FLORIDA DEPARTMENT OF EDUCATION
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HILLSBOROUGH COUNTY PUBLIC SCHOOLS
DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to provide a perspective on what the district considers being vital and critically important in relation digital learning implementation, the improvement of student performance outcomes, and how this progress 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.

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

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

The **general introduction/background/District technology policies** component of the plan should include, but not be limited to:

1.1 District Mission and Vision statements –

Mission: To provide an education that enables each student to excel as a successful and responsible citizen.

Vision: To become the nation's leader in developing successful student.

1.2 District Profile - Provide relevant social, economic, geographic and demographic factors influencing the district's implementation of technology.

HCPS, which serves the city of Tampa and the surrounding communities, is the 8th largest school district in the nation, with over 203,500 students in 279 schools. The ethnic breakdown of the student body is as follows: 37.30% White, 32.02% Hispanic, 21.40% Black, 5.38% Multiracial, 3.68% Asian or Pacific Islander, and 0.22% American Indian or Alaskan Native. HCPS employs about 15,880 classroom teachers and 26,454 total staff, making HCPS the largest employer in the county. The recent downturn in the economy and hard-hit real estate sector has resulted in more children qualifying for the federal free and reduced-price meal program. Today, that rate stands at 61.32% of all HCPS students, which is above Florida's rate of 57.58%.

1.3 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, ESOL and special needs including students with disabilities.

Title/Role	**Name:**	**Email/Phone:**
Chief Information and Technology Officer	Anna L. Brown	anna.brown@sdhc.k12.fl.us
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1.4 Planning Process- Summarize the process used to write this plan including but not limited to:

- how parents, school staff and others were involved;
- development of partnerships with community, business and industry; and
- integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

- The state template was released on August 15, 2014. After the guidance was released for the Digital Classrooms Plan (DCP), a team of district stakeholders, including Curriculum & Instruction, Information Technology, Assessment, Professional Development, Business Process Improvement, Customer Service and Support, Exceptional Student Education, Teachers, etc., was convened to generate ideas and priorities for submission. Focus groups were held with school instructional staff (including members from ESOL and ESE as well as representation from all content areas), site technology contacts, parents and community members to solicit their thoughts and ideas on digital learning and classroom digital needs.

8/13/2014	All School Tech Contact /Resource Staff
8/14/2014	District Stakeholders (Divisional staff)
8/18/2014	District Instructional Staff, ESE, ESOL
8/22/2014	Business Partners
8/25/2014	Parents representing Elementary, Middle, High School.

As a result of previous meetings with business partners concerning our 1:1 initiative, we were able to leverage experience with Apple, Microsoft, UDT, and Anytime Anywhere Computing in developing the plan. After analyzing the data, senior staff selected device procurement as the salient option for 2014-2015.

1.5 Multi-Tiered System of Supports (MTSS)- Summarize the process used to write this plan including but not limited to:

- data-based problem-solving process used for the goals and need analysis established in the plan;
- the systems in place to monitor progress of the implementation plans; and
- the plan to support the implementation and capacity.

- 1. The district uses a data-based problem-solving approach to integrate academics, technology and behavioral instruction and intervention for ALL students. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. Problem Solving at Tier 1 is conducted by the school's Problem Solving Leadership Team (PSLT) which may include, but is not limited to: School/site Administrator(s), General Education Teacher(s), School Psychologist, School Social Worker, Guidance Counselor, ESE Specialist and/or other relevant personnel (i.e., Curriculum Specialist, Math Coach, Reading Coach, Behavior Specialist). The PSLT at each school site will, on a regular basis, systematically review school-wide data utilizing the Tier 1 decision making form that incorporates the four-step problem solving process (1. Define the problem, 2. Analyze the problem, 3. Implement the intervention, 4. Evaluate response to intervention). During the problem solving meetings, teams determine the amount of resources needed to support students and teachers. At the beginning of the school year, student data is sorted to identify students in need of intervention support across each Tier and student groups are matched to intervention protocols based on skill deficits. Site-based resource maps are completed by the leadership team to ensure there are no gaps in resource materials needed across each tier. Computer Assisted Programs are integrated into the intervention delivery model at Tiers 1 and 2. Teacher directed intervention delivery occurs at Tier 3.

