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

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 ss.1011.62(12)(b), F.S.;*
- *Development of partnerships with community, business and industry; and*
- *Integration of technology in all areas of the curriculum, English for Speakers of Other Languages (ESOL) and special needs including students with disabilities.*

Title/Role	Name:	Email:	Phone:
Director-Information Technology/Information Technology District Contact	Tom Ingram	tingram@escambia.k12.fl.us	(850) 469-5326
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Curriculum & Instruction/Curriculum District Contact			
Director-Professional Learning/Instructional District Contact	Brian Alaback	balaback@escambia.k12.fl.us	(850) 469-5347
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Coordinator-Technology Services	Jim Branton	jbranton@escambia.k12.fl.us	(850) 469-6254
Assistant Principal	Jeff Elliott	jelliott@escambia.k12.fl.us	(850) 941-6150 ext. 224
Director I-Workforce Education	Michelle Taylor	Mtaylor4@escambia.k12.fl.us	(850) 469-5304
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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.*

Curriculum & Instruction and Information Technology staff members have a long history of collaboration on projects including the local instructional improvement system, professional learning groups focused on improving all students' achievement through use of technology, and use of assistive technology for students with disabilities. The departments collaborate to ensure accessibility through universal design for learning in order to address individual student's needs.

A District Team including Curriculum & Instruction staff, Information and Instructional Technology staff, and school-based staff was assembled in mid-August of 2014. Team members used existing documents including the Strategic Plan (which includes parent input) and data to develop the DCP. Team members continued to collaborate throughout the 2014 – 2015 school year. The District's Administrative Conference on July 31st focused on Vision 2020, an initiative to transform the learning environment in our schools to a more personalized, project-driven approach accelerated through the use of technology.

The District has sixty middle and high school career academies advised by twelve different Business Advisory Councils comprised of members of business and industry. The Career Academy Business Advisory Councils meet twice a year to review and inform career and technical curriculum, including discussion on recommended computer hardware, software, and industry certifications. Workforce Department staff participating in the development of the DCP included the input of the Business Advisory Councils in the planning process.

I.3 Technology Integration Matrix (TIM)

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

The District uses the TIM as a framework for defining technology integration and as a vision for effective teaching with technology. District staff members incorporate the definitions of technology integration and examples of technology integration where appropriate in training. Implementation and measurement are done using the District's employee appraisal system for instructional staff, the Escambia Educator Evaluation (from *Enhancing Professional Practice: A Framework for Teaching*; 2nd Edition, ASCD: 2007). The following tables show the alignment of the Escambia Educator Evaluation (E3) and TIM.

Alignment for Teacher Technology Integration (II.C.1)		
TIM Characteristics of the Learning Environment	Escambia Educator Evaluation Components	Description of Alignment
Active	3c: Engagement	Students are intellectually active in learning content. Students develop their understanding through their use of technology.
Collaborative	3a: Communicating with Students	Teacher directs students in choosing the best tools to use to accomplish their work. Teacher explains how students might use tools collaboratively with their peers.
Constructive	3e: Demonstrating Flexibility and Responsiveness	Teacher provides a spectrum of tools to deliver instruction based on students' skill levels. Teacher encourages students to explore the use of technology tools in unconventional manners.
Authentic	3b: Using Questioning and Discussion	Students explore the use of technology tools to problem solve and complete higher order learning activities.
Goal Directed	3d: Using Assessment in Instruction	Students are encouraged to self-assess and monitor their progress thus giving them greater ownership and responsibility for their learning.

Alignment for Teacher Lesson Plans (II.C.2)		
TIM Characteristics of the Learning Environment	Escambia Educator Evaluation Components	Description of Alignment
Active	1d: Knowledge of Resources	Student learning is enhanced by a teacher's use of technology. The teacher uses a variety of technological tools to plan instruction.
Collaborative	1a: Knowledge of Content and Pedagogy	The teacher has an understanding of the technology tools available and command of their usage to assist students.
Constructive	1b: Demonstrating Knowledge of Students	Students learn differently at different stages in their lives. The teacher provides a variety of appropriate technology tools to meet the individual needs of students.
Authentic	1d: Demonstrating Knowledge of Resources	The teacher provides tools that link learning activities to the world beyond the instructional setting.
Goal Directed	1c: Setting Instructional Outcomes	Activities are directed toward specific desired learning goals. The outcomes permit assessment of student attainment.

