**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 s. 1011.62(12)(b), F.S. For additional assistance completing the District DCP, please use the checklist and accompanying instructions to ensure you have included all requested components. The components provided by the district will be used to monitor long-range progression of the District DCP and may impact funding relevant to digital learning improvements.

**Part I.  DIGITAL CLASSROOMS PLAN - OVERVIEW**

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

I.1     District Team Profile

| Title/Role | Name: | Email: | Phone: |
|---|---|---|---|
| Information Technology District Contact | Carl Hendrick Asst. Superintendent, Information and Technology Services | carl.hendrick@myoneclay.net | 904-284-6570 |
| Curriculum District Contact | Emily Weiskopf, Director, Assessment/ Professional/ Development/ School Improvement | emily.weiskopf@myoneclay.net | 904-284-6570 |
| Instructional District Contact | Jeff Umbaugh Asst. Superintendent Instructional Division | jeff.umbaugh@myoneclay.net | 904-284-6570 |
| Assessment District Contact | Steve Amburgey Supervisor, Information and Technology Services | steve.amburgey@myoneclay.net | 908-284-6570 |
| Finance District Contact | Dr. Susan Legutko Asst. Superintedent Business Affairs | susan.legutko@myoneclay.net | 904-284-6570 |
| District Leadership Contact | Charlie VanZant Superintendent | charlie.vanzant@myoneclay.net | 904-284-6570 |

I.2    Planning Process

The Digital Classroom Plan planning process ran parallel to a comprehensive plan to impelement a 1:1 initiative over the next four years across the School District of Clay County.  This includes the creation and implemetation of digital tools, professional development, Digital Discovery Schools, and support for assessment.

The planning process included collaboration with teachers, district staff, and other stakeholders.

Here is a summary of the timeline of the planning process that took place in preparation for the 2016-17 Digital Classroom Plan.

January - February 2016:  Meetings between Information and Technology Services and Instructional to determine the framework for the four year plan.  The four year plan includes:
- Implementation of a Common Suite of Applications and Digital Tools (Google Apps for Education) for both Students and Staff
- Furthering Implementation of Student Portal Initiative to provide student and staff access to Digital Resources, including Online Textbooks (ClassLink)
- Platform Development Continues and Expands for Digital Content Devliery (OneRoster)
- Selection of a Student Universal Device (Chromebook) to replace an aging fleet of Windows Based PCs and Thin Client Devices

March-May 2016:  Digital Discovery School Project Starts
(Collaboration between Information and Technology Services and the Instructional Division)
- Selection of Three Digital Discovery Schools
- Deployment of Staff Chromebooks in Preparation for the Issuing of Student Take Home Devices in the Fall of 2016

June - July 2016:  Development of Student Device Policies and Instructional Practices (Collaboration with Schools and District Staff)
- Development of Chromebook Handbook Outlining Policies Around Student Take Home Devices
- Development of Digital Citizneship Curriculum
- Development of Instructional Practices for the Digital Learning Environment

I.3    Technology Integration Matrix (TIM)

Teachers in our three designated Digital Discovery Schools will take the Technology Usage and Perceptions Survey (TUPS) to provide a baseline to identify professional development needs and facilitate coaching in the use of instructional technology. A professional development specalist will work with teachers at those three schools to prepare them to integrate technology that aligns with district professional development/instructional practices. The PD Specialist will

work one on one with a team of 5-6 at each school, as well as with the entire school through monthly professional learning opportunities and as needed on the job training. Teacher progress will be monitored through observations throughout the year, and they will take the TUPS again in May of 2016.

I.4     Multi-Tiered System of Supports (MTSS)

Clay County policies and procedures for the operation and membership of school based teams are outlined in the Multi-Tiered System of Supports Handbook and the Professional Development System manual. Teams analyze schoolwide data as well as districtwide data, when appropriate, to meet the needs of all students, including the struggling as well as advanced level students. Parents are engaged via membership on School Advisory Committees to provide input for the overall improvement of the school. They are also engaged through Parent Teacher Association meetings, and on an individual level through parent teacher conferences.

