



**CHARLOTTE COUNTY PUBLIC SCHOOLS**  
**District Digital Classroom Plan School Year 2015 to 2016**

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

**I.1 District Team Profile-**

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I.2 Planning Process –

The active process of writing the Digital Classroom Plan for Charlotte County Public Schools was a team effort. Each person from the District Team was responsible to author their part, gather feedback from their departments, as well as, collaborate on the entire plan. As we progress toward digital immersion within our school community, interactions with all stakeholders were taken into consideration.

Training, instruction, discussion and data were provided to the Digital Classrooms Plan District Team to include the following:

- Device specification and its ability to meet the state and district’s testing specifications.
- The Internet based platform of a “thin-client” device for its flexibility and portability to be fully integrated into classrooms, as well as, testing environments for all users, especially those in need of a dynamic setting and/or a specific modification.
- The use of Google, Android and Chrome apps for education, which offer varying accessibilities for individual modifications, within our established Google partnership and digital framework.
- The Mobile Device Management of our new provider will partner seamlessly with our proposed Chromebook purchases, as well as, all current models.
- The wireless infrastructure that will significantly impact our digital tools immersion capabilities and the role of the **District’s Technology Advisory Committee** in the decision-making process.
- Feedback and data derived from our Digital Classroom Plan Cadre, established via SY14-15 Digital Classroom Plan Grant, the **Technology Uses and Perceptions Survey (TUPS)**, the **Technology Resources Inventory Tool (TRI)**, the **Professional Development Needs Assessment from May 2015**, and the **Lead and Transform Diagnostic Tool** from ISTE

I.3 Technology Integration Matrix (TIM) –

The current and future use of the Technology Integration Matrix and the Evaluation Tools are to fulfill our District’s Technology Vision and Mission:

**Technology Vision:**



**Technology Mission:** Students creatively manipulate digital resources to produce and communicate globally-competitive results, foster positive, collaborative, diverse, solution-oriented, and efficacious relationships, synthesize complex and innovative concepts, while achieving mastery of Next Generation and Florida Standards in pursuit of individual goals and academic prowess.

As we continue to promote increased digital integration and multimedia instruction for targeted professional development, the **Technology Integration Matrix (TIM)** provides:

- Resources in the integration of digital tools in lesson planning.
- Demonstrations of using technology as a dynamic digital tool to promote robust and engaging three-dimensional learning environments.
- Self-evaluation tools to measure technology integration, especially using the Technology Integration Matrix Observation Tools (TIM-O).
- Easy-to-follow matrix for technology goal-setting and curriculum alignment.
- Administration of the TUPS for gathering data to drive future technology professional development.

As we continue to evaluate the needs of our technology infrastructure, we will use the **Technology Resources Inventory Tool (TRI)** to assist in the decision-making process as we:

- Establish our baseline of needs and goals to implement technology in a collaborative and facilitative learning structure.
- Build our inventory to offer diverse, adaptable, and individualized digital tools to meet the varying needs of our school community.
- Reinforce and expand our wireless capabilities to offer uninterrupted Internet access.
- Re-evaluate the status of our obsolete hardware and software to guide the decision to repurpose or replace.
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#### I.4 Multi-Tiered System of Supports (MTSS) –

Our district’s data-based problem-solving process was to aggregate the information from the following sources which will be detailed at the end of this section:

- The **Technology Uses and Perceptions Survey (TUPS)**
- The **Technology Resources Inventory Tool (TRI)**
- The **Professional Development Needs Assessment from May 2015**
- The **Lead and Transform Diagnostic Tool** from ISTE
- The Digital Classroom Plan from 2014-2015 School Year and the feedback from our cadre members

Based on the review of the data, we proceeded with the following steps:

- The team identified the needs and gaps and established the project's goals.
- Brainstormed solutions to meet the project goals.
- Came to consensus on how the grant funds will be used to produce the desired outcome.

The team then identified how to monitor project implementation as well as how to monitor progress made towards goals.

- The following individuals and/or teams will partake in this process:
  - The Chief Technology Officer of the Department of Innovation Through Technology will be responsible for the monitoring plan.
  - The district team will review the goals of the project quarterly to ensure implementation of the project is on schedule and is delivered as intended.
  - The DCP team will also review outcome data quarterly to determine the impact of the project. This will also be an opportunity for the team to make revisions to the plan as needed and appropriate.

The district team reviewed what other funding sources are and may be available to further support the project beyond the grant funds. Existing resources were also reviewed to determine the ability to support the implementation of the project. The project described in this grant application received full support of district and school based staff.

The progression of our action plan was established after the analysis of the following data and is presented below:

### Tier 3

- Continue to add thin-client technology into the classrooms for student use.
- Continue to reinforce infrastructure.
- Increase integration of collaborative and creative applications for student use of the digital tools in the classroom and beyond.

### Tier 2

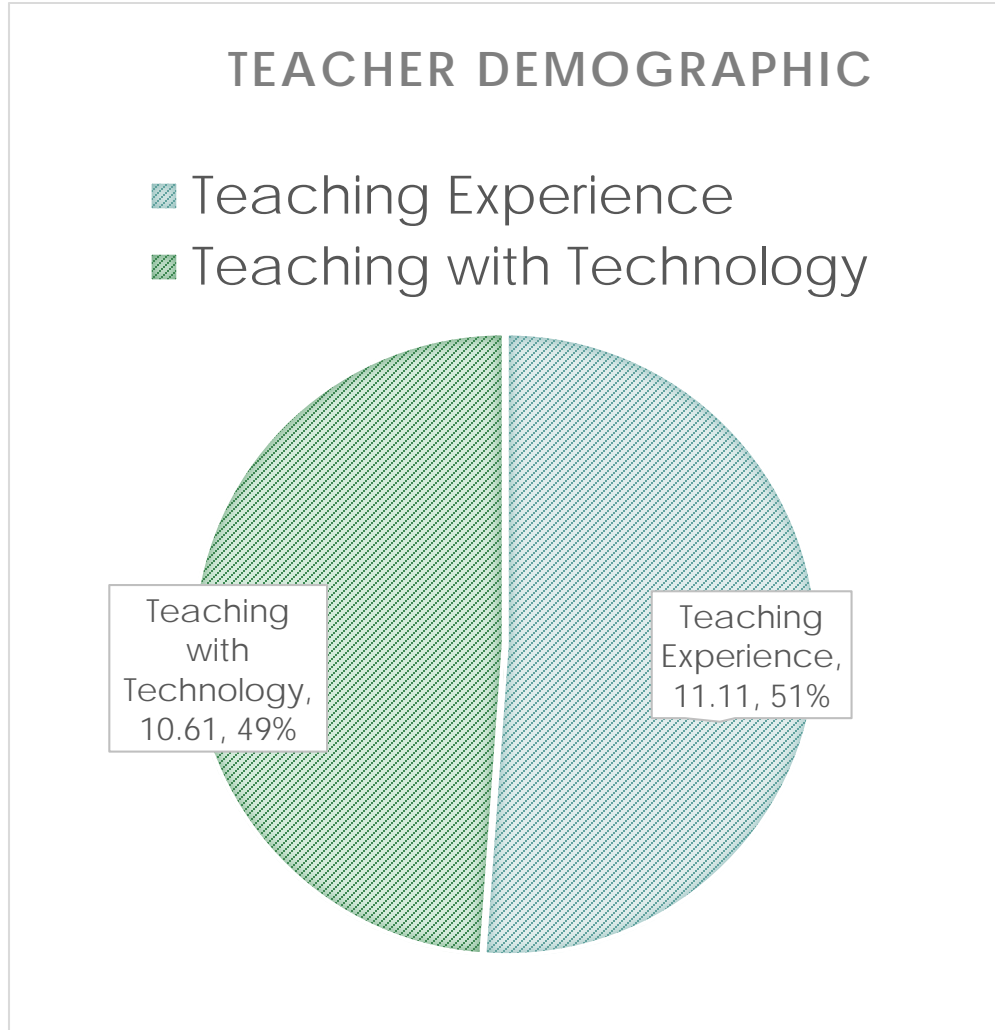
- Continue to add thin-client technology into the classrooms for student use.
- Continue to reinforce infrastructure.
- Add to the video repository of best practices integrating student use of digital tools in the classroom.

### Tier 1

- Add Thin-client technology into the classrooms for student use.
- Reinforce infrastructure.
- Build video repository of best practices integrating technology in the classroom.

