving Process to inform decisions concerning school wide implementation of all areas in Response to Intervention, including changes to instruction, curriculum, and environment. Schools are expected to Map existing and potential

curriculum and personnel resources using the data (trends and patterns). Problem-solving team meetings are regularly scheduled in each school. By providing a strong PS process with ongoing progress monitoring for assessing the success of research-based interventions at the different tiered levels, more students will have the opportunity to be successful both academically and behaviorally.

School Leadership teams review student data on a periodic basis. Data are derived from Skyward, DATA Star, MTSS Star, and Decision Ed electronic systems. MTSS Star provides reports of students receiving Tier 2 and/or Tier 3 interventions for each school. The MTSS Star system also provides an electronic warehouse of documentation and intervention plans for individual students at each school. Decision Ed provides specifically programmed reports with data for academic and behavioral reports (e.g. Florida Assessment for Instruction in Reading {FAIR}, attendance, office discipline reviews, suspensions, retentions, etc.

2. Explain the existing system used to monitor progress of the implementation plan;

District and School Leadership Teams use the problem solving process to inform decisions concerning school-wide implementation of RtI (academic and behavior) and changes to instruction, curriculum, environment, and resources.

- Develop school-wide system for collecting, organizing, summarizing, and displaying data (Tier 1 universal screening data and Tier 2 intervention progress monitoring data)
- Using Tier 1 data, apply the Problem Solving Process to the entire school as well as specific grade levels and/or departments to determine effectiveness of core instruction
- Review available assessments, curriculum and standards, and instruction – check for alignment
- Map existing and potential curriculum and personnel resources using the data (trends and patterns)
- Provide information, training, and resources to school staff continually to establish a rationale and provide leadership for implementing RtI in the building.
- Review Universal Assessment Data and Tier 1 Walk through data to make collaborative decisions in both academic and behavioral areas
- Monitor the process of supplemental interventions throughout the school

- Determine Professional Development needs, addressing new staff hires as well as continual development for all staff
- Examine the fidelity of the supplemental intervention (Tier 2 data) using Principal Walk Through and observation data
- Examine Progress Monitoring data to determine the effectiveness of interventions at each tier
- Examine effectiveness of all tier instruction by tracking students in each tier

3. How the district intends to support the implementation and capacity described in the plan.

Lake County Schools employs several electronic systems to manage student data and provide reports to school and district personnel. These systems include the following:

- Skyward – District-wide data base that maintains student and staff data. Student data includes: attendance, office discipline referrals, suspensions, assessments, grades, RtI Status.
- MTSS STAR- Individual student forms and documentation of MTSS/RtI Process.
- Decision Ed – A data base of specifically designed reports that allow the user to set parameters of the report type selected.
- Data STAR – Provides academic reports derived from state assessments for the district and schools by students, class, grade level, or district.

Individual systems used in the schools such as Achieve 3000, Rosetta Stone, STAR Reading, FAIR-FS/PMRN, Penda, Istation, iReady, etc. provide reports that allow schools to monitor student success in these specific programs.

Professional development is identified based on student performance Tier 1 data (patterns and trends) which leads to training in strategies and skills provided to teachers to increased knowledge of the characteristics of our student learners (ELL needs, ESE student needs, SES student needs, ADHD learners, etc.) District developed professional development is provided to school-based capacity builders to provide a direct link to teachers and other school personnel to enhance knowledge and skills related to implementation of MTSS/RtI supports for students. On-site support and technical assistance to schools and school teams is provided by the district MTSS Manager

In addition to using MTSS for interventions that include special populations, LCS has a specific Instructional Priority initiative focusing on integrating technology for ELL, ESE and struggling students. As part of an ongoing effort to integrate technology as a true means of interactive, personalized learning for ELL students, the Department of Teaching and Learning has employed the use of Rosetta Stone and iPads in the classroom environment. The ELL iPad Initiative has been ongoing for the past 4 years. This year, the schools with the highest number of ELL students will be granted a set of iPads for ELL student use. Other schools throughout the district with an ELL or ESOL Teacher Assistant will have access to the iPads as well. Additionally, ESOL contacts and ELL/ESOL TAs have participated in professional development and will continue to be trained in the use of the ELL iPads. This will allow them to use the iPads and the specific applications (apps) to reinforce ELL strategies, increase comprehension in all domains and provide ELL students with a fun and rewarding way to increase their English Language Proficiency. Working in conjunction with www.RosettaStoneClassroom.com for Students, the Rosetta Stone iPad app allows students take full advantage of the program without the need for having to use a traditional computer interface, instead taking on the interactivity and mobility of the iPad.