Student progress is shared, at a minimum, eight times per year through hard copies of interim progress reports and report cards, and more frequently through parent access to the online grade portal. Classroom, grade level, district, and state-based assessments, both formative and summative, as well as Focus (the district electronic data system) provide academic and behavioral information that are used as universal screening tools and progress monitoring devices. Data collected clearly depicts those in need of advanced, moderate, and low level supports to increase performance. Interventions are then designed to meet the academic and behavioral needs with progress monitored anywhere from several times per week for the most intensive interventions to monthly for the more basic supports.

The documentation of the problemsolving cycle is accomplished using the procedures, district electronic data system, forms, and web-based resources outlined in the district Multi-Tiered System of Supports Handbook. The instructions delineate the process for analysis of data, the selection and implementation of evidencebased interventions, the supports available for effective implementation with fidelity through school and district level personnel, and documentation of students' response to interventions. The frequency of monitoring student progress varies based on the intensity of intervention. For all levels, progress is monitored, at minimum, three times per year via district-based assessments and online data collection tools. For the most advanced levels, progress is monitored within the classroom at least every four weeks while the progress of those needing moderate intervention are monitored at least weekly.

For those requiring the greatest intensity of services, progress monitoring is several times per week. The decision to intensify or fade interventions is based on this progress and the progress of the class and grade level at the school and district levels. When progress is significantly below the class and grade level at the school and district levels, the Student Services Team convenes to discuss whether to initiate an evaluation. More information about Clay County's MTSS process can be viewed on our District website at:
http://www.oneclay.net/mtss-documents.html

I.5     District Policy

| Type of Policy | Brief Summary of Policy | Web Address | Date of Adoption |
|---|---|---|---|
| Student data safety, security and privacy | Student safety is our highest priority and our policies are guided by federal laws including COPPA, HIPAA and FERPA. | https://docs.google.com/document/d/1gLT1sb6Sf XHapcP-630rA_NH-G8T dvoSVVidy0UQBWU/edit ?usp=sharing | Draft Version |
| District teacher evaluation components relating to technology (if applicable) | Technolgoy Indicators are included in the instructional evaluation. Adminsitrators observe technology related classroom behaviors and evaluate accordingly. | https://drive.google.com/ a/myoneclay.net/file/d/0B _ZF1_U7wOodQUp2LV YxQ2ZVeFU/view | Latest Revision August 2016 |
| BYOD (Bring Your Own Device) Policy | None. We do not support a BYOD environment. The School District of Clay County has a four year plan to go 1:1 across the district operated school sites. | N/A | N/A |
| Policy for refresh of devices (student and teachers) | The School District of Clay County is working towards a four year 1:1 initiative.  The goal of the district is to replace lab workstations with a device (Chromebook) issued for each student to accomondate state mandates such as the delivery of digital content and assessment. | https://docs.google.com/ presentation/d/1vQWxBj o7ba-268_pDdKHQwG7 EHtO1UKtrfD9DIZG2qg/ edit?usp=sharing | April 2016 |

| Acceptable/Responsible Use policy (student, teachers, admin) | Use digital devices, networks, email, and software in school for educational purposes and activities; Keep personal information and that of others private; Show respect for myself and others when using technology, including social media; Give acknowledgement to others for their ideas and work; Report inappropriate use of technology immediately. | Student RUG: http://www.oneclay.net/uploads/3/8/0/5/38058641/15-16sdccrug-student_.pdf<br><br>Employee RUG: http://www.oneclay.net/uploads/3/8/0/5/38058641/responsible_use_guidelines-employee.pdf | August 2014 |
|---|---|---|---|
| Master Inservice Plan (MIP) technology components | The plan outlines a commitment to a quality philosophy and the development and implementation of school improvement. | http://www.oneclay.net/uploads/3/8/0/5/38058641/mip.pdf | September 17, 2015 |
| Student Device Handbook | This policy outlines the responsibilities of the District, student, and parent for the appropriate use of District issued student devices (Chromebooks). | https://docs.google.com/document/d/1nFGbMRnAvVDXoCtGeaD2dWg1a_UgtuUPI_uzdgsmTCM/edit?usp=sharing | September 9, 2016 |

