FLORIDA DEPARTMENT OF EDUCATION
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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.

The District is committed to serving students equitably in alignment with its mission of "Inspiring all learners to reach their highest potential as responsible, productive citizens." Realizing this foundational goal means focusing the necessary attention on each child as determined by his or her unique needs/interests. It also involves facilitating clear academic/career pathways in hopes that students will reach their full potential as stated in the organization's ideal. Fulfilling this purpose and the vision to outperform all other school districts in the state of Florida brings all stakeholders together to build positive momentum toward a brighter community future. Each school year, the Superintendent involves hundreds of people, ranging from parents, students, community members, School Board members, and employees, in providing input and suggestions to guide the District to reach new heights of achievement in all areas. The District's strategic plan acts as the roadmap that drives improvement efforts towards unlimited success for Osceola students, staff, and schools.

The 2016-2019 Strategic Plan presents goals, strategies, measures, and targets for improvement focused on a rise "From Good to Great (Building a Legacy)." Strategic Plan Goal 1 covers Academic Success, which will ensure high levels of learning for all students. Its activities seek to raise graduation rates, college and career acceleration, state assessment performance, and school grades. Strategic Plan Goal 2 addresses Talent Management. The objective is to recruit, develop, retain, and reward a highly-dedicated, high-quality workforce. It specifically aims to improve the rates of teacher turnover, high-performing teacher recruitment, teacher attendance, and instructional vacancies. Fiscal Responsibility falls under Goal 3, which is to optimize use of all resources to preserve and

protect the taxpayers' investment. Goal 4 encompasses Community Engagement. The District will promote a culture that recognizes education as a positive force in the community and beyond. Finally, Goal 5 addresses Governance and guides efforts to cultivate relationships between the School Board, Superintendent, and community to serve as a high-functioning district leadership team.

The District actively promotes and supports advances in the successful integration of technology into the dynamic standards-aligned curriculum. It values the task of investing in the future accomplishments of all students by enhancing the learning process. Student success must be the collective goal of all who are charged with educating every learner. Everything that is "technology", be it software, hardware, network connectivity, computer literacy or professional development for instructional staff must be viewed through the lens of student achievement.

The District's post-secondary institution, Technical Education Center Osceola (TECO), works closely with secondary students, offering a variety of courses and certifications (such as CNA, LPN, LEO, EPA, MOUS, A+, Network +, MCP, and MCSA) to make Osceola students job-ready upon graduation. The District's graduation rate was 80.6% for the 2014-2015 school year, higher than the state average of 77.8%.

For high school completers who choose to pursue a postsecondary degree, several continuing education opportunities are available locally. TECO offers a number of postsecondary, job-preparatory programs for adults; courses support a variety of career choices, and examples include Practical Nursing, Legal Administrative Specialist, Business Computer Programmer, Culinary Arts Practitioner, Law Enforcement Officer, Automotive Service Technician, and Residential/Commercial Electrician, and Residential/Commercial Plumber. The Adult Learning Center Osceola (ALCO) offers ESOL, Adult Basic Education, and GED Preparation and Testing for adults. In addition, Valencia College and Johnson University have campuses in Osceola County.

Population increases exert the most influence on Osceola's situation. County agencies struggle to effectively address the growth. The student enrollment is now 63,726, which equals an increase of 253% from 18,054 in 1990. As of October 2015, the District employs 6,918 staff members (including 172 administrators, 3,606 instructional personnel, and 3,140 professional support personnel). The District employs 105 school counselors, for a school counselor to student ratio of 1:589 (compared to Florida's 1:485). A modest cadre of 31 school psychologists serves the entire student population. And the ratio of school psychologists to students is 1:1995, which closely resembles that state ratio of 1:1983. While Florida's median social worker to student ratio is 1:2526, the District's 11 social workers each assist an average of 5,621 students. Osceola's Total Student Services Ratio is 1:421, and Florida reports 1:338.

For the 2015-2016 school year, the District operated twenty-four elementary schools (K-5), three K-8 schools, eight middle schools (6-8), eight high schools (9-12), one Fine Arts school (6-12), one postsecondary technical education center, one adult community learning center, two alternative education sites, and one virtual school program. There are also

nineteen charter schools, which Florida Statute designates as public schools, and forty-nine State-recognized private schools work within district boundaries. Support facilities in the District are: one District Administration Complex (including four separate buildings and various portables), one Maintenance Facility, three Transportation Centers, one Prekindergarten/Multi-Department/Staff Development site, and one Curriculum Development Center.

The county has public transportation, a One-Stop Center, and a number of non-profit community organizations prepared to offer assistance with food, shelter, employment, medical health, education, and legal services. To meet the needs of students, teachers, and families, the District maintains partnerships (and memorandum agreements) with a myriad of local organizations. Examples of these collaborating entities include the City Governments of Kissimmee and St. Cloud; Osceola County Governments; Education Foundation ~ Osceola County; Community Vision, Inc.; Osceola County Council on Aging; Florida Department of Health in Osceola County; Park Place Behavioral Health Care; Florida Department of Juvenile Justice; and American Red Cross.

I.1 District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:

- *The digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in s.1011.62(12)(b), F.S.;*
- *Development of partnerships with community, business and industry; and*
- *Integration of technology in all areas of the curriculum, English for Speakers of Other Languages (ESOL) and special needs including students with disabilities.*

Title/Role	**Name:**	**Email:**	**Phone:**
Information Technology District Contact	Russell Holmes	holmesr@osceola.k12.fl.us	407-870-4050
Curriculum District Contact – High School	Dr. Michael R. Akes	akesmich@osceola.k12.fl.us	407-870-4901
Curriculum District Contact – Middle School	Michael R. Allen	allenmi@osceola.k12.fl.us	407-870-1485
Curriculum District Contact – Elementary School	Dr. Jane Respess	respessj@osceola.k12.fl.us	407-870-4849
Instructional District Contact	Scott Clark	clarkc@osceola.k12.fl.us	407-870-4669
Assessment District Contact	Janine Jarvis	jarvisja@osceola.k12.fl.us	407-870-4056
Finance District Contact	Jose Gonzalez	gonzalezjo@osceola.k12.fl.us	407-870-4823
District Leadership Contact	Robert Curran	curranro@osceola.k12.fl.us	407-518-2934