Our Supporting Data:

After careful analysis of the data obtained from the **Technology Uses and Perceptions Survey (TUPS)**, the results are as follows:



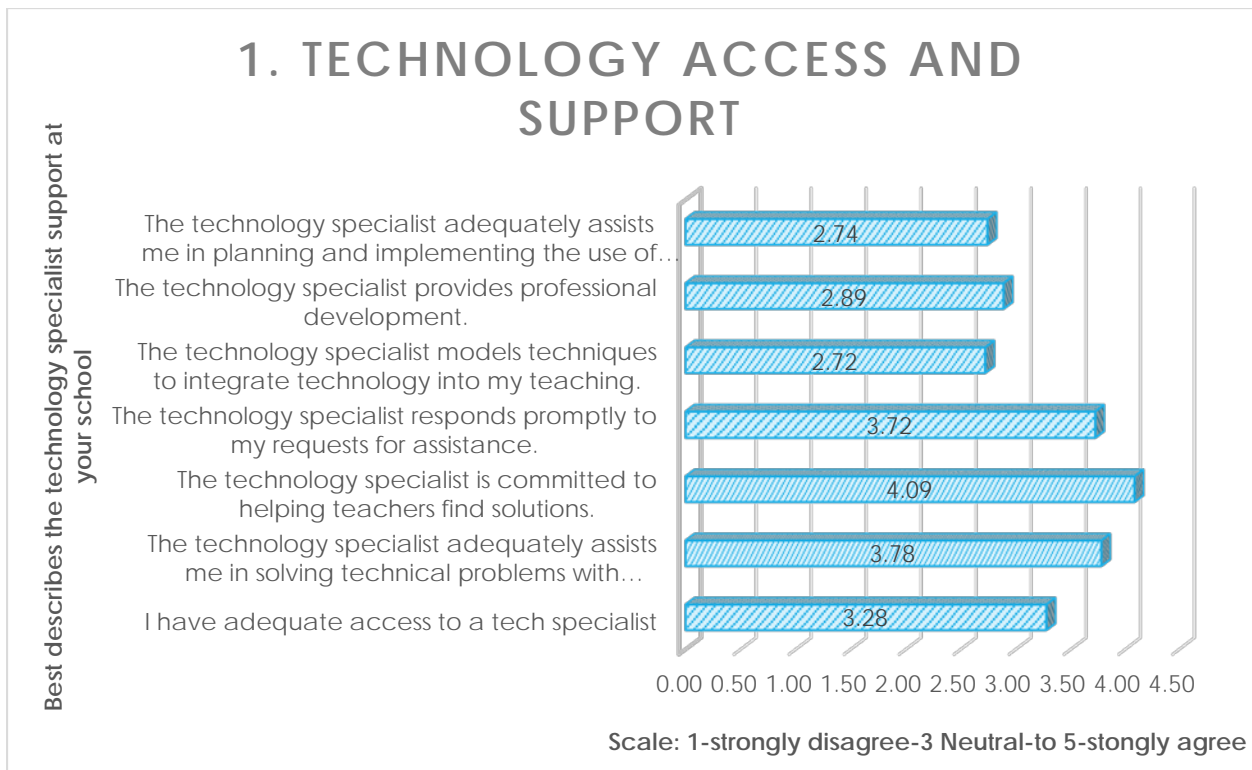
**Referencing the chart above, the Teacher Demographic** reflected an average teaching experience of 11.11 years, and teaching with technology 10.61 years. Thus, we can derive from this information that the teachers have been using technology about as long as they have been teaching. The question that needs to be answered is the teaching with technology a direct reflection of a facilitation model whereby students are actively engaged tech users or a passive model?

**Section 1**

The next section of TUPS that we focused on was the **Technology Access and Support**. Due to constraints in ample funding and allowing teachers time out of class for professional development, time devoted to meaningful technology instruction is a commodity. To continue to promote technology integration, our three technology coaches organize collaboratively with the school's administration, four coaching days per school each year to help meet the school's technology

vision. The technology coaches also create weekly video tutorials and multimedia artifacts to demonstrate skills and model techniques for continuous classroom digital integration. These artifacts are accessible by the entire school community and have been used as instructional elements in student lessons as well.

We do have a Network Technician that works part-time at each site to handle the technical problems of the hardware and software by responding to our Help Desk tickets regularly. We also have remote capabilities to provide technical support as needed. Even with these supports in place, the survey participants felt that there was still a need for technology consultation and demonstration.

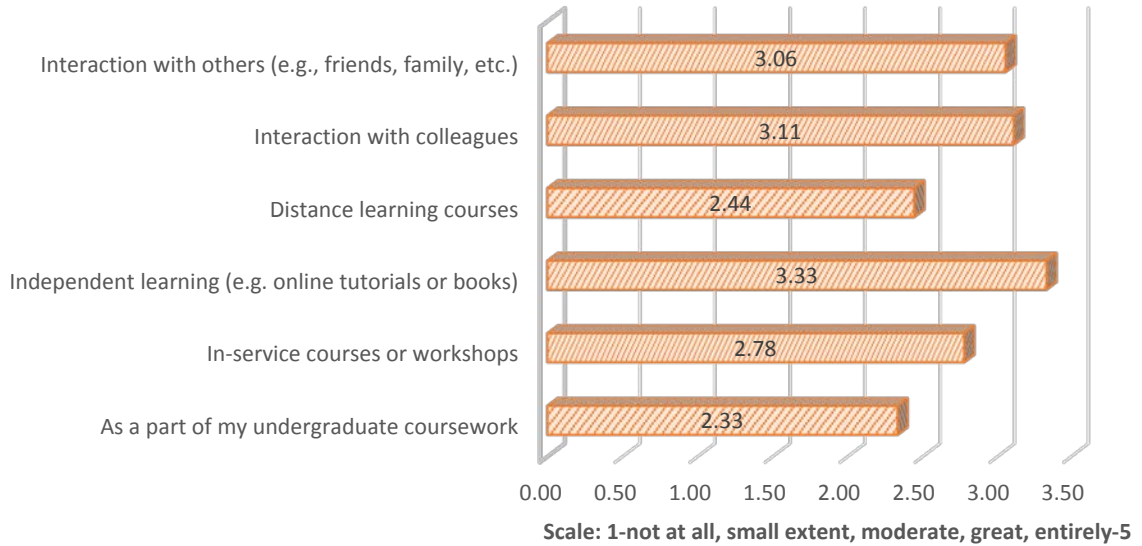


### Sections 2A- 2B

In the next section, **Preparation for Technology Use** focuses on teachers’ acquisition technology skills and what their needs are for continuous improvement. Teachers mainly learned new skills informally either independently or through social interaction with peers. They are also wanting more specialized professional development on student applications, how to integrate tech and create with it. To fulfill this goal, we will need to be diligent in providing professional development that is collaborative and integrates student applications creatively. This can be achieved in a project based setting.

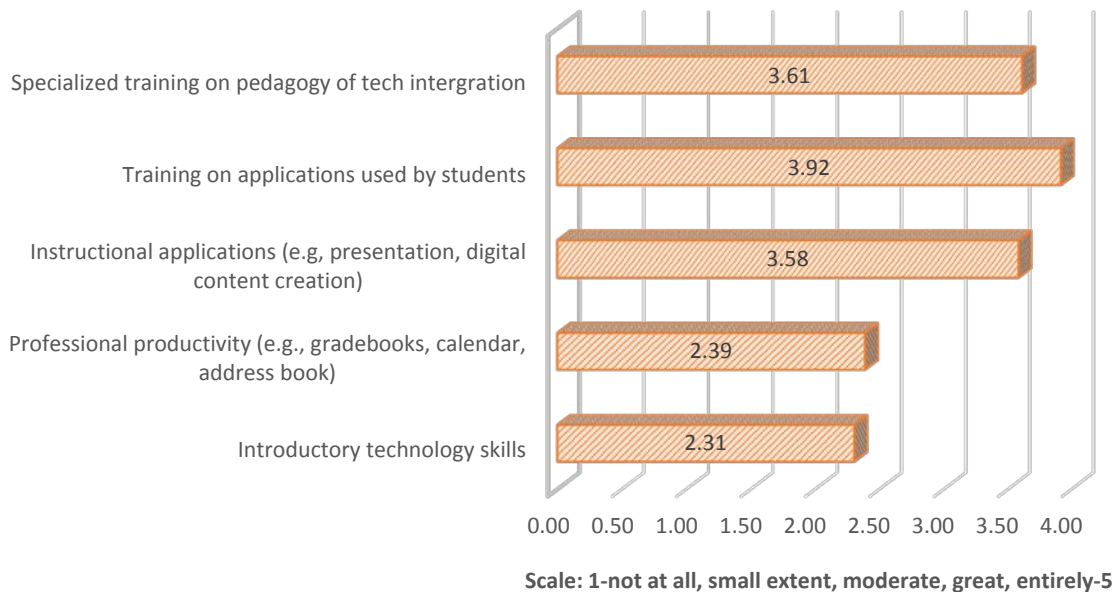
## 2A. PREPARATION FOR TECHNOLOGY USE CURRENT SKILL ACQUISITION

Best reflects the extent to which you've acquired technology skills from the following sources