## 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.

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 (Mo/Year) |
|---|---|---|---|---|
| II.A.1. | ELA Student Achievement | 57% | 59% | 06/2017 |
| II.A.2. | Math Student Achievement | 62% | 64% | 06/2017 |
| II.A.3.5 | Science Student Achievement – 5th Grade | 57% | 59% | 06/2017 |
| II.A.3.8 | Science Student Achievement – 8th Grade | 61% | 63% | 06/2017 |
| II.A.4. | Science Student Achievement – Biology | 66% | 68% | 06/2017 |
| II.A.5. | ELA Learning Gains | 51% | 53% | 06/2017 |
| II.A.6. | Math Learning Gains | 62% | 64% | 06/2017 |
| II.A.7. | ELA Learning Gains of the Low 25% | 40% | 42% | 06/2017 |
| II.A.8. | Math Learning Gains of the Low 25% | 42% | 44% | 06/2017 |
| II.A.9 | Overall, 4-year Graduation Rate | 84% | 86% | 06/2017 |
| II.A.10 | Acceleration Success Rate | 58% | 60% | 06/2017 |

| A.  Student Performance Outcomes (District Provided) | | Baseline | Target | Date for Target to be Achieved (Mo/Year) |
|---|---|---|---|---|
| II.A.11. (D) | The district will increase familiarity with digital tools that will be used directly for assessment in Math. (II.A.2) | 62% | 64% | 06/2017 |
| II.A.12. (D) | The district will support the newly adopted computer science standards for K-5. (II.A.3.5) | 57% | 59% | 06/2017 |
| II.A.13. (D) | The district will support the newly adopted computer science standards for 6-8. (II.A.3.8) | 61% | 63% | 06/2017 |

## Quality Efficient Services

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

| B. | Infrastructure Needs Analysis (Required) | Baseline from 2014 | Actual from Spring 2016 | Target For 2016-2017 School Year | Date for Target to be Achieved (Mo/Year) | Gap to be addressed (Actual minus Target) |
|---|---|---|---|---|---|---|
| II.B.1. | Student to Computer Device Ratio | 2.46:1 | 2.28:1 (38,654:16,884) | 1.89:1 | 07/2016 | N/A |
| II.B.2. | Count of student instructional desktop computers meeting specifications | 9679 | 10,189 | 10,189 | 07/2016 | 0 Additional Computers |
| II.B.3. | Count of student instructional mobile computers (laptops) meeting specifications | 1100 | 4543 | 4543 | 07/2016 | 0 Additional Computers |
| II.B.4. | Count of student web-thin client computers meeting specifications | 2800 | 3299 | 9024 | 07/2016 | 5,725 Additional Chromebooks |
| II.B.5. | Count of student large screen tablets meeting specifications | 200 | 2112 | 2112 | 07/2016 | 0 Addtional Tablets |
| II.B.6. | Percent of schools meeting recommended bandwidth standard | 30% | 100% | 100% | 07/2016 | 0 Schools needing to increase to recommended bandwidth % |
| II.B.7. | Percent of wireless classrooms (802.11n or higher) | 10% | 55.8% | 60% | 07/2016 | 5.2% |
| II.B.8. | District completion and submission of security assessment * | N | N/A | Y | N/A | N/A |
| II.B.9. | District support of browsers in the last two versions | Y | Y | Y | 07/2016 | Y |