Special needs students have access to assistive technology to facilitate the integration of technology in curriculum and instruction. For Blind and Visually Impaired students we use Magic Software (on Dist. Network) to enlarge, Razzle and Dazzle are personnel enlargers, Jaws and Packmates translate the typed work into Braille, and a Tiger Embosser creates unique raised materials as well as braille. Many of our students who cannot speak (or have minimal ability) use items such as The Go-Talk, or a tablet with Pro Loquo software added. A few of our students who are very physically involved use pointers, eye-gaze, Springboard or touch pads to access the computer. Our Deaf and Hard of hearing students have special amplification systems in their classrooms. The Occupational Therapists use a variety of Apps such as Read-to-Go, Clever Keyboard, and Notability with their students who have fine motor and perceptual difficulties.

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	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	Student Progression Plan; Student Code of Conduct; *Board Policy 8.62*	http://www.lake.k12.fl.us//site/Default.aspx?PageID=20413	2015 School year
District Teacher Evaluation components relating to technology	TEAM Procedures Manual Pg.: 68,70, 109, 128, 129		Sept. 15
BYOD (Bring Your Own Device Policy	BYOD included in Student Code of Conduct		2015 School Year
Policy for refresh of devices	No Policy		
Acceptable-Responsible Use Policy (Student, Teacher, Administrator	Student Code of Conduct Board Policy 8.601 and 8.602	http://www.lake.k12.fl.us//site/Default.aspx?PageID=20413	2015 School Year
Social Media	Board Social Media Guidelines	http://www.lake.k12.fl.us//site/Default.aspx?PageID=20413	

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.

**For the 5 year plan the ELA and Math Baseline will need to be adjusted to reflect the new Florida Standards.*

A.)Student Performance Outcomes- Needs Analysis (Required)		**Baseline:**	**Target:**	**Date for Target TBA**
1.	**Increase proficiency rates on ELA standards. (% scoring satisfactory)**	TBD from school year 2014-2015	TBD 2016	
2.	**Increase proficiency rates on Math standards. (% scoring satisfactory)**	TBD from school year 2014-2015	TBD 2016	
3.	**Science Student Achievement-** **5th Grade** **8th Grade**	 51% 48%	 62% 59%	2016
4.	**Science Student Achievement-Biology**	70%	72%	2016
5.	**ELA Learning Gains**	TBD from school year 2014-2015	TBD 2016	
6.	**Math Learning Gains**	TBD from school year 2014-2015	TBD 2016	
7.	**ELA Learning Gains of the Low 25%**	TBD from school year 2014-2015	TBD 2016	

8.	**Math learning Gains of the Low 25%**	TBD from school year 2014-2015	TBD 2016	
9.	**Overall, 4-year Graduation Rate**	78.25%	79%	2016
10.	**Acceleration Success Rate**	29%	31%	2016
Student Performance Outcomes (district provided) ***the numbers below are based on the available information and will change when new information becomes available***		Baseline	Target	Date for Target TBA
11.	**Close the Achievement Gap and increase AMO percentages for the following subgroups;** ELL (% scoring satisfactory) ESE (% scoring satisfactory) Black/African American (% scoring satisfactory) Hispanic (% scoring satisfactory)	 Reading: 34% Math: 42% Reading: 29% Math: 32% Reading; 39% Math: 43% Reading: 55% Math: 58%	 Reading: 49% Math: 54% Reading: 49% Math: 51% Reading: 56% Math: 55% Reading: 64% Math: 63%	2015
12.	**Increase Graduation rate:**	78.3%	79%	2015
13.	**Increase participation and performance in rigorous coursework:** Industry Certification Digital Tools Certification	 845 Certifications Not yet implemented	 1100 Certifications TBD	 2015 2015-2016
14.	**Increase the integration and use of digital tools in the classroom and efficiency of online testing**	Partially implemented	Increased use of the TIM for all teachers	2015-2016
15.	**Increase attendance rate:**			