I.2 Planning Process - Summarize the process used to write this plan including but not limited to:

- *How parents, school staff and others were involved;*
- *Relevant training and instruction for district leadership and support personnel;*
- *Development of partnerships with community, business and industry; and*
- *Integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.*

The originating District Digital Classrooms Plan (DCP) document was developed by a diverse body of stakeholders of parents, school administrators, District department leaders, including all areas of curriculum and instruction (exceptional student education, multi-cultural education), finance, technology, as well as District administrative leadership. Executive Leadership Team members receive informational updates during the planning process. Osceola Partners in Education and Community Relations both serve to develop ongoing relationships with businesses and the community to build student achievement by mentoring, tutoring, and career exploration opportunities.

The planning process for the 2016-2017 DCP was simplified by the directed guidance of the Florida Department of Education's (FDOE) Bureau of Educational Technology. A focus group met to review the allocation requirements to give preference to funding the number of devices to be in compliance with s. 1011.62(12)(g), F.S. The number of computers needed by a school for the administration of the Florida Standards Assessment to an entire grade at the same time steered the conversation about purchasing additional devices. Leadership determined that all funding would be allocated to purchase devices to comply with the Statute. The District DCP Student Device Worksheet was updated using data collected from the Fall 2016 Technology Resource Inventory (TRI), however, the District selected a more robust student device than was proposed in the Device Worksheet. To meet digital curriculum, computer based testing requirements and the expected upgrade in specifications going forward, a higher end device was selected by the District at a cost $470. The District prioritized schools, but with a focus on K-8 and middle schools. The purchase of all needed devices, as indicated in the Device Worksheet for District (non-charter) K-8 and middle schools, will be satisfied with 2016-2017 DCP funding. High schools will receive between forty-seven and one hundred percent of needed devices, and elementary schools with the highest need will receive a portion as well.

The plan was presented to the Executive Leadership Team for approval on September 19, 2016, and to the School Board for approval on October 4, 2016.

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

Using DCP funds in 2014-2015 and 2015-2016, the School Board of Osceola County retained the services of e-Cubed Creative, Inc. to provide professional development services to support the continual measurement of progress towards digital learning using

the Technology Integration Matrix (TIM) in accordance with the requirements of the Florida Department of Education Digital Classrooms Plan (DCP). District resource teachers, administrators and media specialists participated in "TIM Awareness" sessions, and side-by-side coaching on school campuses. Osceola District Schools employed the TIM-O (Technology Integration Matrix Observation) Tool to collect data for determining the levels of technology integration across the district in eighteen fully participating schools. The schools formed TIM Teams and were visited by the TIM digital coach up to three times to establish inter-rater reliability while establishing a common language of technology integration. Reports were finalized after updates, revisions and data analysis in cooperation with the Media and Instructional Technology Department team.

In 2016-2017, no funding is available to continue using e-Cubed Creative, Inc. to provide professional development services. Instead, informal technology visits to schools will be conducted by a team from the Media & Instructional Technology Department. The District's three technology resource specialists will continue to model lessons and coach teachers in the integration of technology.

I.4 Multi-Tiered System of Supports (MTSS) - By using an MTSS in the planning process, the district will provide a cohesive and comprehensive approach to meeting the needs of all learners. The DCP requires districts to summarize the process used to write this plan including but not limited to:

- *Describe the problem-solving process based on available district-specific data which were used for the goals and needs analysis established in the plan;*
- *Explain the existing system used to monitor progress of the implementation plan; and*
- *How the district intends to support the implementation and capacity described in the plan.*

The School District of Osceola County used the problem solving process first by involving stakeholders in the review of the required components in the Digital Classrooms Plan (DCP) for 2016-2017. New baselines needed to be established, and members of the revision team had discussions about how they interpreted the criterion provided in the template versus the actual guidance document. Based upon these requirements, members focused on the preference for supporting online assessments with additional devices in schools.

The responsibility of the members of the District team in Section I.1 was to provide information associated with student performance, instruction, multicultural education, special needs students, assessment, information technology, school network infrastructure and professional development.

The representatives examined the goals and strategies outlined in the Strategic Plan 2016-2019 of the School District of Osceola County, and agreed to affirm the same goal statements.

Members then reviewed each needs analysis related to each required DCP component, and updated the information based on current data. Examples of the data used to include in the DCP are aligned with the state provided metrics, District data sources and

the Technology Resources Inventory (TRI).

A comprehensive digital tool system, providing both access and utilization statistics, has been an ongoing implementation effort. From its inception, the development of one digital tool system, or LIIS, has been complex, but is continuing toward completion. Until it is fully implemented, the District uses several "systems" to accomplish the provision of data (see page 21 for explanation of District systems) to assist instructional personnel and staff in the management, assessment and monitoring of student learning and performance. The monitoring of student learning and performance is through a team effort, from the classroom teachers all the way to the Superintendent.

I.5 District Policy - The District policies relevant to technology are listed below.