\* 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 (established in 2016) | Target | Date for Target to be Achieved (Mo/Year) |
|---|---|---|---|---|
| II.C.1. | Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations) | Entry: 50% Adoption: 20% Adaption: 20% Infusion: 10% Transform: 0% | Entry: 15% Adoption: 26% Adaption: 35% Infusion: 10% Transform: 14% | (October/2017) |
| II.C.2. | Percentage of total evaluated teacher lessons plans at each level of the TIM | Entry: 0% Adoption: 0% Adaption: 0% Infusion: 0% Transform: 0% | Entry: 15% Adoption: 26% Adaption: 35% Infusion: 10% Transform: 14% | (October/2018) |

| C. Professional Development Needs Analysis (District Provided) | | Baseline | Target | Date for Target to be Achieved (Mo/Year) |
|---|---|---|---|---|
| II.C.3. (D) | Implementation of the TIM into the Clay County Evaluation System. This is a bargained action with our Teacher's Union. | Currently no standards are aligned with the Technology Integration Matrix. | Creation of indicators that align with the TIM. | (June/2018) |

**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.

| D. Digital Tools Needs Analysis Students (Required) | | Access | | Utilization | |
|---|---|---|---|---|---|
| | | Baseline % of students with access to this type of tool | Target % of students with access to this type of tool by 2017-2018 | Baseline % of students who use this type of tool on a regular basis | Target % of students who use this type of tool on a regular basis by 2017-2018 |
| II.D.1. (S) | A system that supports student access to online assessments and personal results. | 100% | 100% | 70% | 80% |
| II.D.2. (S) | A system that houses documents, videos, and information for students to access. | 100% | 100% | 40% | 50% |
| II.D.3. (S) | A system that supports student access to individualized instruction. | 100% | 100% | 15% | 30% |

| D. Digital Tools Needs Analysis Teachers (Required) | | Access | | Utilization | |
|---|---|---|---|---|---|
| | | Baseline % of teachers with access to this type of tool | Target % of teachers with access to this type of tool by 2017-2018 | Baseline % of teachers who use this type of tool on a regular basis | Target % of teachers who use this type of tool on a regular basis by 2017-2018 |
| II.D.1. (T) | A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring. | 100% | 100% | 10% | 30% |
| II.D.2. (T) | A system that houses documents, videos and information for teachers to access. | 100% | 100% | 70% | 80% |

| | | | | | |
|---|---|---|---|---|---|
| II.D.3. (T) | A system that provides teachers with the ability to individualize instruction. | 100% | 100% | 15% | 25% |
| II.D.4. (T) | A system that provides the ability to create instructional materials and/or resources and lesson plans. | 100% | 100% | 20% | 30% |
| II.D.5. (T) | A system that includes district staff information combined with the ability to create and manage professional development offerings and plans. | 100% | 100% | 50% | 60% |
| II.D.6. (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% | 100% | 90% | 95% |

| D. Digital Tools Needs Analysis Parents (Required) | | Access | | Utilization | |
|---|---|---|---|---|---|
| | | Baseline % of parents with access to this type of tool | Target % of parents with access to this type of tool by 2017-2018 | Baseline % of parents who use this type of tool on a regular basis | Target % of parents who use this type of tool on a regular basis by 2017-2018 |
| II.D.1. (P) | A system that includes comprehensive student information to inform parents about instructional decisions, classroom activities, and student progress. | 100% | 100% | 80% | 90% |

| D. Digital Tools Needs Analysis Instructional Materials (Required) | | Baseline % established in 2016 | Target % by 2017-2018 |
|---|---|---|---|
| II.D.1. (IM) | Percentage of instructional materials purchased and utilized in digital format (purchases for 2016-17) | 50% | 100% |

| II.D.2. (IM) | Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years) | 50% | 60% |
|---|---|---|---|
| II.D.3. (IM) | Percentage of instructional materials integrated into the district Digital Tools System | 80% | 90% |
| II.D.4. (IM) | Percentage of the materials in answer II.D.2. above that are accessible and utilized by teachers | 30% | 40% |
| II.D.5. (IM) | Percentage of the materials in answer II.D.2. that are accessible and utilized by students | 30% | 40% |
| II.D.6. (IM) | Percentage of parents that have access via an LIIS to their students' instructional materials [s. 1006.283(2)(b)11, F.S.] | 100% | 100 % |