	Elementary Middle High	95.08% 93.47% 92.92%	98% 95% 95%	2015
16.	**Reduce disciplinary infractions**	651 total incidents in 2013	500	2015

- **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**	**Gap to be addressed (*Actual minus target)***
1.	Student to Computer Device Ratio	1.60 to 1	1.46 to 1	1 to 1	2016-2017	.46
2.	Count of student instructional desktop computers meeting specifications	13,100	15,610	17,000	2016-2017	1,390
3.	Count of student instructional mobile computers (laptops) meeting specifications	4,862	6,200	7,200	2016-2017	1,000
4.	Count of student web-thin client computers meeting specifications	0	59	59	2016-2017	0
5.	Count of student large screen tablets meeting specifications	5,670	6,061	6,500	2016-2017	439

6.	Percent of schools meeting recommended bandwidth standard	44.90 %	57.14%	59%	2016-2017	1.86% (Note: Shared Internet Connection by all schools)
7.	Percent of wireless classrooms (802.11n or higher)	48.82%	48.15%	50%	2016-17	1.45%
8.	District completion and submission of security assessment*	Submitted 9/25/2015 at 9:23 a.m. to DigitalLearning@FLDOE.org by Martin Paszkiewicz				
9.	District support of browsers in the last two versions	District Supports Internet Explorer version 10 and 11 Google Chrome Version .31 and .32				
B.)Infrastructure Needs Analysis (District Provided)		**Baseline From 2014**	**Actual from Spring 2015**	**Target**	**Date for Target to be Achieved**	**Gap to be addressed (*Actual minus target)***
10.	Wireless access points in each classroom	50%	99%	100%	2015-16	1% (Note: WAP not in every classroom
11.	10 meg/student internet access	4 meg	96%	100%	2015-16	4%(Note: 2 GB Shared Connection for Students
12.	Classroom technology to include audio enhancements; document cameras; interactive devices (projectors/smart screens)	75%	Not in Spring TRI	All district classrooms	2015-16	Continue to increase and close gaps.

* 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/matrux/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:

C.) Professional Development Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved**
1.	Average Teacher technology integration via the TIM (Based on peer and/or administrator observations and/or evaluations)	Entry % 30 Adoption % 35 Adaption % 20 Infusion % 10 Transform % 5	Entry % 15 Adoption % 15 Adaption % 20 Infusion % 25 Transform% 25	2020
2.	Percentage of total evaluated teacher lesson plans at each level of the TIM	Entry % 30 Adoption % 35 Adaption % 20 Infusion % 10 Transform % 5	Entry % 5 Adoption % 15 Adaption % 25 Infusion % 25 Transform% 30	2022
C. Professional Development Needs Analysis (district Provided)		Baseline	Target	Date for Target to be Achieved (*year)*
		Create a prioritized needs analysis for professional development based on TIM	TBD, based on results of needs analysis	2015-2016

	observations, teacher requests and district initiatives		

- **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 measurement of CAPE (Career and Professional Education) digital tools. Fir the required metrics of the digital tool system need analysis, please us the following responses.

D.) Digital Tools Needs Analysis (Required)		**Baseline (to be established during this school year)**	**Baseline (to be established during this school year)**	**Target**	**Date for Target to be Achieved*)***
Student Access and Utilization		**% of student access**	**% of student utilization**	**% of student access**	**School Year**
1. S	A system that enables access information about standards/ benchmarks and curriculum.	100%	35%	100%	2021-2022
2. S	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	10%	25%	50%	2019
3. S	A system that supports student access to online	0%	35%	100%	2021-2022