Alignment for Levels of Technology Integration into the Curriculum (II.C.1 & II.C.2)		
TIM Levels	Escambia Educator Evaluation Ratings	Description of Alignment
Entry	Unsatisfactory	The teacher's use of technology tools has not reached the degree to enable students to make academic gains. The use of technology tools is unsuccessful.
Adoption	Needs Improvement	The teacher's use of technology tools is guided and conventional providing limited student success. Implementation is uneven.
Adaptation	Effective	The teacher's implementation is successful with teacher providing some student choice. The teacher's role is primarily instructive. The percentage of teachers with an effective rating will be split between TIM Adaptation and Infusion levels.
Infusion		
Transformation	Highly Effective	Students and teachers demonstrate innovative use of technology tools. The teacher's role is primarily facilitative.

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

By using 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 District Team conducted a Needs Analysis in five identified areas: Student Performance Outcomes, Digital Learning and Technology Infrastructure, Professional Development, Digital Tools, and Online Assessments. The District Team developed three goals based on an analysis of the data collected. The District Team developed six strategies to use to improve in each of the goal areas. The District Team identified two areas to improve through use of DCP funds.

Throughout the 2015 – 2016 school year the District Team will monitor the plan through the identified deliverables. The District Team will also advocate for the use of all strategies developed through the planning process.

I.5 District Policy

The district should provide each of the policies listed below and include any additional digital technology relevant policy in the "other/open" category. If no district policy exists in a certain category, please use "N/A" to indicate that this policy is currently non-applicable. (This does not preclude the district from developing and including a relevant policy in the future.)

These policy types are suggestions, please complete as they are available or add additional if necessary.

Type of Policy	**Brief Summary of Policy (limit character)**	**Web Address (optional)**	**Date of Adoption**
Student data safety, security and privacy	The District complies with the Family Educational Rights and Privacy Act.	http://www.escambia.k12.fl.us/board/PDF%2015/June/Adopt_Student%20Rights%20and%20Responsibilities%20Handbook.pdf page 75	6/16/15
District teacher evaluation components relating to	The District's employee appraisal system for instructional staff, the Escambia Educator Evaluation (from *Enhancing*	http://www.escambia.k12.fl.us/board/PDF%2011/September/09_20_11_regmtg/V_C_1_g4.pdf	9/20/11

technology (if applicable)	*Professional Practice: A Framework for Teaching*; 2nd Edition, ASCD: 2007) contains components that relate to technology.		
BYOD (Bring Your Own Device) Policy	The District allows students to use their own devices at school.	http://www.escambia.k12.fl.us/board/PDF%2014/October/10_21_14_regmtg/V_b_4_F_1.PDF	10/21/14
Policy for refresh of devices (student and teachers)	The District's proposed tentative budget contains appropriate funding for refresh of devices for students and teachers within a five (5) year cycle.	http://www.escambia.k12.fl.us/board/PDF%2015/July/07_21_15_specmtg/Budget%20for%20July%2021,%202015%20Board%20Meeting.pdf	7/31/15
Acceptable/ Responsible Use policy (student, teachers, admin)	The District has a Staff Responsible Use Guidelines for Technology and a Student Responsible Use Guidelines for Technology.	Staff - http://www.escambia.k12.fl.us/board/PDF%2014/October/10_21_14_regmtg/V_b_4_F_2.PDF Student - http://www.escambia.k12.fl.us/board/PDF%2014/October/10_21_14_regmtg/V_b_4_F_1.PDF	10/21/14
Master Inservice Plan (MIP) technology components	The District has a MIP with four (4) Computer Education components.	http://ecsd-fl.schoolloop.com/file/1315636328578/1405064345064/3412548305186245051.pdf	10/21/14
Other/Open Response			

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** ***(year)***
II.A.1.	ELA Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.2.	Math Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.3.	Science Student Achievement – 5th and 8th Grade	52%	60%	2020
II.A.4.	Science Student Achievement – Biology	58%	60%	2020
II.A.5.	ELA Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	

B. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.9.	Overall, 4-year Graduation Rate	66%	76%	2020
II.A.10.	Acceleration Success Rate (percentage of participation and performance points earned by middle and high schools)	49%	50%	2020

- **Quality Efficient Services**

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

For the infrastructure needs analysis, the required data points can and should be pulled from the Technology Readiness Inventory (TRI). The baseline should be carried forward from the 2014 plan. Please describe below if the district target has changed. Districts may choose to add any additional metrics that may be appropriate.