Type of Policy	**Brief Summary of Policy (limit**	**Web Address (optional)**	**Date of Adoption**
Student data safety, security and privacy	Chapter 5.70*+ STUDENT RECORDS	School Board Rules	4/21/2015
District teacher evaluation components relating to technology (if applicable)	Instructional Employee Evaluation Handbook	Employee Evaluations	Tentatively Approved by BLT on 5/12/16
BYOD (Bring Your Own Device) Policy	Chapter 8.00 – Auxiliary Services STUDENT USE OF PERSONAL TECHNOLOGY, 8.63+ Chapter 5.30*+ STUDENT CONTROL Code of Student Conduct	School Board Rules Code of Student Conduct	9/7/2013 6/7/16
Policy for refresh of devices (student and teachers)	Teacher Laptop Refresh Initiative implemented 2013 requires schools to allocate ten percent of the discretionary budget for teacher laptop refresh The District established funding for student computer refresh at one million dollars annually.		7/30/2013 July 2012
Acceptable/Responsible Use policy (student, teachers, admin)	Chapter 8.00 – Auxiliary Services NETWORK ACCEPTABLE USE, 8.60+	School Board Rules	8/18/2015
Master Inservice Plan (MIP) technology components	Professional Development System and Master Inservice Plan, annual revision	Master Inservice Plan 2016-2017	9/6/2016
Other/Open Response	N/A		N/A

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 (Mo/Year)**
II.A.1.	ELA Student Achievement	51%	54 %	June/2017
II.A.2.	Math Student Achievement	48 %	51 %	June/2017
II.A.3.5	Science Student Achievement – 5th Grade	48%	51 %	June/2017
II.A.3.8	Science Student Achievement – 8th Grade	39 %	42 %	June/2017
II.A.4.	Science Student Achievement – Biology	69 %	76 %	June/2017
II.A.5.	ELA Learning Gains	50 %	53 %	June/2017
II.A.6.	Math Learning Gains	49 %	52 %	June/2017
II.A.7.	ELA Learning Gains of the Low 25%	41%	44 %	June/2017
II.A.8.	Math Learning Gains of the Low 25%	41%	44 %	June/2017
II.A.9.	Overall, 4-year Graduation Rate	81 %	86 %	June/2019
II.A.10.	Acceleration Success Rate	44 %	67 %	June/2019

***A.* Student Performance Outcomes (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved *(Mo/Year)***
II.A.11. (D)				
II.A.12. (D)				
II.A.13. (D)				
II.A.14. (D)				

The School District of Osceola County has developed long term goals that address the areas of science student achievement in grades 5 and 8, science student achievement in biology, increasing the overall 4-year graduation rate, and increasing the acceleration success rate.

Science student achievement is a goal that the School District of Osceola County recognizes as a priority. Baseline data for student achievement in fifth grade science shows 49% of students are demonstrating proficiency. The District's goal is to increase the proficiency level of fifth grade science students to 54%. In order to achieve this goal, several strategies have been outlined. A science progress monitoring assessment will be implemented four times a year. Teachers will analyze this data and use it to adjust instruction where needed. Additionally, time to reflect, assess, remediate, and enrich is included at the end of each science unit. Science Saturday Camp will also be made available to those fifth grade students who are still not showing mastery of the science standards. To aid in instruction and remediation, teachers will incorporate District provided experiments, online science Fusion interactive lessons, and online resources from Discovery Education. Teachers will also participate in three rounds of science training that is focused on deconstructing the grade level standards.

Using our curriculum website and Office 365 collaboration tools, conference folders are available to all elementary teachers to enhance science instruction. The conference folders include research- based best practices, instructional progressions, instructional strategies, educational websites, and curriculum timelines.

Currently in grade eight, the proficiency level in science is 39%. The goal is to increase the proficiency rate to 44%. To meet this goal, teachers will utilize the District assessments to monitor scientific understanding by analyzing data, and differentiating instruction to enhance student achievement. Technology supportive resources will also be integrated into eighth grade science classrooms as a way of providing tier two supports and remediation for struggling students.

In Biology, the current proficiency rate of students varies by grade. In eighth grade 95 % of students are proficient, in ninth grade 79%, in tenth grade 49%, and in eleventh grade 40%. In order to increase student proficiency, the District will create a review for Biology formative assessments. This review will help students and teachers identify areas that need further instruction. In addition, there will be quarterly assessments administered and reviewed by teachers to help further pinpoint instructional needs. To assist students with the need for actual hands on learning, a lab calendar will be created and used to address this area. The integration of technology as a resource will be used to support struggling students. With these supports in place, the school District anticipates an increase in proficiency to 99% in eighth grade, 87% in ninth grade, 54% in tenth grade, and 44% in eleventh grade.

In an effort to address the needs of all students, including our highest achieving students, the District will increase the success rate of students on an accelerated

pathway. To start, there will be an effort to increase awareness about the opportunities for Dual Enrollment with Valencia College, the University of Central Florida, the University of Florida, and the Technical Education Center Osceola.

- **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 most recent Technology Resources Inventory (TRI). This information is used to compile data points for Legislative reporting purposes and should be accurate. The baseline should be carried forward from the 2014 plan and targets for full implementation should be identified as current year or extended. Please describe below if the district target has changed. Districts may choose to add any additional metrics that may be appropriate.

A. 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	2.76 : 1.0	2.0 : 1.0	1.8 : 1.0	June/2017	.2 : 1.0
II.B.2.	Count of student instructional desktop computers meeting specifications	16,374	15,929	15,929	June/2017	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	3,849	8,173	11,173	June/2017	3,000
II.B.4.	Count of student web-thin client computers meeting specifications	693	0	0	June/2017	0
II.B.5.	Count of student large screen tablets meeting specifications	0	1,139	1,239	June/2017	100
II.B.6.	Percent of schools meeting recommended bandwidth standard	100 %	100 %	100 %	June/2017	0 %
II.B.7.	Percent of wireless classrooms (802.11n or higher)	13 %	98 %	100 %	June/2017	2 %
II.B.8.	District completion and submission of security assessment *	Y	N/A	Y	N/A	N/A
II.B.9.	District support of browsers in the last two versions	Y	Y	Y	June 2016	N