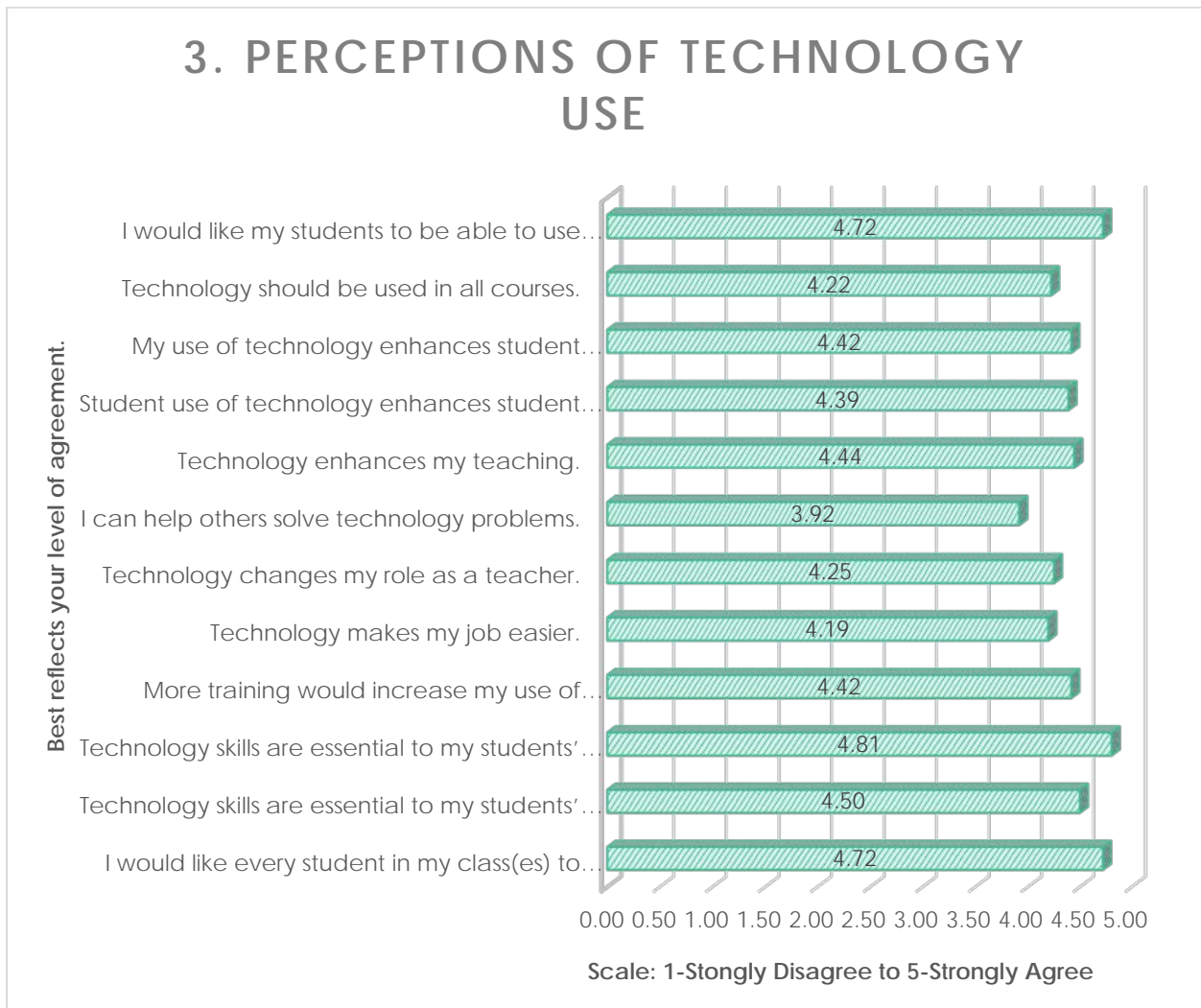
## 2B. PREPARATION FOR TECHNOLOGY USE PROFESSIONAL DEVELOPMENT NEEDS

The following types of technology-related professional development would be beneficial to you



### Section 3

The Perceptions of Technology Use validates that the survey participants agree that technology is a viable resource for students. It is also interesting to point out that teachers almost unanimously rated that “more training would increase my use of technology in my teaching” but the need stated in 2B was on “applications used by students.” Thus, the training should be directed to students using the digital tools and professional development that models that pedagogy.



### Section 4

The dichotomy of preparedness compared to lack of training as a prevalent theme throughout this survey creates a gap and a reasonable hesitation to the validity of Section 4, **Confidence and Comfort Using Technology**. Here is an example as proof of this statement. As part of our Digital Classroom Plan for the 2104-2015 school year, we provided extensive professional development and time to create digital content with ample assistance from trained professionals. We discovered that even though teachers felt “comfortable teaching their students about copyright and fair use guidelines,” many struggled with maintaining their own artifacts validity by violating copyright.



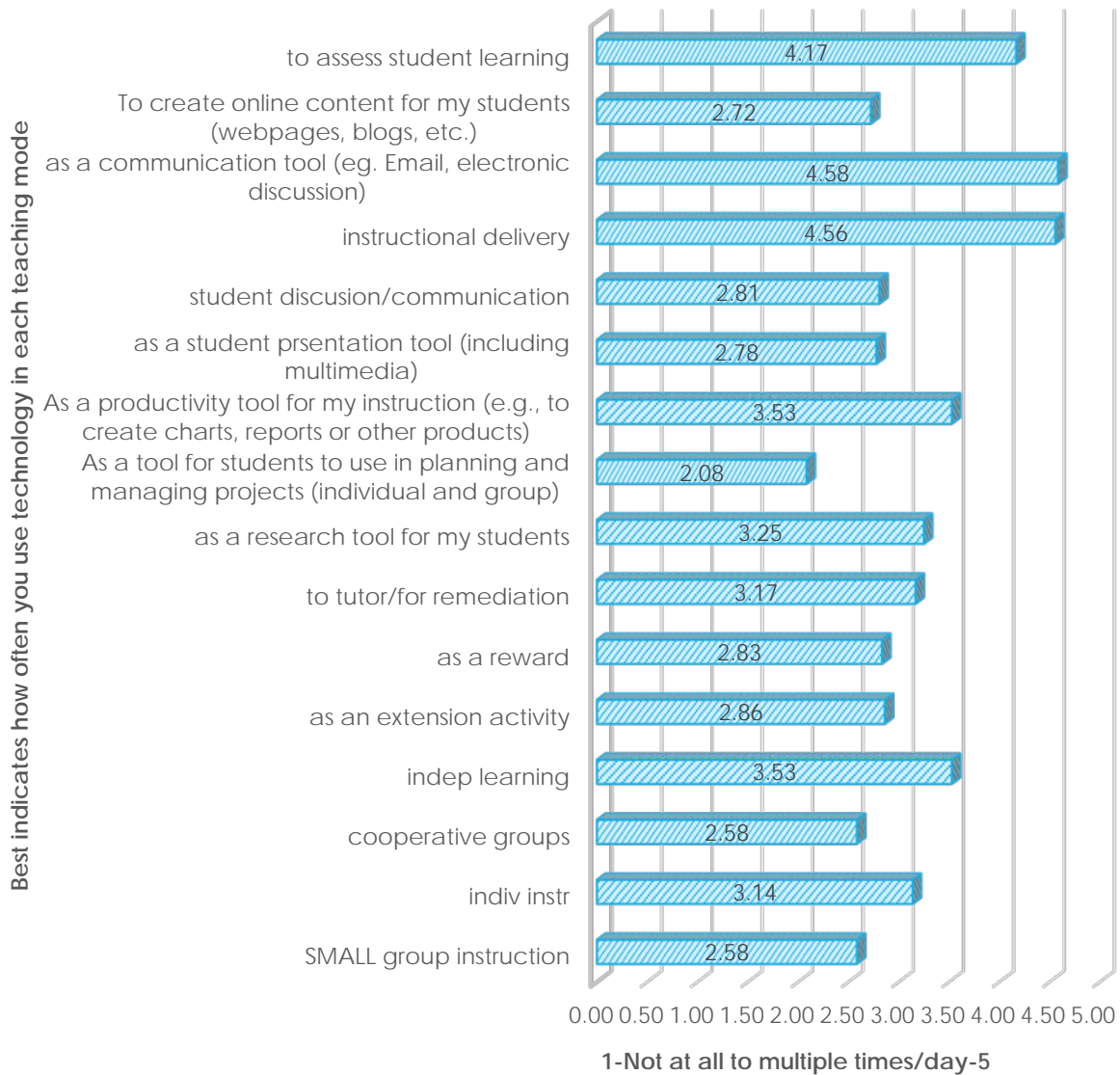
With this caveat of data, along with additional observations, the comfort level is high which translates into willing participants but the guidance and support needs to be available and accepted by all, even those who feel they are “prepared to guide other teachers in planning and implementing lessons that incorporate technology.”