**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 established in 2016 | Target | Date Target to be Achieved (Mo/Year) |
|---|---|---|---|---|
| II.E.1. (D) | Computers/devices available for statewide FSA/EOC computer-based assessments | 4,772 | 4,225 (Additional) 8,997 (Total) | (07/2017) |
| II.E.2. (D) | Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments | 40% | 100% | (07/2017) |

| D. Online Assessments Needs Analysis (District Provided) | | Baseline established in 2016 | Target | Date Target to be Achieved (Mo/Year) |
|---|---|---|---|---|
| II.E.3. (D) | Development of three Digital Discovery schools with adequate infrastructure, professional development and number of student devices to cover simultaneous assessment across the school (all grades) | 0 schools that conduct simultaneous assessment across all grades | 3 schools that conduct simultaneous assessment across all grades | (06/2016) |

| II.E.4. (D) | Implmentation of 38 schools with adequate infrastructure and number of student devices to cover simultaneous assessment across the school (all grades) | 38 schools that conduct simultaneous assessment across all grades | 38 schools that conduct simultaneous assessment across all grades | (06/2020) |
|---|---|---|---|---|

**STEP 2 – Goal Setting:**

**Highest Student Achievement:** All schools will meet Federal AMO benchmarks and meet expected growth on state assessments.

This goal aligns with both the mission and vision of the School District of Clay County-- it will prepare students to be lifelong learners by providing them the opportunity for success in a global and competitive workplace and in acquiring applicable life skills.

By meeting growth expectations across all student groups, we will ensure that students are maximizing their potential for success. The project will allow the district to build the necessary infrastructure to continue to build capacity toward enabling all students access to 21st century technologies, skills, and curriculum. This includes the movement toward digital resources, which will allow for the individualization and differentiation of instruction for all learners. Through this approach, teachers will be able to meet students where they are, close gaps in prior content knowledge, and meet high standards.

Further, through this project, the base will be provided to move students towards a curriculum rich in high quality materials, leveraging state created resources, such as CPALMS.

For the 2016-17 school year, the School District of Clay County will be implementing a 1:1 initiative at three sites that will include the purchase of a device (Chromebook) for instructional purposes that can be taken home for grades 3-8. The goal of this initiative is the development of instructional best practices that will be aligned to the Technology Integration Matrix as well as working on logisitcal issues that might arise when implementing a 1:1 program. The district's goal is to go 1:1 over the next four years in grades 3-12.

**STEP 3 – Strategy Setting:**

| Goal Addressed | Strategy | Measurement | Timeline |
|---|---|---|---|
| Highest student achievement | Create an infrastructure that supports the needs of digital learning and online assessments | • Increased Bandwidth from the school to the district office and from the district office to the ISP | 2014-2018 |

| | | • Wired infrastructure to support a robust wireless environment<br>• Wireless access for all classrooms in high schools and junior high as funding allows | |
|---|---|---|---|
| Highest student achievement | Continue support of an integrated digital tool system to aid teachers in providing the best education for each student. | Continued integration of Classlink as a single sign on portal for staff and students to access digital materials. | 2014-2018 |
| Highest student achievement | Implementing a dramatic increase in student devices (Chromebooks) that will be used for assessment and instruction. | Continued purchase of Chromebooks at the school level that ensures training for the teacher on effective strategies, adequte infrastructure and the enforement of a standardized student device.<br><br>https://docs.google.com/a/myoneclay.net/forms/d/e/1FAIpQLSeVFkM0jg6W_Jpcn-vFTD58R4EMJKeaLRpzGH2lKtauu38PCQ/viewform | 2014-2018 |

## Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

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

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

## A) Student Performance Outcomes

| A. Student Performance Outcomes | | Baseline | Target |
|---|---|---|---|
| III.A.1. | Improve graduation rates across the district by increasing access to digital resources. | 84% | 86% |
| III.A.2. | Increase percent of Science Student Achievement – 5th Grade | 57% | 59% |
| III.A.3. | Increase percent of Science Student Achievement – 8th Grade | 61% | 63% |
| III.A.4. | Increase Acceleration Rates at Middle School (By reducing CTE student displacement due to assessment) | 43% | 45% |

| B. Infrastructure Implementation | | | | | |
|---|---|---|---|---|---|
| | Deliverable | Estimated Completion Mo/Year | Estimated Cost | School/ District | Gap addressed from Sect. II |
| III.B.1. | Purchase and implement wireless access points | June 2017 | $50,000 | District/Astd. Schools (Close Infrastructure Gap for Assessment) | II.E.2 |
| III.B.2. | Purchase and install new switching core and edge | June 2017 | $24,793 | District/Astd. Schools (Close Infrastructure Gap for Assessment) | II.E.2 |
| III.B.3. | Wiring and cabling to support switching and wireless | N/A | N/A | N/A | N/A |