B. **Infrastructure Needs Analysis (DistrictProvided)**		**Baseline**		**Target**	**Date for Target to be Achieved *(year)***	
II.B.10. (D)	Upgrade cabling at 16 schools: Boggy Creek Elementary, Celebration K-8, Discovery Intermediate, Gateway High, Horizon Middle, Kissimmee Elementary, Kissimmee Middle, Lakeview Elementary, Michigan Avenue Elementary, Narcoossee Middle, Parkway Middle, Pleasant Hill Elementary, Poinciana High, Reedy Creek Elementary, St. Cloud Middle, and Thacker Avenue Elementary for International Studies	Cat 5		Cat 6	2017-2018	
II.B.11. (D)	Upgrade switches in IDF/MDF from 10/100 Mbps to 1Gbps at 27 schools: Celebration K-8, Celebration High, Chestnut Elementary School for Science and Engineering, Cypress Elementary, Deerwood Elementary, East Lake Elementary, Flora Ridge Elementary, Gateway High, Harmony Community, Harmony High, Hickory Tree Elementary, Highlands Elementary, Horizon Middle, Koa Elementary, Lakeview Elementary, Liberty High, Michigan Avenue Elementary, Narcoossee Elementary, Narcoossee Middle, Neptune Elementary, Neptune Middle, Osceola School for the Arts, Pleasant Hill Elementary, St. Cloud Elementary, St. Cloud Middle, Sunrise Elementary, and Thacker Avenue Elementary for International Studies	10/100 Mbps		1 Gbps	2017-2018	
II.B.12. (D)	Provide additional access points to provide adequate wireless coverage at six schools: Cypress Elementary, Deerwood Elementary, Pleasant Hill Elementary, Poinciana Academy of Fine Arts, Thacker Avenue Elementary for International Studies, and Ventura Elementary	30%		100%	2017-2018	

II.B.13. (D)	Replace end-of-life core switches at three facilities: Liberty High, Kissimmee Middle and Narcoossee Middle.	0%		100%	2016-2017	
II.B.14. (D)	Obtain services of a network architect to review current network structure; develop a comprehensive plan to update/modify current network structure to meet the future needs of the District	0%		100%	2017-2018	

* 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.

Computer-based testing capacity is a priority for all stakeholders in the District. To support the online learning environment during the scheduled assessments, the District has continued to update the bandwidth capacity. For 2016-2017 school year, the District applied for E-rate funding to increase Wide Area Network (WAN) bandwidth capacity to 6 GB for APHA Core, 4 GB for BRVO and CRLE cores, 800 Mbps for 20 locations (high schools, middle schools and K-8 schools) and 600 Mbps for the remaining district school facilities. The District plans to increase Internet access capacity to 4 Gbps in the fall of 2016.

The capacity of each school's infrastructure equipment (switches, cabling, and access points) and the on-site equipment owned and configured by the ISP are two of many determining factors when the District contemplates increasing bandwidth throughput to the student desktops or wireless devices. The District is trending toward the future in planning for bandwidth capacity upgrades, but there is much to be done. Schools that are unable to support future bandwidth requirements because of obsolete infrastructure equipment have been identified.

The structure of the funding support of the Universal Service Administrative Company's (USAC) E-rate program for Category 2 eligible products and services, or infrastructure equipment, is now limited to a dollar "cap" for schools over a five-year period. Therefore, decisions related to spending on infrastructure retrofits for schools have been scaled down to use finances to focus primarily on wireless connectivity upgrades. The District has made application every funding year, and is currently waiting for USAC approval to upgrade the wireless capacity at twelve elementary schools. The District plans to apply for wireless upgrades at additional schools during the FY2017-2018.

To protect the security of our network and minimize DDoS attacks, the District has contracted with our ISP to use the Arbor Peakflow SP Threat Management System. In the past, the District's network was evaluated by Presidio

Networked Solutions. As a result, five recommendations were made: upgrade the District's web filtering capability, create a Firewall redundancy, upgrade core sites, upgrade border gateway protocol layer 3 switch, and upgrade the District's DMZ switch.

- **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: 72% Adoption: 19% Adaption: 8% Infusion: 1% Transform: 0%	Entry: 35% Adoption: 35% Adaption: 20% Infusion: 4% Transform: 6%	June/2018
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: 35% Adoption: 35% Adaption: 20% Infusion: 4% Transform: 6%	June/2018

C. **Professional Development Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(Mo/Year)***
II.C.3. (D)				
II.C.4. (D)				

In order to provide instructional personnel and staff access to opportunities and training to assist with the integration of technology into classroom teaching, data was collected through a variety of sources including the annual Professional Development Needs Assessment, informal observations conducted by the Media and Instructional Technology Department during classroom visits, and review of documents such as the District's Master

In-service Plan.

The annual needs assessment conducted by the Professional Development Department, surveys employees and utilizes the data to determine District professional development needs. Results of the survey are used in-house and distributed to District professional developers and the Professional Development Evaluation Committee for feedback and to analyze the data for future professional development courses. The data from this needs assessment indicates staff members need and want training opportunities to assist with the integration of technology into classroom teaching.

Although not new to our District, the Technology Integration Matrix (TIM) was not used as part of the "look-fors" by school administrators. In 2014-2015, the District received $75,000 from the Professional Development for Digital Learning Grant (Race to the Top funds). An outside technology coach consultant provided leadership training on the matrix, teacher training on the matrix for selected schools, evaluation of selected classrooms using the matrix, and expert conversations focused on effective methods of incorporating web-based digital resources into the students' learning environment. The outside technology coach consultant worked with school leaders to guide and monitor the feedback to teachers on deepening quality implementation of digital learning in the classroom. During the 2015-2016 school year, DCP funds were used to obtain services of a technology consultant to provide professional development for members of the interested school reflection teams, District K-12 resource teachers, and administrators to deepen the understanding and increase the use of the TIM.

The baseline data for II.C.1 (Average teacher technology integration via the TIM) in the table above was collected by the technology consultant during 2015-2016. The baseline data for (Percentage of total evaluated teacher lessons plans at each level of the TIM) is zero percent in all areas. The DCP committee is working to develop a plan to evaluate teacher lesson plans at each level of the TIM.

The current District Master In-service Plan (MIP) components have been reviewed and there is a need to revise the current technology components and create technology components to meet the new criteria of High Quality Master In-service Plan (HQMIP) components. Currently, there is no HQMIP component correlating to "school leadership 'look-fors' on quality digital learning process in the classroom." In addition, there are gaps in the current technology components to address: (1) educator capacity to use available technology, (2) instructional lesson planning using digital resources, and (3) student digital learning practices.