#### Section 5

In this section, **Technology Integration**, the use of technology in individual instruction as the teaching mode was more prevalent than the more collaborative, social and complex use of the digital tools available.

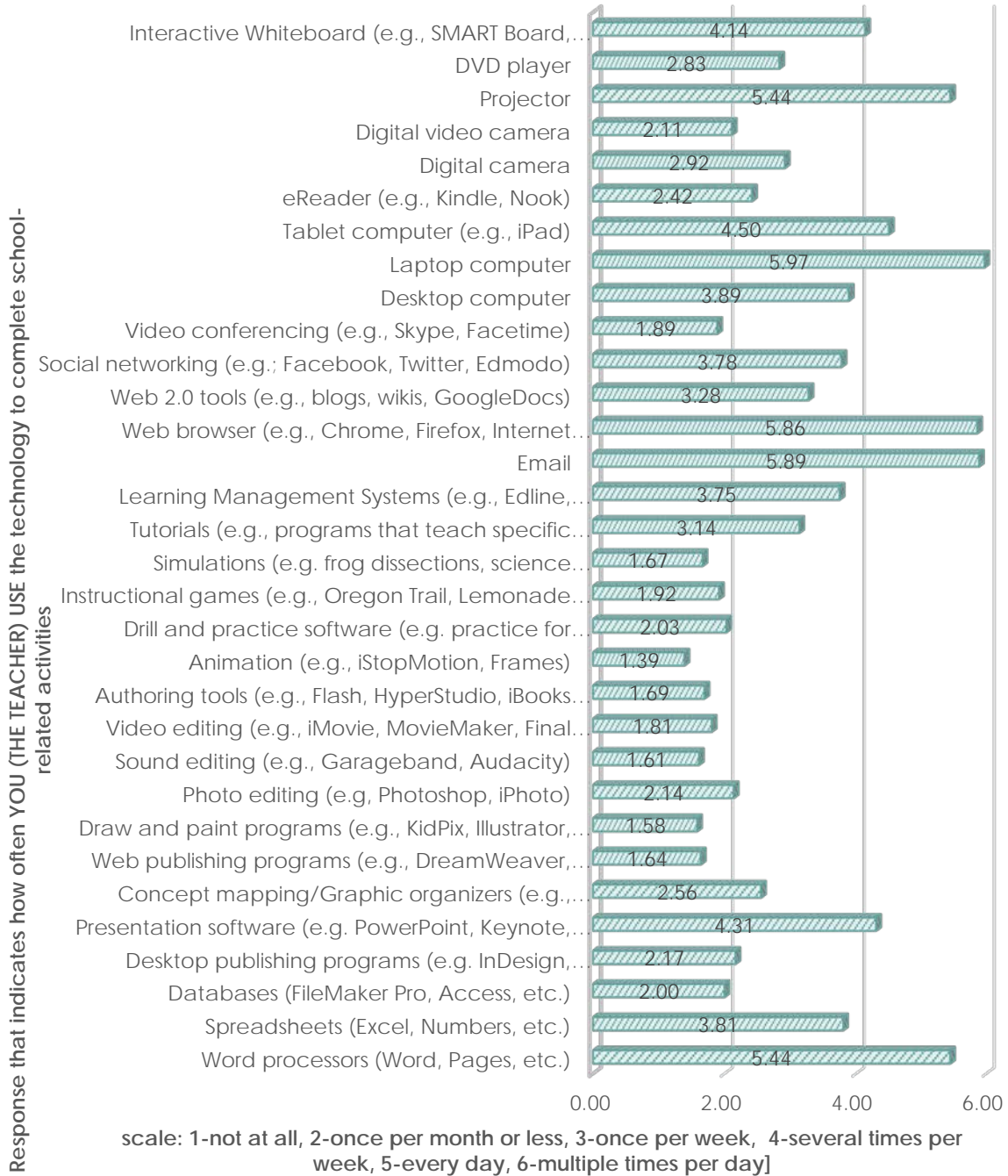
## 5. TECHNOLOGY INTEGRATION



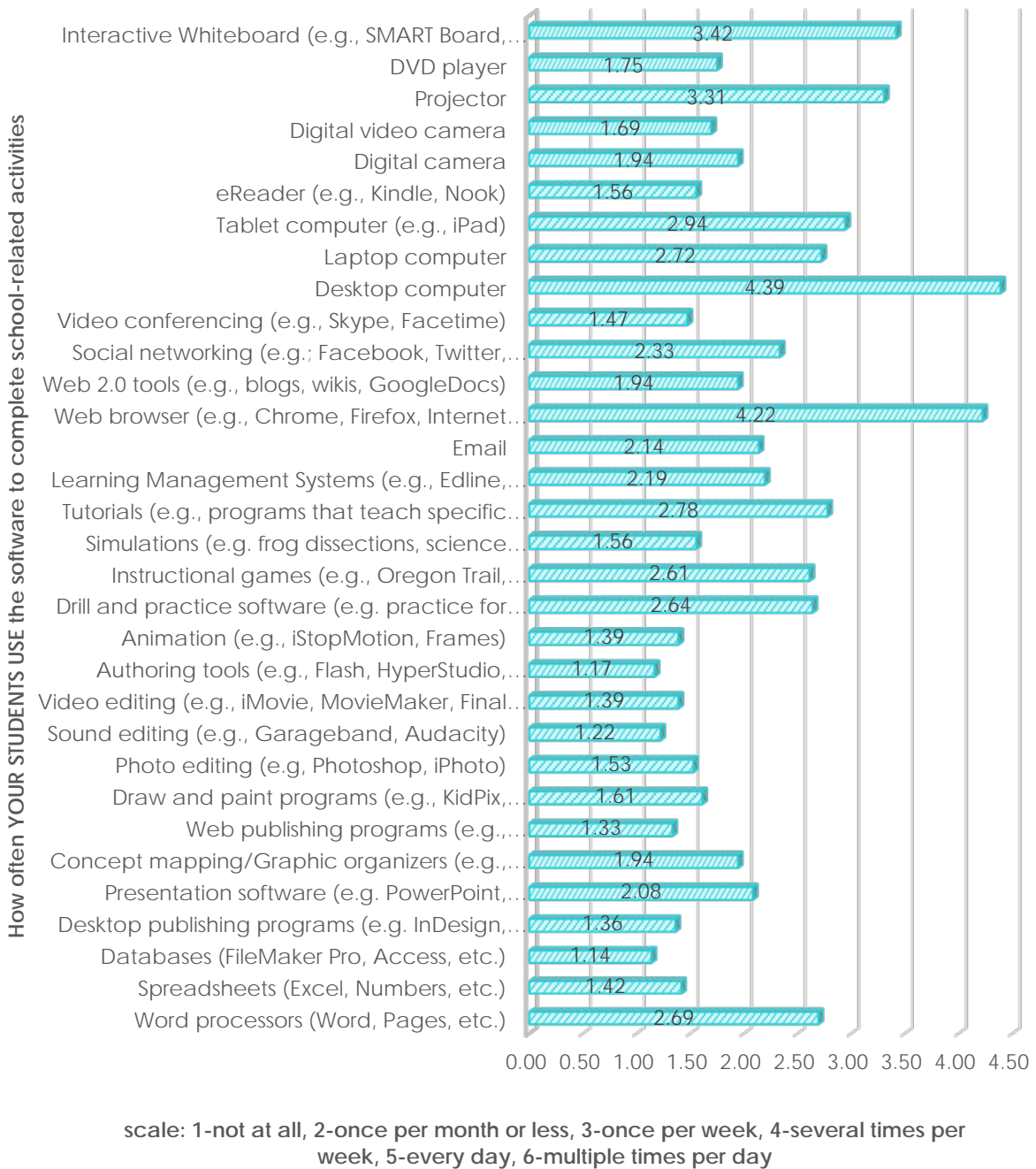
### Sections 6-7

When focusing on the information aggregated in the Teacher and Student Use of Technology section/s, the consensus reflects that student technology use is reserved mainly for tasks completed by an individual and not collaborative in nature. Student are limited in their use of programs that use logic and creativity, gamification, and computer structured delivery via an LMS. The data confirms that teachers feel the usefulness of the specific categories that use gamification, logic and creativity are relevant, but the students' actual use of these types of technology to complete their school-related activities are not prevalent. Teacher and Student Use of Technology validates the importance of providing training for teachers to increase student use of the digital tools and professional development that models that pedagogy.