- 2. Hillsborough County Schools designed a district MTSS-RtI self-assessment rubric to assist district leaders and school-based leadership teams with the implementation of MTSS-RtI across all tiers. The tool provides the means to reflect on implementation and practices at the school level in order to continually improve outcomes for ALL students. ALL schools are required to complete the rubric two times per year and serves as a guide for schools as their work toward accomplishing school improvement goals. The Rubric was developed based on the three tiered components of MTSS-RtI as defined by the Florida Department of Education and provides the district with an approach for measuring MTSS fidelity. Questions related to the use of technology in the classroom and the impact on student learning may be found throughout each tier of the MTSS-RtI Self-assessment rubric.

- 3. To support schools with data driven practices, the school district provides access to multiple data management systems such Education Connection (Ed. Connect) and Instructional Planning Tool (IPT). Schools use these data management systems to access data across each tier for academics, behavior and attendance. In an effort to monitor student's response to Tier 1 core instruction, problem solving leadership teams will analyze data, from Florida Standards Assessment (FSA), Florida Assessment for

Instruction in Reading- Florida Standards (FAIR-FS), District Formative Assessments, Stanford Achievement Test, Tenth Addition (SAT-10), Office Discipline Referrals (ODRs) and Absences. Curriculum-based measures are administered to monitor students' response to academic intervention at Tiers 2 and 3. EasyCBM is the data source that schools access to obtain graphed data for each student receiving academic interventions. For students receiving behavior Tier 2 or 3 interventions, the Response to Intervention for Behavior (RtI:B) database is used to graph data from daily behavior point cards and behavior contracts.

- 4. The school district has an MTSS-RtI department that organizes and support schools with the implementation of MTSS. All district personnel have access to online training modules, archived webinars and eight RtI Facilitators. One RtI facilitator is assigned to each of the district's 8 area offices to ensure each school within the area receive professional development and ongoing coaching with data-based problem solving. School teams are trained on how to engage in the problem solving process to identify underlying causes for student concerns and to match instructional and intervention resources to students' educational needs. School teams continue to engage in data review and use the 4 step- problem solving process to ensure that student success is being achieved and maintained through out the school year.

- 5. The recommendation coming from the stakeholder meetings was for purchasing devices for those schools with the highest student to device ratio, in order to assist with digital fluency, curriculum, practice, and online assessment. A thorough analysis of modern devices available per student at each site was conducted and schools were ranked according to need. The funds made available will dictate the number of schools that can be furnished with a laptop cart of 25 devices that meet the state testing requirements/specifications. We anticipate spending 100% of the funds on these devices.

- The progress of procurement and delivery will be monitored via asset tracking of new devices in Lawson ERP system. Implementation and use of the devices at individual school sites will be monitored through bi-annual reports from schools to the CITO indicating scheduled usage of the devices for delivery of instruction and keyboarding practice during the school year. In addition, the baseline, midyear, and end of year statistics related to keyboarding skills will be monitored for growth. Recent infrastructure upgrades, including increased bandwidth through the State's District Bandwidth Support allocation in 2013 – 2014 and wireless infrastructure projects with E-Rate funding, established the infrastructure and capacity to support the increased number of devices on school campuses.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

Districts should identify 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 is required for the metrics listed in the table. For the student performance outcomes, these data points can and 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.

HCPS outlines the targets set below. It is important to note that these targets were set with the knowledge that the new Florida Standards Assessments will be administered statewide for the first time this year. It is anticipated that across the state there will be shifts in proficiency levels as we all work to respond to a different format and content that is aligned to new standards. For this reason, the targets for HCPS were set to continue to strive for growth while adjusting to this changing context.