A. **Infrastructure Needs Analysis (Required) District will move from 4.11:1 to 1**		**Baseline from 2014**	**Actual from Spring 2015**	**Target**	**Date for Target to be Achieved** ***(year)***	**Gap to be addressed** ***(Actual minus Target)***
II.B.1.	Student to Computer Device Ratio	4.11:1	1.85:1	1:1	2019	.85
II.B.2.	Count of student instructional desktop computers meeting specifications	5,441	7,173	1,470	2019	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	4,360	10,139	0	2019	0
II.B.4.	Count of student web-thin client computers meeting specifications	0	4,912	35,000	2019	30,088
II.B.5.	Count of student large screen tablets meeting specifications	1,688	1,573	2,500	2019	927
II.B.6.	Percent of schools meeting recommended bandwidth standard	67%	60.47%	100%	2019	39.53%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	76%	96.10%	100%	2016	3.90%

B. Infrastructure Needs Analysis (Required)		Baseline from 2014	Actual from Spring 2015	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
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	Yes	Yes	2015	N/A

** 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.*

The District targets for Student to Computer Device Ratio (from 3:1), Count of student instructional desktop computers meeting specifications (from 750), Count of student instructional mobile computers (laptops) meeting specifications (from 13,000), Count of student web-thin client computers meeting specifications (from 0), and the Count of student large screen tablets meeting specifications (from 0) have changed. All of the changes are due to the adoption of the Chromebook (counted as a web-thin client computer) as the one-to-one device for grades 3-12. Grades K-2 will use a mixture of Chromebooks and large screen tablets in the classroom. Workforce labs at the secondary levels will use desktops unless equivalent web-based software can be identified.

- **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*

B. **Professional Development Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved *(year)***
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 1% Adoption: 4% Adaption: 38% Infusion: 30% Transform: 27%	Entry: 0% Adoption: 0% Adaption: 10% Infusion: 60% Transform: 30%	2020
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 0% Adoption: 2% Adaption: 32% Infusion: 32% Transform: 34%	Entry: 0% Adoption: 0% Adaption: 10% Infusion: 50% Transform: 40%	2020

C. Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.C.3. (D)	Teacher technology integration via the Escambia Educator Evaluation aligned with TIM Active	Unsatisfactory: 1% Needs Improvement: 8% Effective: 56% Highly Effective:	Unsatisfactory: 0% Needs Improvement: 0% Effective: 60% Highly Effective:	2020

	Characteristic	35%	40%	
II.C.4. (D)	Teacher technology integration via the Escambia Educator Evaluation aligned with TIM Collaborative Characteristic	Unsatisfactory: 0% Needs Improvement: 3% Effective: 60% Highly Effective: 36%	Unsatisfactory: 0% Needs Improvement: 0% Effective: 60% Highly Effective: 40%	2020
II.C.5. (D)	Teacher technology integration via the Escambia Educator Evaluation aligned with TIM Constructive Characteristic	Unsatisfactory: 0% Needs Improvement: 1% Effective: 71% Highly Effective: 28%	Unsatisfactory: 0% Needs Improvement: 0% Effective: 70% Highly Effective: 30%	2020
II.C.6. (D)	Teacher technology integration via the Escambia Educator Evaluation aligned with TIM Authentic Characteristic	Unsatisfactory: 0% Needs Improvement: 7% Effective: 75% Highly Effective: 18%	Unsatisfactory: 0% Needs Improvement: 0% Effective: 70% Highly Effective: 30%	2020
II.C.7. (D)	Teacher technology integration via the Escambia Educator Evaluation aligned with TIM Goal Directed Characteristic	Unsatisfactory: 0% Needs Improvement: 3% Effective: 78% Highly Effective: 19%	Unsatisfactory: 0% Needs Improvement: 0% Effective: 70% Highly Effective: 30%	2020
II.C.8. (D)	Teacher lesson planning via the Escambia Educator Evaluation aligned with TIM Active and Authentic Characteristics	Unsatisfactory: 0% Needs Improvement: 2% Effective: 65% Highly Effective: 33%	Unsatisfactory: 0% Needs Improvement: 0% Effective: 60% Highly Effective: 40%	2020
II.C.9. (D)	Teacher lesson planning via the Escambia Educator Evaluation aligned with TIM Collaborative Characteristic	Unsatisfactory: 0% Needs Improvement: 2% Effective: 63% Highly Effective: 34%	Unsatisfactory: 0% Needs Improvement: 0% Effective: 60% Highly Effective: 40%	2020
II.C.10. (D)	Teacher lesson planning via the Escambia Educator	Unsatisfactory: 0% Needs Improvement: 2%	Unsatisfactory: 0% Needs Improvement: 0%	2020