## 6. TEACHER USE OF TECHNOLOGY



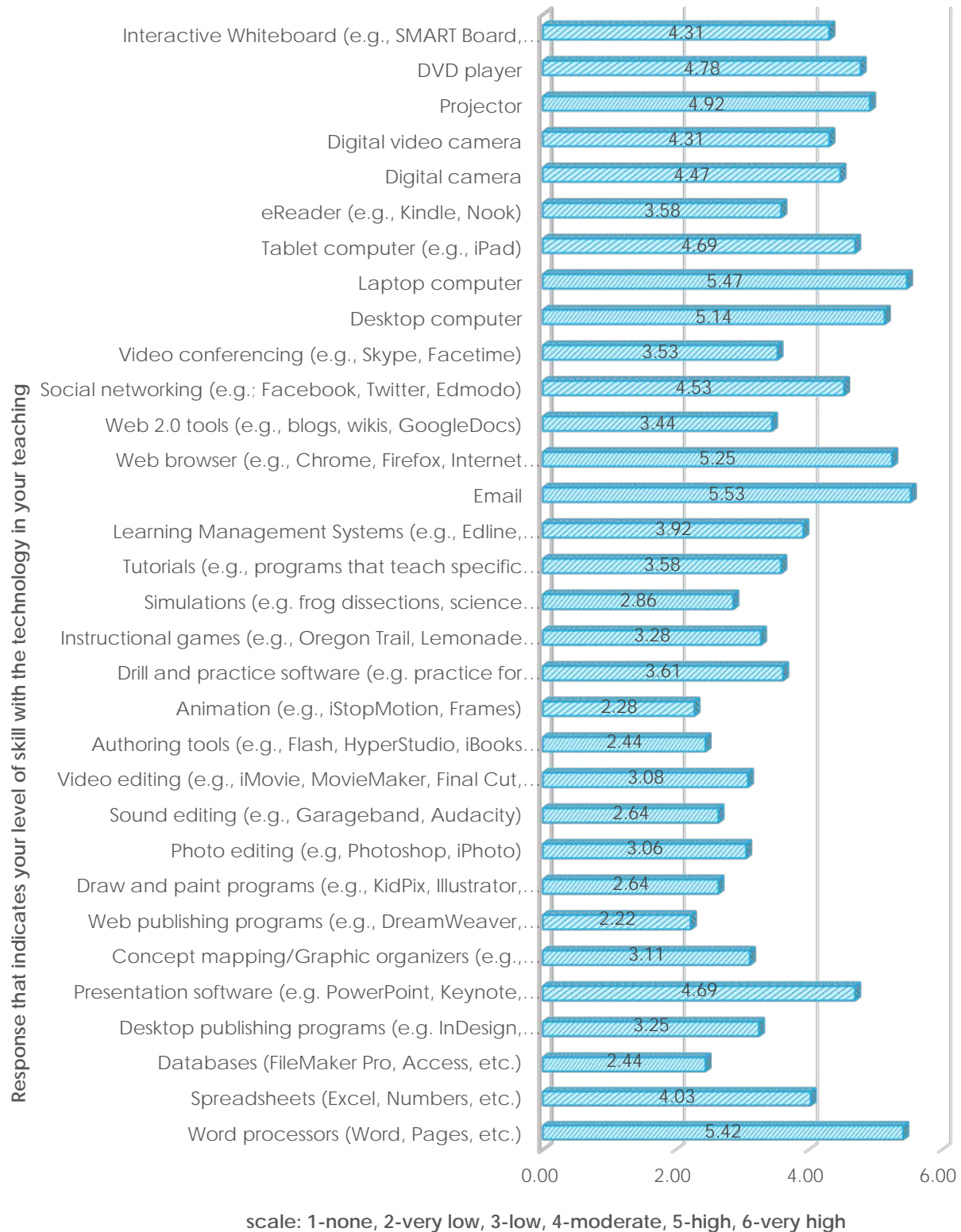
## 7. STUDENT USE OF TECHNOLOGY



### Sections 8-9

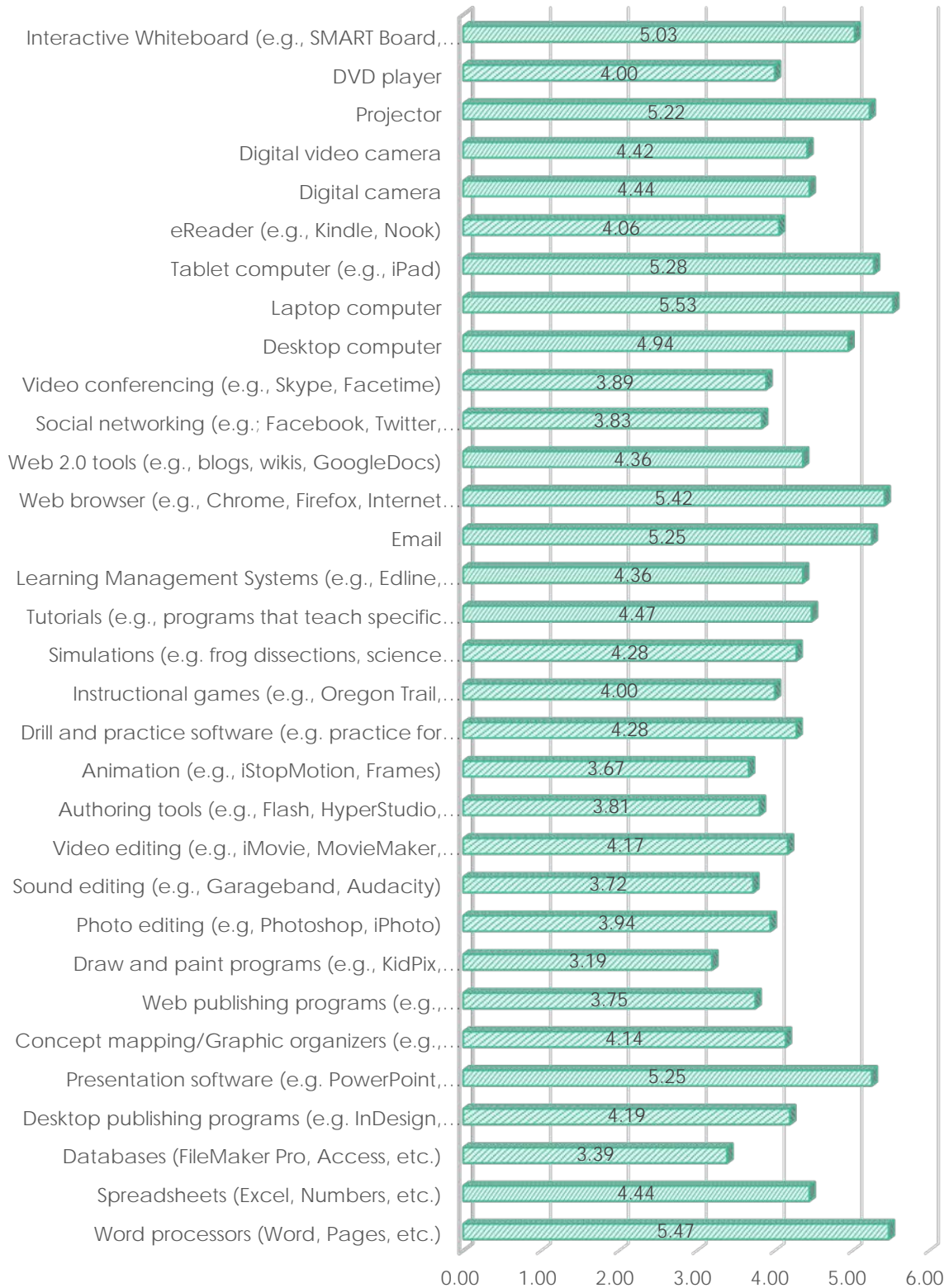
In the last two sections, Technology Skills and Usefulness, the same pattern prevails. Teachers are confident in their own skills, even though they continue to rate technology training as a priority and lack the confidence to provide the pedagogy to increase student use of the digital tools in their current learning environment.