Student Performance Outcomes (Required)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
1.	ELA Student Achievement	57%	58%	2015
2.	Math Student Achievement	60%	61%	2015
3.	Science Student Achievement	57%	58%	2015
4.	ELA Learning Gains	66%	67%	2015
5.	Math Learning Gains	69%	70%	2015
6.	ELA Learning Gains of the Low 25%	64%	35%	2015
7.	Math Learning Gains of the Low 25%	64%	65%	2015
8.	Overall, 4-year Graduation Rate	74.13%	75.13%	2015
9.	Acceleration Success Rate	64.22%	65.22%	2015
10.				
Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
11.	Keyboarding skills	Establish Baseline	Baseline + 20% proficiency	2015
12.	CAPE Digital Tool Certificate: Microsoft Office Specialist: Microsoft Office Word (Funding source TBD)	Establish Baseline	Baseline + 10%	2015

- **Quality Efficient Services**

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

For the infrastructure needs analysis, the required data points can and should be pulled from the Technology Readiness Inventory (TRI) if the data is accurate. Districts may choose to add any additional metrics that may be appropriate.

Infrastructure Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Student to Computer Device Ratio	1:4	1:1	2020
2.	Count of student instructional desktop computers meeting specifications	58,000	58,000	2014-2015
3.	Count of student instructional mobile computers (laptops) meeting specifications	6,000	200,000	2020
4.	Count of student web-thin client computers meeting specifications	0	0	n/a
5.	Count of student large screen tablets meeting specifications	0	0	n/a
6.	Percent of schools meeting recommended bandwidth standard	100%	100%	2014
7.	Percent of wireless classrooms (802.11n or higher)	50%	100%	2016
Infrastructure Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
8.	Increase wireless access points	8000	18000	2016
9.	Increase bandwidth elementary	50MB	200 MB	2014
10.	Increase bandwidth secondary	200 MB	500 MB	2014

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 5 categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

Professional Development Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Average Teacher technology integration via the TIM	Adoption	Infusion	2020
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Entry	Infusion	2020
3.	Average Teacher technology integration via the TIM (Middle Schools)	Adoption	Infusion	2020
4.	Average Teacher technology integration via the TIM (High Schools)	Adoption	Infusion	2020
5.	Average Teacher technology integration via the TIM (Combination Schools)	Adoption	Infusion	2020
Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
6.				
7.				
8.				
9.				
10.				

- **Seamless Articulation and Maximum Access**

Digital Tools:
Districts shall continue to implement and support a digital tools system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

A key component to digital tools is the implementation and integration of a digital tool system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance. Districts may also add metrics for the measurement of CAPE digital tools. For the required metrics of the digital tool system need analysis, please use the following responses:

Baseline Response:	**Target Response:**
Fully implemented	Will continue to support and employ in classrooms
Partially implemented	Will work to implement and employ
Partially implemented	Maintain system
No system in place	Will work to implement and employ
No system in place	No plans to address at this time

Digital Tools Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Implementation status a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Fully	Will continue to support and employ in classrooms	2014
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Fully	Will continue to support and employ in classrooms	2014
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Fully	Will continue to support and employ in classrooms	2014
4.	Implementation status of a system that includes district staff information	Fully	Will continue to	2014

	combined with the ability to create and manage professional development offerings and plans.		support and employ in classrooms	
5.	Implementation status of 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.	Fully	Will continue to support and employ in classrooms	2014
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	Fully	Will continue to support and employ in classrooms	2014
7.	Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	Partially	Will work to implement and employ	2016
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	Partially	Will work to implement and employ	2016
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Fully	Will continue to support and employ in classrooms	2014
Digital Tools Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
10.				
11.				
12.				

- **Quality Efficient Services**

  Online Assessment Readiness:
  Districts shall work to reduce the amount 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.

Online Assessments Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	100%	2014
2.	Computers/devices required for assessments (based on schedule constraints)	4:1	1:1	2020
Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
3.				
4.				
5.				