- **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.

Please complete the chart below to indicate the digital tool components your district currently has access to and utilizes. Districts may also add metrics for the measurement of CAPE (Career and Professional Education) digital tools.

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.	50 %	100%	50 %	100 %
II.D.2. (S)	A system that houses documents, videos, and information for students to access.	0 %	50 %	0 %	50 %
II.D.3. (S)	A system that supports student access to individualized instruction.	20%	100 %	20%	100 %

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 %	0 %	50 %
II.D.2. (T)	A system that houses documents, videos and information for teachers to access.	100%	100%	25%	50%
II.D.3. (T)	A system that provides teachers with the ability to individualize instruction.	5%	33%	5%	33 %
II.D.4. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	100 %	5%	25%
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 %	100%	100 %
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 %	100 %	100 %

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.	36 %	50 %	54 %	60 %

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)	80 %	90 %
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	80 %	90 %
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	50 %	100 %
II.D.4. (IM)	Percentage of the materials in answer II.D.2. above that are accessible and utilized by teachers	80 %	90 %
II.D.5. (IM)	Percentage of the materials in answer II.D.2. that are accessible and utilized by students	70 %	80 %
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.]	0 %	50 %

D. **Digital Tools Needs Analysis Instructional Materials (District Provided)**		**Baseline % established in 2016**	**Target % by 2017-2018**
II.D.7. (IM)			
II.D.8. (IM)			
II.D.9. (IM)			

The School District of Osceola County's goal is to implement a local instructional improvement system (LIIS) that enables access to benchmarks, curriculum guides, and provide the ability to link to lesson plans and test items. The system will include

comprehensive student information that is secure and used to assist in both instructional decision making and data analysis. The District's targets for the Instructional Management component have not yet been met due to a variety of complications involved with the implementation of the current LIIS. The District's goal is for all targets to be met by 2019 when we have worked through the difficulties with the current system, or upgraded the current system.

The District currently contracts with True North Logic for implementation of the professional learning management system. The My Professional Growth System (MyPGS) allows District employees to assess and register current professional development initiatives directly related to research based instructional strategies and employee needs. Instructional employees' Individual Professional Growth Plan (IPGP) are also created and stored within the MyPGS platform along with deliberate practice and evaluations.

The District's Student Information System with integrated gradebook, FOCUS, provides student information including prior test history, current grades and past grades, as well as other student information. This system helps guide student placement and instructional needs. Within FOCUS, there is a parent portal module to allow parents 24/7 access to their student's grades on assignments and activities, and the ability to communicate with the teacher regarding any concerns.

District Systems Explanations and Usage

FOCUS – Focus systems are fully integrated, web-based systems that provide support for all the day-to-day requirements of managing the School District. Our SIS Solution allows educators to create, store, and track any form of data including demographic data, scheduling, transcripts, attendance, disciplinary issues, and more.

PGS – My Professional Growth System or "MyPGS" combines professional learning and performance evaluations into an interactive forum. MyPGS will enhance the learning experience by customizing professional development to an individual's identified needs.

IMS (PCG) – The EdPlan™ Instructional Management System (IMS) provides access to the data needed to drive instruction and support at the District and state level. IMS tools in use include Assessment Management, which is a one-stop shop for managing assessments at the District and campus level and promoting day-to-day success in the classroom, as well as Curriculum Management, which allows educators to collaborate and develop content to meet the needs of the learning population, along with extensive analysis capabilities with which to identify academic gaps.

iReady/ Reading Plus - The School district of Osceola County has contracted with Curriculum Associates and Reading Plus to provide digitally based accurate progress monitoring tools for our students as well as Reading remediation to help support our most struggling readers. Reading Plus provides assessment, instruction, and progress monitoring. This is implemented in all high schools district wide. I-Ready is utilized in K-8 grades to progress monitor our students reading levels and provide targeted interventions.

ACHIEVE 3000 – Web-based differentiated instruction using nonfiction content and real-time Lexile assessment, and Lexile leveled reading passages teachers' can use in small groups, whole groups, or content area. The use of this resource provides informational text at various levels to help close the reading achievement gap.

Office 365 – Office 365 is the Osceola District communication system, including email, OneDrive Storage, OneNote, Office Video, calendars, and group collaboration tools for educators.

SharePoint Curriculum Website – The Curriculum Website is a repository of files for educators; for example, Curriculum Area Standards, pacing guides, focus guides, test blueprints, and teacher resources.

Osceola District Homepage (SDOC) – The District homepage contains K-12 information for parents, students, and teachers.

CPALMS – CPALMS is Florida's collaborative platform that connects education stakeholders, researchers, subject matter experts, practicing professionals, and professional organizations to Collaborate, Plan, Align, Learn, Motivate, and Share (CPALMS) instructional/educational resources and interactive tools that support standards-driven instruction. CPALMS is Florida's official source for the standards, course information, assessment information, and serves as the dissemination platform for professional development and digital resources.

WSS – The purpose of the WSS (Work Sampling System) is to gather information about a child's overall development and address each student's readiness for kindergarten based on the Florida Early Learning and Developmental Standards for Four-Year- Olds. The WSS is also used to calculate VPK Provider Kindergarten Readiness Rate, which measures how well a VPK provider prepares 4-year-olds to be ready for kindergarten based on the standards.

IBTP – Item Bank and Test Platform (IBTP), a statewide secure system which allows Florida educators to search the item bank, export test items, and generate assessments.

Reflective Visits Feedback Form (REFL) – This document is used during Reflective visits at the schools to capture observed data (learning goals, pacing, instructional techniques, grouping, etc.) and provide immediate and pertinent feedback to administration in the form of trends observed.

My Career Shines – An online college and career readiness tool sponsored by the FLDOE for the purpose of developing student interest in career pathways and planning for college and careers through interest inventory surveys, online planning tools, and career search options.

GradeCam – The district has purchased GradeCam for all high school teachers. GradeCam enables teachers to utilize the system for student scoring and progress monitoring. It also promotes collaboration and data driven decision making.