	assessments and personal results.				
4. S	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	10% (Safari Montage)	25%	50%	2019
5. S	A system that provides secure, role-based access to its features and data	100% (Stoneware Single Sign On)	25%	50%	2019
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**
Teacher and Administrator Access and Utilization		**% of Teachers administrator access**	**% of Teachers Administrator utilization**	**% of Teacher administrator access**	**School Year**
1. T	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100%	100%	100%	2016
2. T	A system that provides the ability to create instructional materials and/or resources and lesson plans	10% (Safari Montage and undefined LMS)	30%	60%	2019
3. T	A system that supports the assessment lifecycle from	10% (Eduphoria and undefined LMS)	30%	90%	2019

	item creation, to assessment authoring and administration and scoring				
4. T	A system that includes district and staff information combined with the ability to create and manage professional offerings and plans.	10% (True North Logic and undefined LMS)	70%	100%	2019
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% (Skyward Family Access)	30%	90%	2019
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% (DecisionEd Data Warehouse and Skyward)	30%	90%	2019

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.	20% (Safari Montage and Website)	60%	90%	2019
8. T	A system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	50% (DecisionEd and Skyward)	30%	90%	2019
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% (Stoneware and Skyward)	40%	80%	2019
D.) Digital Tools Needs Analysis (Required)		**Baseline (to be established in 2015)**	**Baseline (to be**	**Target**	**Date for Target to be**

			established in 2015)		**Achieved *(year)***
Parent Access and Utilization		**% of parent access**	**% of parent utilization**	**% of student access**	**School Year**
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,	40%	40%	80%	2019
D. Digital Tools Needs Analysis (required)		**Baseline (to be established in 2015)**	**Target**		**Date for Target to be achieved**
IM	**Instructional Materials**	**Baseline %**	**Target %**		**School Year**
1. IM	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-2016)	75% of Core Courses will have available digital content	100%		2018-2019
2.IM	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	58% of Core Courses have available digital content	65%		2016-2017

3.IM	Percentage of instructional materials integrated into the district digital tools system	30%	100%	2021-22 Aligned with Personalized Learning Target
4.IM	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	70% of Core Courses have available digital content utilized by teachers	100%	2018-2019
5.IM	Percentage of the materials in answer two that are accessible and utilized by students	58%	100	2021-22
6.IM	Percentage of parents that have access via an LMS to their students instructional materials (ss.1006.283 (2) (b) 11.FLS.)	0% (They do have access to grades through Skyward)	50%	2019
D.) Digital Tools Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved**
10.	Need a student LMS	No system currently in place	Implement LMS for Middle and High schools students	2017

- **Quality Efficient Services:**

  Online Assessment Readiness:

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

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

		(To be established in 2015)		
1.	Computers/devices available for statewide FSA/EOC computer-based assessments	4,654 (Spring 2015 TRI)	5,818 (represents a 25% increase)	2015-2016
2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA>EOC computer-based assessments	25 %	50%	2015-2016
E.) Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved**
3.	Greater number of devices	80%	100%	2015
4.	Increased efficiency	80%	100%	2015
5.	Reduce amount of time used for testing and recover learning time	80%	100%	2015

STEP 2: Goal Setting
District Goals

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 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 3 will be identified for how digital learning can help achieve these goals.

STRATEGIC GOALS: Lake County Schools will ensure:

(District) ***STUDENT ACHIEVEMENT***- All students will graduate Career & College Ready (**DCP) Highest Student Performance**- All students will meet expected growth on state assessments and EOCs

(District) ***EFFICIENT AND EFFECTIVE OPERATIONS*** -All resources in the district are allocated to support the highest level of student achievement and the strategic plan priorities with fidelity and transparency.

(DCP) Seamless Articulations and Maximum Access: All students will have opportunities for industry certifications and are prepared to enter postsecondary with the skills necessary to succeed.

(DCP) Quality Efficient Services: Districts shall work to reduce the amount of time used for the administration of computer-based assessments

(District) ***HIGHLY DEVELOPED AND HIGH PERFORMING STAFF***- All employees will be high performing in their area of specialization. Professional development will be focused on increased performance and proficiency of employees.

(DCP) Skilled Workforce and Economic Development: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.