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 that focus on the needs of the district identified in step one. The goals should be focused on improving education for all students including those with disabilities. These goals may be already established goals of the district and strategies in step 3 will be identified for how digital learning can help achieve these goals.

Goals Examples:

EXAMPLES

- Highest Student Achievement: All schools will meet federal 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:

- **Highest Student Achievement:** All HCPS schools will meet federal AMO benchmarks and meet expected growth on state assessments.
- **Seamless Articulation and Maximum Access:** All HCPS students will have opportunities for industry certifications and all HCPS students will acquire digital fluency skills that will maximize their success on the new generation of online assessments; keyboarding fluency, response manipulation and digital assessment tools.
- **Skilled Workforce and Economic Development:** All teachers will have opportunities for professional development related to the Technology Integration Matrix (TIM) 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 digital citizenship skills in all students.

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 2014-2015
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	• Fully implement system across nine components • Integrate instructional materials into system	2014 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	• Bandwidth amount • Wireless access for all classrooms	2014-2019

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Highest student achievement	Supply identified schools with devices and software to enhance instruction practice keyboarding, and assessment tool practice.	Purchase devices for student use at identified schools.	2014-2015
Seamless Articulation and Maximum Access	Supply students with access to keyboarding practice software.	Purchase and provide access to software.	2014-2015
Skilled Workforce and Economic Development	Supply all staff and students with access to training related to the TIM.	Develop and provide access to training.	2014-2019
Highest student achievement	Create an infrastructure that supports the needs of digital learning by supporting an integrated digital tool system to aid teachers gaining access to digital resources for instruction.	Enhance current system to incorporate more robust and integrated instructional resources alongside existing student data reporting.	2014-2016 and ongoing

Seamless Articulation and Maximum Access	Provide students opportunities for CAPE Digital Tools Certification: Microsoft Office Specialist: Microsoft Office Word	Provide training and vouchers for students to take the: Microsoft Office Specialist: Microsoft Office Word	2014-2015 and ongoing
Quality Efficient Services	Provide communication tools geared toward developing digital citizenship skills in all students.	Develop and distribute information.	2014-2015 and ongoing

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 section for each component include, but are not limited to:

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

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 a individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP Allocation for the 2014-15 school year.

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

Enter the district student performance outcomes for 2014-15 that will be directly impacted by the DCP Allocation below:

Student Performance Outcomes		**Baseline**	**Target**
1.	Establish a baseline for student digital fluency	Establish Baseline	Baseline + 20%
2.	Increase ELA Student Achievement	57%	58%
3.	Increase Math Student Achievement	60%	61%
4.	Increase Science Student Achievement	57%	58%
5.	Overall, 4-year Graduation Rate	74.13%	75.13%

B) Digital Learning and Technology Infrastructure

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

Implementation Plan for B) Digital Learning and Technology Infrastructure:

EXAMPLES					
Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.X.	Purchase and implement wireless access points	May 2015	$4,000	All fourth grade classes at Sunshine Elementary school.	Outcome Example 1
B.X.	Purchase and implement 100 new student laptop devices	February 2015	$6,000	All fourth grade classes at Sunshine Elementary school.	Outcome Example 1

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	Purchase and implement devices (2400 – 6000)	January 2015	1,712,219.78 {1,887,843.00-175,623.32 (Charter schools allocation)}	Identified schools based on need	Outcomes 1-12
B.2.					
B.3.					
B.4.					

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

Brief description of other activities	**Other funding source**

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.

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.	Purchase and implement the devices - progress will be monitored via asset tracking of new devices in Lawson.	Maximum amount of devices are received and implemented to schools with highest need
B.2.		
B.3.		
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.

District staff conducted an inventory analysis of site owned devices using the Altiris Asset Management software. The age of a computer was weighted and then averaged per site to produce a ranking of each school's average age of the computers. Additional surveys were done to identify available devices that meet FLDOE testing specifications. This evaluation process will assist in determining the schools with the greatest need for additional devices for instruction and online assessments.