- **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.

Districts will use the attached device worksheet to calculate the target for this category. This worksheet calculates the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation as defined in s. 1011.62(12)(g), F.S. 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.

E. **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	8,533	12,196	June/2018
II.E.2. (D)	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	13 % (=6/48)	44 % (=21/48)	May/2017

E. **Online Assessments Needs Analysis (District Provided)**		**Baseline established in 2016**	**Target**	**Date Target to be Achieved** ***(Mo/Year)***
II.E.3. (D)	Access points required to be purchased and installed for middle and high schools to test an entire grade level at once	175	175	February/2017

II.E.4. (D)	Percent of schools which have infrastructure to test wirelessly	88 % (= 42/48)	100 % (=48/48)	June/2017
II.E.5. (D)	Percent of middle and high schools which have the bandwidth to test an entire grade level at the same time	0%	100 %	June/2019

In order to test an entire grade level at the same time, the District has continued to upgrade its network/infrastructure and increase student devices at schools. In 2013-2014, thirty- six computer carts with laptops and access points were purchased, in 2014-15, twenty-six computer carts with laptops and access points were purchased, and in 2015-2016, seventeen computer carts with laptops and access points were purchased. The District will continue to purchase computers and equipment using a combination of District funds, E-rate funds, and DCP funds. When not required for online assessments, carts and laptops will be used to supplement classroom instruction.

Currently, 88% (= 42/48) of elementary, K-8, middle, and high schools within the District have the necessary infrastructure to deliver assessments wirelessly. The District plans to leverage E-rate funding to complete the wireless upgrades at the remaining schools during the 2016-2017 school year. Plans include additional access points to be installed at middle and high schools in the future. The District's E-rate applications are waiting for USAC funding approval.

The District's infrastructure team consistently evaluates the capacity levels of the wide area network bandwidth from schools to core sites as well as the District connection to the Internet. Based upon usage and need for increased connectivity capacity, upgrades are implemented. Currently, elementary, K-8, middle and high schools have a 400 Mbps connection, while two core sites have a 2 Gbps connection. The District's connection to the Internet is 2 Gbps with an increase to 4 Gbps connection planned for the fall of 2016. In order to test an entire grade level at the same time, the District anticipates the WAN capacity of middle schools needing 600 Mbps connections, high schools needing 2 Gbps connections, and the District needing 8 Gbps connection.

As part of the District's overall digital classroom plan, the District has increased the capacity of its data links in the data center to 10 Gbps and updated network security.

STEP 2 – Goal Setting:

Provide goals established by the district that support the districts mission and vision. These goals may be the same as goals or guiding principles the district has already established or adopted.

These should be long-term goals that focus on the needs of the district identified in step one. The goals should be focused on improving education for all students including those with disabilities. These goals may be already established goals of the district and strategies in step three will be identified for how digital learning can help achieve these goals.

Districts should provide goals focused on improving education for all students, including those with disabilities. These goals may be previously established by the district.

Goals Examples:

EXAMPLES

- Highest Student Achievement: All schools will meet AMO benchmarks and meet expected growth on state assessments.
- Seamless Articulation and Maximum Access: All students will have opportunities for industry certifications and are prepared to enter postsecondary with the skills necessary to succeed.
- Skilled Workforce and Economic Development: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.
- Quality Efficient Services: All school sites will be safe and effective environments to support developing students.

Enter district goals below:

- **Academic Success:** Ensure high levels of learning for all students.
- **Talent Management:** Recruit, develop, retain, and reward a highly-dedicated, high-quality workforce.
- **Fiscal Responsibility:** Optimize use of all resources to preserve and protect the taxpayers' investment.
- **Community Engagement:** Promote a culture that recognizes education as a positive force in the community and beyond.
- **Governance:** Cultivate relationships between the School Board, Superintendent, and community to serve as a high-functioning district leadership team.

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.

Examples of Strategies:

EXAMPLES			
Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	• Purchase Instructional Materials in digital format	50% of purchases in 2016-17
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	• Fully implement system across nine components • Integrate instructional materials into system	2016 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	• Bandwidth amount • Wireless access for all classrooms	2016-2020

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Highest student achievement	Create an infrastructure that ensures high levels of digital learning and achievement for all students in literacy and mathematics	Purchase core switches at 3 facilities Upgrade cabling to Cat 6 at 16 schools Upgrade MDF/IDF switches at 27 schools from 10/100 Mbps to 1 Gbps	2016 and ongoing

Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida standards	Purchase Instructional Materials in digital format, purchase digital resources for continuous anytime/anywhere access	2016 and ongoing
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student	Full implementation of Local Instructional Improvement System (LIIS)	2018
Seamless Articulation and Maximum Access	Increase industry certification programs	Number of students enrolled in programs and receiving certificates	2016 and ongoing
Seamless Articulation and Maximum Access	Expand STEM/CTE opportunities PreK-16.	Number of students enrolled in programs at all levels	2016 and ongoing
Seamless Articulation and Maximum Access	Increase and strengthen college and career pathways for all students.	Number of students with postsecondary plan, number of students participating in accelerated courses, Increased graduation rate	2016 and ongoing
Professional Development	Provide instructional training services	Professional Development Reports	2016 and ongoing
Professional Development	Provide support for District leaders, administrators, District resource teachers, media specialists, and school instructional coaches in the use of the TIM	Professional Development Reports	2016 and ongoing

Professional Development	Update HQMIP technology components	New/revised technology and digital learning PD components adopted in the District's HQMIP	2017

In addition, if the district participates in federal technology initiatives and grant programs, please describe below a plan for meeting requirements of such initiatives and grant programs.

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

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

- *<u>Implementation Plan</u> – 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 from the DCP Allocation.*
- *<u>Evaluation and Success Criteria</u> – For each step of the implementation plan, describe the process for evaluating the status of the implementation and how successful implementation will be determined once completed. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.*

Districts will complete a budget worksheet to determine areas of need for online assessment. This worksheet calculates 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. Specific items indicated below:

- *Sum of Deliverables across component areas will be included.*
- *Additional line for charter school allocations.*

Districts are not required to include in the DCP the portion of charter school allocation or charter school plan deliverables. In s. 1011.62(12)(c), F.S., charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in s. 1002.33(17)(b).