STEP 3: Strategy Setting			
Strategies Set for 2015-2016 Aligned with District Strategic Goals and Student Performance Indicators*			
Goal Addressed DCP	**Strategy**	**Measurement**	**Timeline**

Highest Student Achievement			
Increase proficiency in Math	Purchase and implement iREADY Adaptive Software/ Math for Middle Schools **Note:** Lake County School Board on December 14, 2015 voted to not purchase iReady for Middle Schools funds will be reallocated to purchase of wireless access points.	Florida Standards assessment scores; EOC scores	2016
All students will increase achievement by participating in personalized learning	Purchase and implement a Learning Management System to facilitate personalized learning for students	Number/percent of students using learning management system for personalized learning	25% 2016 50% 2017
Quality Efficient Services			
Increase use of digital tools in the classroom: for online testing	Purchase and make available additional devices for online testing to allow for greater efficiency in scheduling across the district	Track use of time for testing compared to number of devices available and loss of instructional time	2016
Increase use of digital tools in the classroom /develop digital classroom guidelines	Purchase of additional devices for classroom use and give support in acceptable use and training support in integration of technology	Teacher survey on Participation in training through sign in	2016
Seamless Articulation and Maximum Access			

CAPE Digital Tools All students will have opportunities for industry certifications and are prepared to enter postsecondary with the skills to succeed. (Integration of curriculum and online testing in middle schools)	Middle school students will have additional opportunities to participate in CAPE Digital Tools supported by teachers who have had additional PD and a CAPE Program Specialist	Number of industry certifications earned based on middle school participation compared to 2015 baseline	2016
Skilled Workforce and Economic Development			
Increase use of digital tools in the classroom	Purchase Technology Interactive Matrix (TIM): teachers will determine their level of proficiency with digital content *Also Digital Tool*	Monitor completion rates in TIM console/number of teachers completing TIM	2016
*Increase participation and performance in rigorous coursework through *Industry Certification *Digital Tools	Provide professional development to middle school CTE digital tools curriculum and testing *Substitutes* CAPE Program Specialist .5 to support teachers in implementation of CAPE tools curriculum	Number of applicable teacher trained and prepared to implement CAPE Digital Tools process and teacher training aligned with FLDOE identified certifications	2016 **Training will be 2015 and purchase will begin 2016. Digital Tool for ESE students will be purchased and begin in the 2015-2016

Part III. DIGITAL CLASSROOMS PLAN – ALLOCATION PROPOSAL

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

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

This section pf the DCP will document the activities and deliverables under each component. The sections for each component include, but are not limited to:

- *Implementation Plan- Provide details on the planned deliverables and /or milestones for the implementation of each activity for the component area. This should be specific to the deliverables that will be funded form the DCP Allocation.*
- *Evaluation and Success Criteria- For each step of the implementation plan, describe the process for evaluating the status of the implementation and once complete, how successful implementation will be determined. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.*

District are not required to include in the DCP the portion of charter school allocation or charter school plan deliverables. In ss.1011.62 (12) (c). F. S. charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in ss.1002,33(17)(b).

Part III. DIGITAL CLASSROOM PLAN- ALLOCATION PROPOSAL **($ 105,204 Charters*)** **$ 889,231 Allocation Total**			
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 are the specific goals that the district plans to improve through the implementation of deliverables funded by the DCP allocation for the 2015-2016 school year.		**Baseline** **2014 (2015 data not yet available)**	**Target Determined by FDOE** **(2015 target not yet available)**
1.	**Increase proficiency rates on Math standards: (% scoring satisfactory)** * Targets reflect AMO District Targets set by the state **By increasing use of iREADY to include middle and elementary schools in math*	61% -2014	68%-2015