The District Bandwidth Support allocation (2013-2014) was used to upgrade the district's core network infrastructure to support the Florida Department of Education recommended specifications. The district's network infrastructure capacity is capable of exceeding the recommended bandwidth specifications for both internal and external bandwidth per student. A third-party evaluation review of our technology inventory and infrastructure was completed by Presidio, Inc. and is attached. (Attachment A)

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
- 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 insert links to the district MIP to support this area, 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					
Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.X.	X# high school teachers participate in professional development aligned with MIP.	May 2015	$X	Sandy Shores High School	Outcome Example 2
C.X.	X# teachers participate in book study and lesson studies on digital learning	May 2015	$X	Sandy Shores High School	Outcome Example 2

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.					
C.2.					
C.3.					
C.4.					

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

Brief description of other activities	Other funding source
HCPS will implement Project 4 of the Professional Development for Digital Classrooms grant: *Expert's Conversations on Digital Learning*. The district will utilize an HCPS District Resource Teacher who has been designated as a technology expert by the state of Florida. In the pilot phase during the 2014-2015 school year, he will lead a design team that will work with educators at 3 schools (Thompson Elementary, Ferrell Middle, and Franklin Middle Schools) to help the faculty understand how digital learning can leverage student success on state academic standards. Professional development sessions for school administrators and faculty will focus on effective methods for incorporating digital resources into the student learning environment. Teachers will also learn to use the Technology Integration Matrix (TIM) to reflect on and deepen their integration of technology in their lessons.	Professional Development for Digital Classrooms grant.

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.

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	HCPS will report on changes in technology integration through the bi-annual Technology Readiness Inventory (TRI). The reporting will be aligned with the integration levels outlined in TIM. Additionally, HCPS will report on PD completed according to the Master Inservice Plan through the annual FLDOE Survey 5 collection process at the end of the year.	Progress toward Infusion on the TIM.
C.2.		
C.3.		
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 department may also be included here.

Implementation Plan for D) Digital Tools:

EXAMPLES					
Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.X.	Integrate X sets of instructional materials into the digital tools system	September 2014	$X	Sunshine Elementary school	Example Outcome 1
D.X.	Offer X additional CAPE digital tool certifications from approved list	2014-15	$X	Sandy Shores High School	Example Outcome 2

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.					
D.2.					
D.3.					
D.4.					

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

Brief description of other activities	**Other funding source**
HCPS has a fully implemented student data dashboard that provides progress monitoring data for teachers to use in planning differentiated instruction. We are in the process of reviewing and evaluating additional tools to integrate into our	TBD

digital portal for electronic lesson planning, digital resource libraries, and virtual teacher collaboration for planning and professional development.	

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.

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

E) Online Assessments

Technology infrastructure and devices required for successful implementation of local and statewide assessments should be considered in this section. In your analysis of readiness for computer-based testing, also examine network, bandwidth, and wireless needs that coincide with an increased number of workstations and devices. Districts should review current technology specifications for statewide assessments (available at www.FLAssessments.com/TestNav8 and www.FSAssessments.com/) and schedule information distributed from the K-12 Student Assessment bureau when determining potential deliverables.

Implementation Plan for E) Online Assessments:

EXAMPLES					
Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.X.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	September 2014	$X	Sandy Shores High School	Example Outcome 2
E.X.	Purchase 100 additional student devices for assessments	February 2015	$X	Sandy Shores High School	Example Outcome 2

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Use the purchased devices for online assessment.	March 2015	1,712,219.78 {1,887,843.00-175,623.32 (Charter schools allocation)}	Identified schools	1-12
E.2.					
E.3.					
E.4.					

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

Brief description of other activities	Other funding source

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.

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Purchase and implement the devices - progress will be monitored via asset tracking of new devices in Lawson.	Maximum amount of devices are received and implemented to schools with highest need
E.2.		
E.3.		
E.4.		