## 8. TECHNOLOGY SKILLS



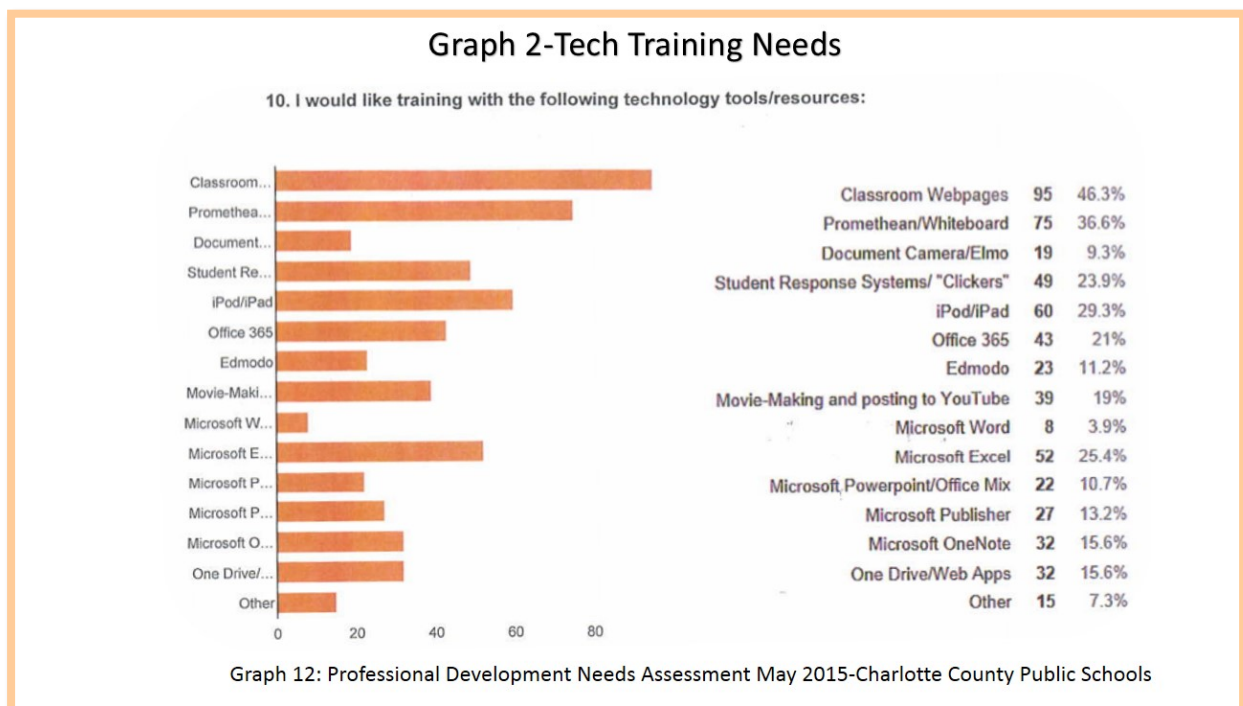
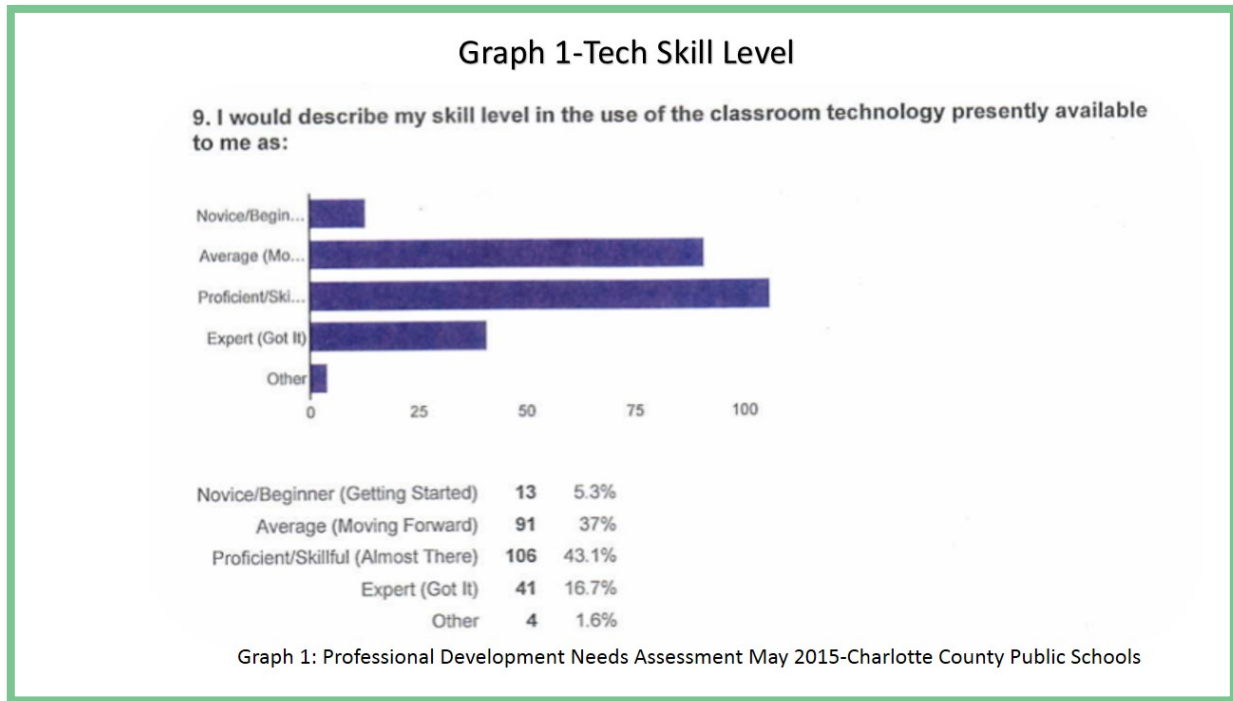
## 9. TECHNOLOGY USEFULNESS

How useful you think the technology is for your teaching area

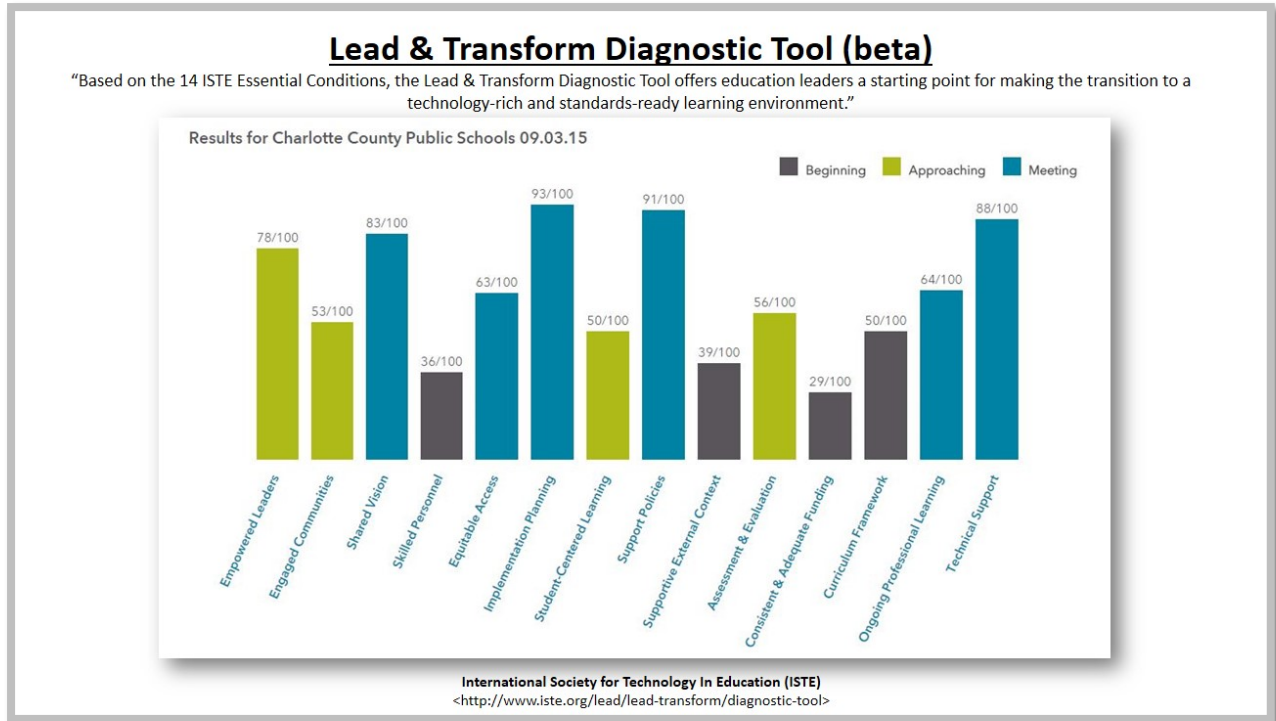


scale: 1-none, 2-very low, 3-low, 4-moderate, 5-high, 6-very high

As part of our district Professional Development Program, we administered a questionnaire to elicit information about training topics. After analyzing the data gathered from the 246 respondents who completed the **Professional Development Needs Assessment from May 2015**, it was confirmed that teachers are confident in their own technology skills (see Graph 1) but lack the technology skills to effectively in integrate the digital tools in their classroom. Also, they wanted to increase their level of expertise in mastering more complex digital tools (see Graph 2).