2.	**Close the Achievement Gap- Increase AMO percentages for subgroups :** ELL: (% scoring satisfactory) ESE: (% scoring satisfactory) Black /African American: (% scoring satisfactory) Hispanic: (% scoring satisfactory) *<u>*By scaling up personalized learning for students involving use of a Digital Management System(s) and digital devices*</u>	Reading: 34% Math: 42% Reading: 29% Math: 32% Reading: 39% Math: 43% Reading: 55% Math: 58%	Reading: 49% Math: 54% Reading: 49% Math: 51% Reading; 56% Math: 55% Reading: 64% Math: 63%
3.	**Increase Graduation Rate:** *<u>*By scaling up personalized learning for students involving use of a Digital Management System(s) and digital devices; use of TIM for technology integration by teachers*</u>	78.3%	79%
4.	**Increase participation and performance in rigorous course work-** Industry Certification Digital Tools Certification *<u>*By middle and elementary students having additional opportunities to participate in CAPE digital tools supported by teachers who have had additional PD and by having a CAPE Program Specialist*</u>	(2014-2015) 1,688 Certifications 0 Digital Tools	1,500 1000
5.	**Increased use and integration of digital tools including increased efficiency in online testing**	Partially implemented	Full implementation/100 % teachers

	*By purchasing additional digital devices to increase efficiency and use of TIM for technology integration in the classroom		

B) Digital Learning and Technology Infrastructure : $371,394.80

State recommendations for technology infrastructure can be found at http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf. These specifications are recommendations that will accommodate the requirements of state supported applications and assessments.

	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap Addressed from Section II
B. 1	Purchase devices to supplement and enhance student technology use and teacher integration in classroom instruction at targeted schools* (see quote and specific devices attached) *those with fewer devices and greatest need	March 2016	185,697.40	*Teachers at targeted schools	Count of student instructional mobile computers (laptops) meeting specifications Student to computer device ratio
B.2	Devices for Testing that allow for increased efficiency in scheduling and implementation of online assessments (see quote and specific devices attached. NOTE: Quote for both B.1 and B.2 are the same and represent 2 separate sets of devices	January, 2016	185,697.40	All classrooms	Greater number of devices Increased efficiency Reduce amount of time used for testing and recover learning time
B.3	Purchase and Install wireless access points for additional classrooms in school district.	May 2016	$178,790	Additional Classrooms in school district	Increase wireless capacity at schools

	Note: Reflection of school board vote on December 14, 2015				

Increased efficiency	**Other funding source**
Reduce amount of time used for testing and recover learning time	Bill & Melinda Gates Foundation
-Upgrade network infrastructure as needed with POE switches to support Wireless Access Points, Security Cameras, VoIP Phones and other network peripherals	-General Operating, Capital, Grant and Erate Funds
-Increase wireless access points to have one in every classroom. Note: Added funding of iReady for Middle Schools in response to December 14, 2015 school board vote.	-General Operating, Capital, Grant and Erate Funds
-Continue to increase and allocate shared Internet bandwidth at the district offices to meet the needs of the schools utilizing a needs analysis	-General Operating, Capital, Grant and Erate Funds
-Upgrade and enhance district network core infrastructure to accommodate the additional bandwidth needs allowing for network failover if needed	General Operating, Capital, Grant and Erate Funds
-Continue with computer replacement strategy for teachers, administrators and clerical at the schools.	-Capital Funds
-Develop student digital device enhancement and replacement strategy	-General Operating Funds, Capital Funds, Grant Funds
-Continue to refine and enhance 21st century classrooms with the latest technology resources	- General Operating Funds, Capital Funds, Grant Funds

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

Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B. 1	Percent of new devices received at school sites to supplement and enhance technology use in the classroom	100% of devices purchased sent to target schools to use in the classroom

B. 2	Number of computers added for online assessment	95% of all district schools have sufficient computers to facilitate efficient testing

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

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

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

Please insert links to the MIP to support this area, attach a draft as an appendix to the district DCP or provide deliverables on how this will be addressed

MIP LINK

http://www.lake.k12.fl.us/cms/lib05/FL01000799/Centricity/Domain/41/MIP-Master%20Inservice%20Plan/MIP%20online%20book%2009-17-2014.pdf

Implementation Plan for C) Professional Development;

The plan should include process for scheduling delivery of the district's MIP components on digital learning and identify other school based processes that will provide on-going support for professional development on digital learning.