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

| B. Infrastructure Implementation | | | |
|---|---|---|---|
| Brief description of other activities | Other funding source | Estimated Amount | Estimated Completion Date Mo/Year |
| Purchase and implement wireless access points | E-Rate | Pending | 06/2017 |

| Purchase and install new switching core and edge | E-Rate | Pending | 06/2017 |
|---|---|---|---|

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

| **B. Infrastructure Evaluation and Success Criteria** | | |
|---|---|---|
| **Deliverable (from above)** | **Monitoring and Evaluation and Process(es)** | **Success Criteria** |
| III.B.1. | Installing and verifying increased connectivity speeds | Increased stability and connectivity for staff and students |
| III.B.2. | Portable classrooms (Edge) switches 8Ports installed, connected, verified | Availability of 1 Gb connections |
| III.B.3. | Wireless Access Points installed, connected, and verified | Provide 802.11 AC capable speed |
| III.B.4. | Portable classrooms (Core) switches installed, connected, verified | Availability of 1 Gb and 10 Gb connections |

## C) Professional Development

State recommendations for digital learning professional development include at a minimum, High Quality Master In-service Plan (MIP) components that address:
- School leadership "look-fors" on quality digital learning processes in the classroom
- Educator capacity to use available technology
- Instructional lesson planning using digital resources; and
- Student digital learning practices

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

Please use this section to describe how the TIM is used in your district, schools and classrooms. The districts are encouraged to review teacher classroom observations and submitted lesson plans for best examples of an individual performance, rather than concentrate on a cumulative score.

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

Implementation Plan for C) Professional Development:

## C. Professional Development Implementation

| | Deliverable | Estimated Completion Mo/Year | Estimated Cost | School/ District | Gap addressed from Sect. II |
|---|---|---|---|---|---|
| III.C.1. | Teachers in the three digital discovery schools will participate in professional development aligned with the TIM. | 06/2017 | $500 | WJH, WES, CHE | II.E.3. |
| III.C.2. | Teachers in elementary schools with technology coaches will participate in professional development aligned with integrating digital tools. | 06/2017 | $1000 | SDCC Elementary Schools | II.E.3. |
| III.C.3. | District teachers participate in online professional development aligned with integrating digital tools and the TIM. | 06/2017 | $1000 (Train the Trainer) | SDCC | II.E.3. |

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

| C. Professional Development Implementation | | | |
|---|---|---|---|
| Brief description of other activities | Other funding source | Estimated Amount | Estimated Completion Date Mo/Year |
| Integration of Digital Tools (Two Professional Development Specialists) | District Funded | Approximately $105,000 | Ongoing |

Evaluation and Success Criteria for C) Professional Development:

| C. Professional Development Evaluation and Success Criteria | | |
|---|---|---|
| Deliverable (from above) | Monitoring and Evaluation and Process(es) | Success Criteria |
| III.C.1. | Professional development aligned with TIM | Increase in baseline TUPS |
| III.C.2. | Professional development aligned with digital tools | Shifts in teacher practice |

| III.C.3. | Online Professional development aligned with digital tools | Teacher certification and shifts in practice |
| III.C.4. | Evaluation of the TIM | Inclusion of TIM based indicators in the Clay Assessment System |