Lastly, the following data was taken from the completion of the **Lead and Transform Diagnostic Tool** available from the International Society for Technology in Education (ISTE) to measure our progression toward a “technology-rich and standards-ready learning environment.”



This tool validated that we have the framework in place to fulfill our district’s technology vision. Our next step is to increase the thin-client device-to-student ratio and provide our teachers with training focused on student use of dynamic, collaborative, and device agnostic digital tools and professional development that models that pedagogy.

**Basically, our goal is to get the devices into the students’ hands so access to the digital tools is achieved.**

To conclude, using the data derived from the **Technology Uses and Perceptions Survey (TUPS)**, the **Technology Resources Inventory Tool (TRI)**, the **Professional Development Needs Assessment from May 2015**, and the **Lead and Transform Diagnostic Tool** from ISTE, and the successful completion of the Digital Classroom Plan from 2014-2015 School Year, our process for training, implementing and measuring classrooms will be as follows:

- We will continue to use the TIM’s tools to assist us as we prepare our digital classroom plan and technology-focused professional development.
- We will increase the amount of tablet devices in students’ hands that can easily integrate into the classroom climate of the existing learning environment.
- We will continue to upgrade our infrastructure.



- We will provide meaningful training for teachers to increase student use of the digital tools and provide professional development that models that pedagogy.

### I.5 District Policy -

<b>Type of Policy</b>	<b>Brief Summary of Policy (limit character)</b>	<b>Web Address (optional)</b>	<b>Date of Adoption</b>
Student data safety, security and privacy	7540.03-Student Network and Internet Acceptable Use and Safety	<a href="http://www.neola.com/Charlotte-fl/search/policies/po7540.03.htm">http://www.neola.com/Charlotte-fl/search/policies/po7540.03.htm</a>	6/11/13
District teacher evaluation components relating to technology (if applicable)	Professional Accountability for Charlotte’s Educators (P.A.C.E)		2012
BYOD (Bring Your Own Device) Policy	Students may use their personal computer given they adhere to our appropriate use policy.	<a href="http://www.neola.com/Charlotte-fl/search/policies/po7542.htm">http://www.neola.com/Charlotte-fl/search/policies/po7542.htm</a>	1/18/2011
Policy for refresh of devices (student and teachers)	The district provides each school with an allocation capable of replacing 20% of devices yearly based on population.		7/1/97
Acceptable/Responsible Use policy (student, teachers, admin)	<a href="http://www.neola.com/Charlotte-fl/search/policies/po7000.htm">http://www.neola.com/Charlotte-fl/search/policies/po7000.htm</a>	See 7540.03 and 7540.04	6/11/13
Master Inservice Plan (MIP) technology components	CCPS MIP Component 3-003-005, “Digital Classroom Cadre,” located on MIP page 94 and 3-003-006, “Effective	<a href="http://www.yourcharlotteschools.net/PDA/downloads/MIP1415.pdf">http://www.yourcharlotteschools.net/PDA/downloads/MIP1415.pdf</a>	Please note that the existing 2014-15 CCPS Master Inservice Plan was approved on 9/23/14. 2015-16 MIP will be submitted to FLDOE by 10/01/15, after School Board approval. It will include the identified components.
Other/Open Response	N/A		

## Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

### STEP 1 – Needs Analysis:

#### ■ Highest Student Achievement

Student Performance Outcomes:

<b>A. Student Performance Outcomes (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.A.1.	ELA Student Achievement	58% (SY 13-14)	68%	2017
II.A.2.	Math Student Achievement	57% (SY 13-14)	67%	2017
II.A.3.	Science Student Achievement – 5 <sup>th</sup> and 8 <sup>th</sup> Grade	5 <sup>th</sup> 53% 8 <sup>th</sup> 48%	5 <sup>th</sup> 60% 8 <sup>th</sup> 60%	2017 2017
II.A.4.	Science Student Achievement – Biology	63% (SY14-15)	70%	2017
II.A.5.	ELA Learning Gains	63% (SY 13-14)	66%	2017
II.A.6.	Math Learning Gains	64% (SY 13-14)	70%	2017
II.A.7.	ELA Learning Gains of the Low 25%	60% (SY 13-14)	66%	2017
II.A.8.	Math Learning Gains of the Low 25%	57% (SY 13-14)	63%	2017
<b>B. Student Performance Outcomes (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.A.9.	Overall, 4-year Graduation Rate	76% (SY14-15)	81%	2017
II.A.10.	Acceleration Success Rate	49% (SY 13-14)	55%	2017
<b>A. Student Performance Outcomes (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.A.11. (D)	Increase the percent of grade K-5 students reaching proficiency on the EOY diagnostic for ELA by 10%	60%	70%	2016
II.A.12. (D)	Increase the percent of grade K-5 students reaching proficiency on the Mathematics diagnostic for ELA by 10%	58%	68%	2016
II.A.13. (D)	Increase the percent of grade 6-8 students reaching proficiency on the EOY diagnostic for ELA by 10%	39%	49%	2016
II.A.14. (D)	Increase the percent of grade 6-8 students reaching proficiency on the EOY diagnostic for mathematics by 10%	23%	33%	2016

■ **Quality Efficient Services**

Technology Infrastructure:

<b>B. Infrastructure Needs Analysis (Required)</b>		<b>Baseline from 2014</b>	<b>Actual from Spring 2015</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>	<b>Gap to be addressed (Actual minus Target)</b>
II.B.1.	Student to Computer Device Ratio	3:1	3:1	2:1	2017	1:1
II.B.2.	Count of student instructional desktop computers meeting specifications	6,000	6,500	8,000	2017	2,000
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	400	1,000	3,000	2020	2,000
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	5,000	2020	5,000
II.B.5.	Count of student large screen tablets meeting specifications	2,500	3,000	3,500	2017	500
II.B.6.	Percent of schools meeting recommended bandwidth standard	65%	65%	100%	2019	35%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	100%	N/A	0%

<b>B. Infrastructure Needs Analysis (Required)</b>		<b>Baseline from 2014</b>	<b>Actual from Spring 2015</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>	<b>Gap to be addressed (Actual minus Target)</b>
II.B.8.	District completion and submission of security assessment *	N/A	N/A	N/A	N/A	N/A
II.B.9.	District support of browsers in the last two versions	N/A	Y	Y	2015	Already Achieved

<b>B. Infrastructure Needs Analysis (District Provided)</b>		<b>Baseline</b>		<b>Target</b>	<b>Date for Target to be Achieved (year)</b>	
II.B.10. (D)	Increase Wireless Density (S-secondary, E-elementary)	1:25 (S) 1:150 (E)		Achieved (S) 1:25 (E)	2016	

■ **Skilled Workforce and Economic Development**

Professional Development:

<b>C. Professional Development Needs Analysis (Required)</b>		<b>Baseline (to be established in 2015)</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 25% Adoption: 18 % Adaption: 14% Infusion: 29% Transform: 14%	Entry: 10% Adoption: 15 % Adaption: 20% Infusion: 35% Transform: 20%	2017
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 10% Adoption: 35% Adaption: 40% Infusion: 10% Transform: 5%	Entry: 5% Adoption: 30% Adaption: 50% Infusion: 10% Transform: 5%	2017

<b>C. Professional Development Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.C.3. (D)	Instruction on Chromebooks	Entry	Adaptation	2017
II.C.4. (D)	Instruction on Google Apps and Office 365	Entry	Adaptation	2017

■ **Seamless Articulation and Maximum Access**

Digital Tools:

<b>D. Digital Tools Needs Analysis (Required)</b>		<b>Baseline (to be established in 2015)</b>	<b>Baseline (to be established in 2015)</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
	<b>Student Access and Utilization (S)</b>	<b>% of student access</b>	<b>% of student utilization</b>	<b>% of student access</b>	<b>School Year</b>
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100 %	30%	90%	2017