Professional Development Implementation $66,877					
	Deliverable	**Estimated Completion Date**	**Estimated Cost**	**School/ District**	**Outcome from Section A)**
C.1	Professional development for elementary and middle school teachers regarding the CAPE Digital Tools curriculum and testing	December, 2015	$3,500	New teachers at middle schools and elementary pilot programs in LCS	A.4

C.2	CAPE Program Specialist (,5) to provide support for teachers and students in implementation of the new CAPE Digital Tools curriculum and testing	June, 2016	$33,377 (includes fringe benefits)	Support for all K-8 teachers teaching CAPE digital Tools certification curricula	A.4
C.3	Teacher training in implementation of the TIM and how to measure results	March, 2016	$30,000 used for substitutes and stipends- this is aligned to the TIM	All teachers throughout the district	A.3

Brief description of other activities	**Other funding source**
Personalized learning for teachers	Bill & Melinda Gates Foundation iPD Grant:
Elementary teachers trained in iREADY as it expands into middle schools…A.1	Covered as part of purchase of the iREADY system purchase with DCP Funds
Teachers trained on use of LMS…A2,3	Covered as part of the purchase of the LMS purchase with DCP Funds

Professional Development Evaluation and Success Criteria

Deliverable (from above)	**Monitoring and Evaluation and Process(es)**	**Success Criteria**
C.1,2	Monitor number of applicable teachers trained and prepared to implement CAPE Digital Tools process and teacher training aligned with FLDOE identified certifications	At least 80% of applicable teachers will earn CAPE Digital Tools Certification 75% of teachers will report receiving support from Program Specialist on survey.
C.2	Monitor teacher training in implementation and measurement of results of the TIM and the actual implementation	100% of teachers train on implementation of the TIM; 85% of teachers implement with measurement of results as indicated by sign in sheets and results used

D.) Digital Tools $345,755.20
Digital Tool Implementation **Digital Tools should include a comprehensive digital tool system for the improvement of digital learning. Districts will be required to maintain a digital tools system that is intended to support and assist district and school instructional personnel and staff in the management, assessment and monitoring of student learning and performance.** **Digital tools may also include purchases and activities to support CAPE digital tools opportunities and courses.**

Implementation Plan for Digital Tools

	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1	Integrate curriculum and online testing for teachers participating in CAPE Digital Tools Skills: offer CAPE Digital Tool certifications from approved list	June 2016	$21,965.20	All 10 district middle school in LCS and pilot elementary programs	A.4,5
D.2	Purchase of the TIM (for the 2016-2017 school year)	March, 2017	$10,000	All district teachers	A.3.5
D.3	Purchase of the LMS (includes training)	March 2016	$135,000	All district teachers	A.2,3
D.5	**Purchase iREADY diagnostic and instruction for middle schools in Math (includes training)** Note: December 14, 2015 school board vote will requires these funds to be reallocated.	March 2016	$178,790	All Middle School Teachers	A.5

Brief description of other activities	Other funding source
NA	

Digital Tools Evaluation and Success Criteria		
Deliverable	**Monitoring and Evaluation and Process(es)**	**Success Criteria**

D.1.	Number of students receiving instruction in digital tools Number of students taking Digital Tools certification exams	2,000 students 1,000 students will earn at least one CAPE Digital Tools certification
D.2.	Percent of teachers implementing the TIM and using measurement results	85% of teachers will use the TIM
D.3.	Percent of teachers using the LMS to enhance instruction	80% of teachers will use the LMS to enhance instruction
D.4.	**Percent of additional middle and pilot elementary students at school site using iREADY for math instruction** Note: December 14, 2015 school board vote will requires adjustment to middle school plan.	100% of students using iREADY math instruction in additional middle and pilot elementary schools

E.) Online Assessments 0.00					
Online Assessment Implementation **Technology infrastructure and devices required for successful implementation of local and statewide assessments should be considered in this section. In your analysis of readiness for computer-based testing, also examine work, bandwidth, and wireless needs that coincide with an increased number of workstations and devices. Districts should review current technology specifications for statewide assessments**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
Brief description of other activities			**Other funding source**		
Board Policy 1:4 ratio of computer to student			District funding		
Online Assessment Evaluation and Success Criteria					
Deliverable (from above)	Monitoring and Evaluation and Process(es)		Success Criteria		