Districts may also choose to provide funds to schools within the school district through a competitive process as outlined in s. 1011.62(12)(c), F.S.

A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP allocation. These outcomes can be specific to an individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP allocation for the 2016-17 school year.

EXAMPLES			
A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.X	Increase percent of fourth grade mathematics students performing at Sunshine Elementary school.	45%	48%
III.A.X	Improve graduation rates at Sandy Shores High school.	78%	80%

Enter the district student performance outcomes for 2016-17 that will be directly impacted by the DCP Allocation below:

A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.1.	Science Student Achievement – 5th Grade	48%	54%
III.A.2.	Science Student Achievement – 8th Grade	39%	44%
III.A.3.	Science Student Achievement – Biology	69%	76%
III.A.4.	Overall, 4-year Graduation Rate	81%	86%
III.A.5.	Acceleration Success Rate	44%	67%

Brief description of other activities	**Other funding source**
Go Vertical Institute	Louis Stokes Alliance for Minority Participation (LSAMP), Florida Standards Professional Development Action Project (PDAP) Grant, Title I,
Math Solutions	Title I and SAI
Science technology-enhanced inquiry-based science learning and remediation	K-12 Math and Science Partnership Grant
ELA – Core Connections	District Funds
Reading – iReady and Reading Plus	District Funds
Edmentum (Plato)	District Funds

The School District of Osceola County has several initiatives and professional learning opportunities for teachers and administrators that will help increase student performance for all students, including our second language learners and students with disabilities.

Go Vertical

For the last three years, Osceola County has conducted the Go Vertical Institute. This has been a result of District English Language Arts (ELA), Writing, Math, Algebra, Geometry data indicating a need for vertical articulation to address the decrease in percentage proficiency in 2013 vs 2014 in grades 5 through 11. A leadership team comprised of elementary, middle, high and postsecondary members concluded that intense vertical academic alignment training was needed to address the decrease. Valencia professors collaborated with District curriculum teams over a period of six months to design a delivery format. As a result, the Go Vertical Institute emerged which included a 3-day institute, a mid-year 1-day session and ongoing Professional Learning Communities (PLC). Funding sources included the Louis Stokes Alliance for Minority

Participation (LSAMP) and Florida standards Professional Development Action Project (PDAP) Grant as well as Title Funds and SAI funds.

Math Solutions

For math, we have continued our Math Solutions training for teachers and coaches, as well as District level resource teachers and school administrators. The goal for the Math Solutions training is to provide training to our math teachers on the conceptual understanding of mathematical concepts and how to shift instructional practice to help students master this understanding. Funding for Math Solutions comes from Title I funds and SAI.

Year 3 Focus in Math Solutions:

1. Learning Environment will continue as a focus by observing:
    a. Students will take an academic risk and rely on their own thinking and the thinking of others.
    b. Students will listen and ask questions of each other to clarify information; respectfully challenge ideas; make conjectures.
    c. Students will explain their reasoning; construct viable arguments and critique the reasoning of others.
2. Reasoning and Sense Making will be a focus in planning and instruction as evidenced by:
    a. Students will seek out multiple approaches to solving a problem.
    b. Students will use appropriate tools strategically, including mental calculations that fit the situation.
3. Focus and Coherence of standards will be a central Focus observed by:
    a. Students will apply the math they know to solve real-world problems.

Science

Another area of focus the School District of Osceola is concentrating on is Science. The District was awarded a grant through the K-12 Math & Science Partnership which included a partnership between Osceola, Okeechobee, Volusia & the University of South Florida. The purpose of this proposed project is to increase the academic achievement of students in science, using the following approaches:

1. Help science teachers form professional learning communities (PLCs) that can integrate cooperative learning strategies and use formative assessments and science argumentation to help students learn content through the process of science (inquiry based activities) in multiple content areas.
2. Facilitate lesson study for science teachers in professional learning communities, building on existing Inquiry Activity Portal (iAP) lessons developed by Lou and Blanchard (2010) as a way to incorporate technology into science instruction.
3. Provide professional development to science teachers on using technology to assess students on their inquiry skills and to remediate struggling students, through a partnership with faculty in the Instructional Technology program at the University of South Florida.
4. Assist teachers in increasing student engagement and incorporating cooperative learning strategies through a partnership with Kagan Publishing and Professional Development.
5. Partner science teachers with scientists from three institutes of higher learning to improve the science teachers' content knowledge. Use existing tools such as the Florida Department of Education's Item Bank and Test Platform (IBTP) to develop an Inquiry Skill Analyzer (iSA) to assist teachers in analyzing their own as well as their students' science inquiry skills in order to identify areas of need and/or strength and to monitor progress. iSA will include technology-enhanced items, which will be created in the IBTP.
6. Develop and share via CPALMS a bank of rigorous STEM model lessons and professional development modules that are aligned to Florida's standards for science and mathematics, as well as the International Society for Technology in Education (ISTE) standards.

It is expected that technology-enhanced inquiry-based science learning and remediation process through formative assessment and cooperative learning will better engage middle and high school students, leading to higher student success on the science FCAT 2.0 and the Florida Biology EOC. The overall deliverables of the project will be to develop lesson plans and assessments that help teachers understand what their students are struggling with, in both science content as well as science process/inquiry. Funding for this initiative comes directly from the MSP Grant.

ELA

The School District of Osceola County has contracted Core Connections to provide Florida Standards Writing training to our teachers to increase student performance. They specialize in providing schools K-12 with guidance and instructional strategies for establishing a holistic, vertically integrated reading and writing curriculum. As students

learn to read, write, and think critically in response to a variety of texts across the curriculum, relationships are discovered and connections become clear. Core Connections provides training to teachers in grades 6-8.
Multiple sessions are provided. This is paid from various funding sources.