II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100%	25 %	100%	2017
II.D.3. (S)	A system that supports student access to online assessments and personal results.	30 %	30 %	90 %	2017
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	100 %	25 %	100 %	2015
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100 %	100 %	100 %	2015

<b>D. Digital Tools Needs Analysis (Required)</b>		<b>Baseline (to be established in 2015)</b>	<b>Baseline (to be established in 2015)</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
	<b>Teachers/Administrators Access and Utilization (T)</b>	<b>% of Teacher/Admin access</b>	<b>% of Teacher/Admin Utilization</b>	<b>% of Teacher/Admin access</b>	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100 %	10 %	25%	2016
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	9 %	25 %	2016
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	50 %	90 %	2016
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100 %	90%	100 %	2016
II.D.5. (T)	A system that includes comprehensive student	100 %	80 %	100 %	2016

	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.				
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	100 %	80 %	100 %	2016
II.D.7. (T)	A system that houses documents, videos and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	100 %	80 %	100 %	2016
II.D.8. (T)	A system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents and district administrators to use data to inform instruction and operational practices.	100%	80 %	100%	2016
II.D.9. (T)	A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	100 %	100%	100 %	2015

<b>D. Digital Tools Needs Analysis (Required)</b>		<b>Baseline (to be established in 2015)</b>	<b>Baseline (to be established in 2015)</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
	<b>Parent Access and Utilization (P)</b>	<b>% of parent access</b>	<b>% of parent utilization</b>	<b>% of parent access</b>	

II.D.1. (P)	A system that includes comprehensive student information which is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	60%	50%	90%	2016
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<b>D. Digital Tools Needs Analysis (Required)</b>		<b>Baseline (to be established in 2015)</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
(IM)	<b>Instructional Materials</b>	<b>Baseline %</b>	<b>Target %</b>	<b>School Year</b>
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	100%	65%	2020
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	50%	75%	2020
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	50%	75%	2020
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100%	25%	75% by 2020
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	100%	25%	75% by 2020
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students instructional materials [ss. 1006.283(2)(b)11, F.S.]	75%	10%	100% by 2020
<b>D. Digital Tools Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.D.7. (IM)	Hardware needed to provide access to the “systems” we have in place at this time similar to the Chromebooks this grant will be providing.	50%	100%	2020



■ **Quality Efficient Services**

Online Assessment Readiness:

<b>E. Online Assessments Needs Analysis (Required)</b>		<b>Baseline (to be established in 2015)</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	2,500	5,000	2020
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	100%	100%	2016
<b>E. Online Assessments Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.E.3. (D)	Increase the number of touch enabled desktops available for testing	700	1,200	2017

**STEP 2 – Goal Setting:**

Enter district goals below:

- All Students will have access to high quality video based instruction that models best practices of targeted Florida Standards.
- All Teachers will have access to high quality video based instruction that models best practices of targeted Florida Standards.
- All Students will have access to a high quality collaborative document system.
- All Teachers will have access to a high quality collaborative document system.
- All Students will have access to adequate cloud based storage that can use to work collaboratively in teams.
- All Teachers will have access to adequate cloud based storage which they can control to share content with students and colleague.

**STEP 3 – Strategy Setting:**

**Enter the district strategies below:**

<b>Goal Addressed</b>	<b>Strategy</b>	<b>Measurement</b>	<b>Timeline</b>
Student access to high quality video based instruction.	Provide students with online credentials that will allow them to access these resources	100% of all students will have accounts	2016
Students have access to a high quality collaborative document system.	Provide students with online credentials that will allow them to access these resources	100% of all students will have accounts	2016
Teachers will interact with students using our collaborative document system.	Provide teachers with video based instruction on how to use these resources	100% of all teachers share documents with their students	2020
Students will have access to adequate cloud based storage.	Provide students with online credentials that will allow them to access these resources	100% of all students will have accounts	2016

**Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL**

**A) Student Performance Outcomes**

Enter the district student performance outcomes for 2015-16 that will be directly impacted by the DCP Allocation below:

<b>A. Student Performance Outcomes</b>		<b>Baseline</b>	<b>Target</b>
III.A.1	Increase the percent of grade K-5 students reaching proficiency on the EOY diagnostic for ELA by 10%	60%	70%
III.A.2	Increase the percent of grade K-5 students reaching proficiency on the Mathematics diagnostic for ELA by 10%	58%	68%
III.A.3.	Increase the percent of grade 6-8 students reaching proficiency on the EOY diagnostic for ELA by 10%	39%	49%

III.A.4.	Increase the percent of grade 6-8 students reaching proficiency on the EOY diagnostic for mathematics by 10%	23%	33%
III.A.5.	Increase the percent of grade 5 and grade 8 students scoring proficient in Science on the state assessment.	Grade 5: 50% Grade 8: 48%	Grade 5: 60% Grade 8: 58%
III.A.6.	Increase the percent of grade 9 and grade 10 students reaching proficiency on the state assessment for ELA by 10%	Grade 9: 55% Grade 10: 57%	Grade 9: 65% Grade 10: 67%
III.A.7.	Increase the percent of Algebra I students reaching proficiency on the state assessment by 10%	62%	72%
III.A.8.	Increase the percent of Biology students reaching proficiency on the state assessment by 10%	63%	73%

**B) Digital Learning and Technology Infrastructure**

Implementation Plan for B) Digital Learning and Technology Infrastructure:

<b>B. Infrastructure Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.B.1.	Install 1,250 touch sensitive Chromebooks	Feb. 2016	\$489,084	Split among all schools	II.B.1., II.B.4.

<b>Brief description of other activities</b>	<b>Other funding source</b>
Install 802.11 AC access points in all elementary classrooms	½ penny sales tax dollars and eRate

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

<b>B. Infrastructure Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	System installation will be monitored using Google’s management system. Once all systems are up and running site visits will be performed to confirm everything is running smoothly.	All systems are setup and functioning

**C) Professional Development**

Implementation Plan for C) Professional Development:

<b>C. Professional Development Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.C.1.	200 teachers (5-10 per school site) who receive the Chromebooks will participate in professional development aligned with MIP on digital technology integration, Office 365, and Google Apps.  Link to videos: < <a href="http://bit.ly/itt_jitmenu">http://bit.ly/itt_jitmenu</a> >	May 2016	\$0 (Training will be provided in the form of multimedia created by the district staff as part of their regular tasks.)	Charlotte County Public Schools	II.C.1.
III.C.2.	TIM Tools Annual Subscription	September 2016	Provided by the state	District-CCPS	II.C.1., II.C.2.

<b>Brief description of other activities</b>	<b>Other funding source</b>
Internal technology trainers, CAPE and CASE instructors will provide in person and video training opportunities.	General Fund, Other Grant Funds, Instructional Material Funds, etc.

Evaluation and Success Criteria for C) Professional Development:

<b>C. Professional Development Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	Classroom walk-throughs with Look-For Indicators by district and school leaders and coaches	Observation of collaborative documents and successful integration of Chromebooks in classrooms
III.C.2.	Use of the Tim's Tools	Integration of technology in creative and collaborative applications for student use

## D) Digital Tools

Implementation Plan for D) Digital Tools:

<b>D. Digital Tools Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.D.1.	Install 1,250 touch sensitive Chromebooks	Feb. 2016	Performed by internal staff	Split among all schools	II.D.7. (IM)

Brief description of other activities	Other funding source
N/A	

Evaluation and Success Criteria for D) Digital Tools:

<b>D. Digital Tools Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	System installation will be monitored using Google's management system. Once all systems are up and running site visits will be performed to confirm everything is running smoothly.	All systems are setup, functioning and used as part of online testing and classroom applications.
III.D.2.	Use of the TIM's Tools	Integration of technology in creative and collaborative applications for student use

## E) Online Assessments

Implementation Plan for E) Online Assessments:

<b>E. Online Assessment Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.E.1.	Install a caching server/wan acceleration server at each site	October 2015	Purchased with district funds	All schools	II.E.2.

III.E.2.	Purchase 1,250 Chromebooks to use as student learning/testing devices	February 2016	Purchased using DCP funds referenced in III.B.1.	All schools	II.E.1.
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<b>Brief description of other activities</b>	<b>Other funding source</b>
N/A	

Evaluation and Success Criteria for E) Online Assessments:

<b>E. Online Assessment Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Monthly monitoring of bandwidth savings	Bandwidth savings of 40% or greater
E.2.	Monitor Chromebooks usage using Google's management system	Increase the number of machines available for testing by 15%