	Evaluation aligned with TIM Constructive Characteristic	Effective: 56% Highly Effective: 42%	Effective: 55% Highly Effective: 45%	
II.C.11. (D)	Teacher lesson planning via the Escambia Educator Evaluation aligned with TIM Goal Directed Characteristic	Unsatisfactory: 0% Needs Improvement: 2% Effective: 69% Highly Effective: 28%	Unsatisfactory: 0% Needs Improvement: 0% Effective: 60% Highly Effective: 40%	2020

- **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 (Career and Professional Education) digital tools. For the required metrics of the digital tool system need analysis, please use the following responses:

C. **Digital Tools Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
	Student Access and Utilization (S)	**% of student access**	**% of student utilization**	**% of student access**	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100%	64%	100%	2015
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100%	64%	100%	2015
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100%	64%	100%	2015
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%	64%	100%	2015
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100%	64%	100%	2015

D. **Digital Tools Needs Analysis (Required)**		**Baseline** (to be established in 2015)	**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved** *(year)*
	Teachers/Administrators Access and Utilization (T)	**% of Teacher/ Admin access**	**% of Teacher/ Admin Utilization**	**% of Teacher/ Admin access**	School Year
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100%	75%	100%	2015
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	75%	100%	2015
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	75%	100%	2015
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%	100%	100%	2015
II.D.5. (T)	A system that includes comprehensive student information that is used to inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress.	100%	75%	100%	2015
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to	100%	75%	100%	2015

	provide new ways of viewing and analyzing data.				
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%	75%	100%	2015
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.	0%	0%	100%	2019
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%	75%	100%	2015

D. **Digital Tools Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved *(year)***
	Parent Access and Utilization (P)	**% of parent access**	**% of parent utilization**	**% of parent access**	School Year
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.	100	25	100	2015

D. **Digital Tools Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved *(year)***
(IM)	**Instructional Materials**	**Baseline %**	**Target %**	School Year
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	100%	100%	2015
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	98%	100%	2020
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	90%	100%	2020
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	50%	100%	2020
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	20%	100%	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.]	90%	100%	2020
D. **Digital Tools Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.D.7. (IM)	Number of middle school industry and/or Digital Tool certifications earned by students	383	2,000	2020
II.D.8. (IM)	Number of high school industry certifications earned by students	1,020	2,000	2020

- **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.

E. **Online Assessments Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	10,620	29,700	2019
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	100%	100%	2016

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:

- Highest Student Achievement: Increase the percentage of students graduating within four years with a standard diploma.
- Quality Efficient Services: Decrease the student to modern computer/device ratio and increase the percentage of classrooms meeting minimum specifications for wireless connectivity.
- Seamless Articulation and Maximum Access: Increase the number of administrators, teachers, parents, and students using the integrated digital tools system to improve student learning.

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 2015-16*
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	Use formative online assessment data to provide personalization for all students.	• Percentage of teachers rated highly effective in assessment related components of evaluation system	2015 and ongoing
Highest Student Achievement	Analyze Florida Standards, identify digital tools available for each standard, and embed use of those digital tools in all professional learning	• Percentage of students indicating use of digital tools for learning as measured by surveys	2014 and ongoing

	opportunities.		
Quality Efficient Services	Increase the number of modern computers/devices meeting specifications for digital learning and online assessments.	• Technology Readiness Inventory student to modern computer ratio	2014 and ongoing
Quality Efficient Services	Improve the infrastructure to meet specifications for digital learning and online assessments.	• Technology Readiness Inventory wireless classrooms and bandwidth measurements	2014 and ongoing
Seamless Articulation and Maximum Access	Continue support of an integrated digital tools system to aid teachers in providing the best education for each student.	• Fully implement integrated digital tools system • Integrate all future digital content purchases into integrated digital tools system	2014 and ongoing
Seamless Articulation and Maximum Access	Purchase curriculum and vouchers for CAPE Digital Tool certifications; provide professional development to teachers, and monitor exam administration and attainments.	• Number of certifications earned as reported on FL DOE Survey 5	2015 and ongoing
Seamless Articulation and Maximum Access	Use open educational resources such as Florida PBS Learning Media.	• Percentage of students indicating use of digital tools for learning as measured by surveys	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.