## D) Digital Tools

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

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

Implementation Plan for D) Digital Tools:

| D. Digital Tools Implementation | | | | | |
|---|---|---|---|---|---|
| | **Deliverable** | **Estimated Completion Mo/Year** | **Estimated Cost** | **School/ District** | **Gap addressed from Sect. II** |
| III.D.1. | Integrate instructional materials into the OneClay Portal | Ongoing | PD Costs Listed Above | SDCC | II.D.1 |
| III.D.2. | Integrate instructional materials into the OneClay Portal | Ongoing | PD Costs Listed Above | SDCC | II.D.1 |

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

| D. Digital Tools Implementation | | | |
|---|---|---|---|
| **Brief description of other activities** | **Other funding source** | **Estimated Amount** | **Estimated Completion Date Mo/Year** |
| 1:1 Student Chromebook Initiative for Digital Discovery Schools (1 Junior High School, 2 Elementary Schools) | SDCC Funding | $343,000 (District Funded) | 06/2016 |

Evaluation and Success Criteria for D) Digital Tools:

### D. Digital Tools Evaluation and Success Criteria

| Deliverable (from above) | Monitoring and Evaluation and Process(es) | Success Criteria |
|---|---|---|
| III.D.1. | All (100%) of students in grades 3-12 are issued a Chromebook. | All (100%) of students in grades 3-12 regularly utilize their District issued Chromebook. |
| III.D.2. | Integrate instructional materials into the OneClay Portal and roster students; monitoring student access and usage | All (100%) applicable staff and students have access to and utilize the instructional materials; materials are available to parents and at least 50% of parents regularly access the materials. |
| III.D.3. | Adoption rates of the OneClay portal increase to times past the traditional school day. | Achieve ½ of the students logging in to the OneClay Portal in a two week period by June 2016. |
| III.D.4. | Additional training to further the implementaiton for the OneClay portal at the school level. | Achieve ½ of the students logging in to the OneClay Portal in a two week period by June 2016. |

## E) Online Assessments

Districts will use DCP funds to be compliance with s. 1011.62(12)(g), F.S., which indicates that each district's digital classrooms allocation plan must give preference to funding the number of devices that comply with the requirements of s. 1001.20(4)(a)1.b., and that are needed to allow each school to administer the Florida Standards Assessment to an entire grade at the same time. This will be calculated by the district completing the device worksheet that accompanies the DCP template. The device worksheet will calculate the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use. The worksheet will then calculate a total number of devices needed for each school. The district will be required to include a deliverable to meet this requirement as part of the DCP plan in Section III. Online Assessment Support.

Implementation Plan for E) Online Assessments:

| E. | Online Assessment Implementation | | | | |
|---|---|---|---|---|---|
| | Deliverable | Estimated Completion Mo/Year | Estimated Cost | School/ District | Gap addresse |

| | | | | | d from Sect. II |
|---|---|---|---|---|---|
| III.E.1. | Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows | 03/2017 | $5000 | SDCC | III.D.1 |
| III.E.2. | Purchase 4,225 additional student devices (Chromebooks) for assessments | 03/2017 | $967,525 | SDCC | III.D.1 |
| III.E.3. | Increase access to training materials to include addtional faculty at schools who will administer the assessment. | 03/2017 | $750 (substitute funding) | SDCC | II.D.1 |

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

| E.  Online Assessment Implementation | | | |
|---|---|---|---|
| **Brief description of other activities** | **Other funding source** | **Estimated Amount** | **Estimated Completion Date Mo/Year** |
| 1:1 Student Chromebook Initiative for Digital Discovery Schools (1 Junior High School, 2 Elementary Schools) | SDCC Funding | $343,000 (District Funded) | 06/2016 |

Evaluation and Success Criteria for E) Online Assessments:

| E.  Online Assessment Evaluation and Success Criteria | | |
|---|---|---|
| **Deliverable (from above)** | **Monitoring and Evaluation and Process(es)** | **Success Criteria** |
| E.1. | Install and track bandwidth usage with monitoring tools during testing windows | Ability to reserve a changeable percentage of the total bandwidth. |
| E.2. | Provide enough student devices (Chromebooks) so that the largest tested grade level at each school site can test simultaenously. | Ability to test an entire grade level simultaneously at each school site. |