Reading
The School District of Osceola County has contracted with iReady and Reading Plus to provide accurate progress monitoring tools to our students as well as Reading remediation to help support our most struggling readers. Reading Plus provides assessment, instruction, and progress monitoring. This is implemented in all high schools District wide. iReady is utilized in K-8 grades to progress monitor our students reading levels and provided targeted interventions. The District has also contracted Achieve 3000, KidBiz and TeenBiz to provide Lexile level reading passages teachers can use in small groups, whole group, or content area. The use of this resource provided informational text as various levels to help close the reading gap our students are experiencing. Various funding sources are utilized for these programs.

Graduation Rate
Osceola County has contracted with Edmentum (PLATO) to provide credit retrieval and grade forgiveness to our struggling high school students which are in danger of dropping out of school. Students that fall behind in credits or have a low GPA are placed in a PLATO lab to assist in these deficiencies. This program is provided District wide and is funded through various sources.

B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at http://www.fldoe.org/core/fileparse.php/5658/urlt/0097849-device-bandwidthtechspecs.pdf. These specifications are recommendations that will accommodate the requirements of state supported applications and assessments.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

EXAMPLES					
B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.X.	Purchase and implement wireless access points	May 2017	$4,000	All fourth grade classes at Sunshine Elementary school.	II.B.7
III.B.X.	Purchase and implement 100 new student laptop devices	February 2017	$6,000	All fourth grade classes at Sunshine Elementary school.	II.B.3

B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.					
III.B.2.					
III.B.3.					
III.B.4.					

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**
Infrastructure upgrade for twelve schools	District Funds	$236,700	June/2017

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

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

B. **Infrastructure Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.		
III.B.2.		
III.B.3.		
III.B.4.		

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, s. 1011.62(12)(b), F.S., requires districts to submit a third-party evaluation of the results of the district's technology inventory and infrastructure needs. Please describe the process used for the evaluation and submit the evaluation results with the DCP.

C) Professional Development

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:

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.

EXAMPLES					
C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.X.	X# high school teachers participate in professional development aligned with MIP.	May 2017	$X	Sandy Shores High School	II.C.1.
III.C.X.	X# teachers participate in book study and lesson studies on digital learning	May 2017	$X	Sandy Shores High School	II.C.2.

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.					
III.C.2.					
III.C.3.					
III.C.4.					

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**
Provide instructional staff training services	District Operating Budget	$5,670,448	June/2017

Evaluation and Success Criteria for C) Professional Development:

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

C. **Professional Development Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.		
III.C.2.		
III.C.3.		
III.C.4.		

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:

EXAMPLES					
D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.X.	Integrate X sets of instructional materials into the digital tools system	September 2016	$X	Sunshine Elementary school	II.D.2 (S)
III.D.X.	Offer X additional CAPE digital tool certifications from approved list	2015-16	$X	Sandy Shores High School	II.D.1 (D)

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.					
III.D.2.					
III.D.3.					
III.D.4.					

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**
Purchase annual LIIS License Fees	District	$121,779	June/2017
Purchase annual license fees for Classlink	District	$111,000	June/2017
Purchase annual access to Digital Resources for students and teachers	District	$350,853	June/2017

Evaluation and Success Criteria for D) Digital Tools:

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

EXAMPLES		
D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.X.	Integrate instructional materials into district platform (LMS) 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.X.	Software usage and monitoring of students attending	70% of students will earn a CAPE digital tools certification

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.		
III.D.2.		
III.D.3.		
III.D.4.		

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:

EXAMPLES					
F. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.X.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	September 2017	$X	Sandy Shores High School	II.E.1
III.E.X.	Purchase 100 additional student devices for assessments	February 2017	$X	Sandy Shores High School	II.E.1 and II.E.2

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.	Purchase 2,341 additional student devices for assessments	February 2017	$1,100,270	Osceola High (243), St. Cloud High (216), Celebration High (162), Gateway High (162), Liberty High (162) Neptune Middle (200), St. Cloud Middle (175), Denn John Middle (169), Harmony High (164), East Lake Elem. (81), Narcoossee Middle (102), Parkway Middle (87), Osceola Arts (76), Narcoossee Elem. (54), Harmony Community (71), Poinciana High (54), Ventura Elem. (27), Partin Settlement Elem. (27), Kissimmee Elem. (27), Zenith (37), Horizon Middle (27), Prof./Tech High (18)	II.E.1.(D)
III.E.2.	Purchase 86 additional computer carts	February 2017	$116,100	Osceola High (9), St. Cloud High (8), Celebration High (6), Gateway High (6), Liberty High (6) Neptune Middle (7), St. Cloud Middle (6), Denn John Middle (6), Harmony High (6), East Lake Elem. (3), Narcoossee Middle (4), Parkway Middle (3), Osceola Arts (3), Narcoossee Elem. (2), Harmony Community (3), Poinciana High (2), Ventura Elem. (1), Partin Settlement Elem. (1), Kissimmee Elem. (1), Zenith (1), Horizon Middle (1), Prof./Tech High (1)	II.E.1.(D)
III.E.3.	Purchase 2,341 additional mice	February 2017	$11,167	Osceola High (243), St. Cloud High (216), Celebration High (162), Gateway High (162), Liberty High (162) Neptune Middle (200), St. Cloud Middle (175), Denn John Middle (169), Harmony High (164), East Lake Elem. (81), Narcoossee Middle (102), Parkway Middle	II.E.1.(D)

				(87), Osceola Arts (76), Narcoossee Elem. (54), Harmony Community (71), Poinciana High (54), Ventura Elem. (27), Partin Settlement Elem. (27), Kissimmee Elem. (27), Zenith (37), Horizon Middle (27), Prof./Tech High (18)	
III.E.4					

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**

Evaluation and Success Criteria for E) Online Assessments:

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

E. **Online Assessment Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Determine online testing computer needs by location Purchase student devices	Use of additional devices for online testing Reduction in testing time
E.2.	Purchase computer carts	Use of additional carts for online testing
E.3.	Purchase computer mice	Use of additional mice for online testing