The District participates in the E-Rate program and utilizes reimbursement from E-Rate eligible priority one services to provide adequate connectivity to each school and within each school. District staff members annually review the E-Rate program requirements, participate in training provided by Florida Department of Management Services staff, and participate in training provided by the

Universal Service Administrative Company Schools and Libraries Program to ensure that all requirements for receiving priority one reimbursement are met.

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by ss.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 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 ss. 1011.62(12)(c), F.S., charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in ss. 1002.33(17)(b).

Districts may also choose to provide funds to schools within the school district through a competitive process as outlined in ss. 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 2015-16 school year.

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

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

A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.3.	Increase the percentage of students graduating within four years with a standard diploma.	66%	76%

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					
B. Infrastructure Implementation					
	Deliverable	*Estimated Completion Date*	*Estimated Cost*	*School/ District*	*Gap addressed from Sect. II*
III.B.X.	*Purchase and implement wireless access points*	*May 2015*	*$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 2015*	*$6,000*	*All fourth grade classes at Sunshine Elementary school.*	*II.B.3*

No DCP funds will be allocated to Digital Learning and Technology Infrastructure.

B. Infrastructure Implementation					
	Deliverable	*Estimated Completion Date*	*Estimated Cost*	*School/ District*	*Gap addressed from Sect. II*
III.B.1.	Purchase 2,457 additional student computers/devices and accessories (mouse, sleeve, etc.)	February 2016	$859,786	All Schools	II.B.4.
III.B.2.					
III.B.3.					
III.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**
The District will purchase approximately	Capital Projects Funds

2,500 computers/devices to replace existing equipment that no longer meets the specifications for digital learning and online assessments.	
The District will purchase additional wireless access points and the infrastructure to support them so that all classrooms will meet the specifications for digital learning and online assessments.	Capital Projects Funds
The District will lease adequate bandwidth so that every school will meet the specifications for digital learning and online assessments.	General Fund (E-Rate)

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.	*N/A*	
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, ss.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 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					
C. Professional Development Implementation					
	Deliverable	*Estimated Completion Date*	*Estimated Cost*	*School/ District*	*Gap addressed from Sect. II*
III.C.X.	*X# high school teachers participate in professional development aligned with MIP.*	*May 2015*	*$X*	*Sandy Shores High School*	*II.C.1.*
III.C.X.	*X# teachers participate in book study and lesson studies on digital learning*	*May 2015*	*$X*	*Sandy Shores High School*	*II.C.2.*

No DCP funds will be allocated to Professional Development.

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	N/A				

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
The District will be embedding the use of high quality digital tools in all professional learning opportunities.	Federal through State Funds (primarily Title II)
Instructional coaches, professional learning network resources, online professional development resources, and face-to-face professional development offerings incorporating strategies for using digital tools are all available through various projects.	Federal through State Funds (primarily Title I, Title II, and FDLRS)

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.	N/A	

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					
D. Digital Tools Implementation					
	Deliverable	*Estimated Completion Date*	*Estimated Cost*	*School/ District*	*Gap addressed from Sect. II*
III.D.X.	*Integrate X sets of instructional materials into the digital tools system*	*September 2014*	*$X*	*Sunshine Elementary school*	*II.D.2 (S)*
III.D.X.	*Offer X additional CAPE digital tool certifications from approved list*	*2014-15*	*$X*	*Sandy Shores High School*	*II.D.1 (D)*

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***
N/A	

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.

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

above)		
III.D.1.	Devices will be purchased by December 1 (Information Technology and Purchasing Departments). Devices will be distributed and prepared for use by February 27 (School-based technology staff with assistance from Information Technology Department as needed).	The District will have a larger percentage of students accessing the digital tools system.

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					
E. Online Assessment Implementation					
	Deliverable	*Estimated Completion Date*	*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 2014*	*$X*	*Sandy Shores High School*	*II.E.1*
III.E.X.	*Purchase 100 additional student devices for assessments*	*February 2015*	*$X*	*Sandy Shores High School*	*II.E.1 and II.E.2*

No DCP funds will be allocated to Online Assessment.

E. Online Assessment Implementation					
	Deliverable	*Estimated Completion Date*	*Estimated Cost*	*School/ District*	*Gap addressed from Sect. II*
III.E.1.	*N/A*				
III.E.2.					
III.E.3.					
III.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**
The District will spend funds to support Digital Learning and Technology Infrastructure that will also support any	N/A

needs for Online Assessment.	

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.	*N/A*	
E.2.		