Flagler County Public Schools
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:
Executive Director of Instructional and Operational Innovation	Ryan Deising	DeisingR@FlaglerSchools.com	386-437-7526
Executive Director of Teaching and Learning Instructional District Contact	Diane Dyer	DyerD@FlaglerSchools.com	386-437-7526

Instructional Technology Contact	Maria McGovern	McGovernM@FlaglerSchools.com	386-437-7526
Instructional Technology Contact	Sue Nocella	NocellaS@FlaglerSchools.com	386-437-7526
Curriculum District Contact	Louise Wolfe	WolfeL@FlaglerSchools.com	386-437-7526
Curriculum District Contact	Heidi Alves	AlvesH@FlaglerSchools.com	386-437-7526
Director of Research and Growth	Shawn Schmidli	SchmidliS@FlaglerSchools.com	386-437-7526
Executive Director of Student and Community Engagement	Lynette Shott	ShottL@FlaglerSchools.com	386-437-7526
Director of Finance	Patricia Wormeck	WormeckP@FlaglerSchools.com	386-437-7526
Exceptional Student Education District Contact	Tracy Umpenhour	UmpenhourT@FlaglerSchools.com	386-437-7526
Executive Director of Leadership Development	Vernon Orndorff	OrndorffV@FlaglerSchools.com	386-437-7526
Superintendent	Jacob Oliva	OlivaJ@FlaglerSchools.com	386-437-7526

I.2   Planning Process –

The Digital Classroom Plan is the result of collaboration between various, members of the School District including instructional and administrative leaders as well as curriculum and technology related staff. These individuals contributed creative and innovative ideas to address all areas of the curriculum, ESOL and Special Needs students. The team relied on existing surveys, needs assessments, and technology inventories while stakeholders including parents, school staff and community members were involved through participation in the School Improvement Plan process.

I.3   Technology Integration Matrix (TIM) –

The Technology Integration Matrix (TIM) is used as a tool to assist teachers, schools and our district in evaluating the level of technology integration in classrooms and to provide teachers with models of how technology can be integrated into instruction in meaningful ways. Teachers were introduced to the (TIM) by our district's Digital Classroom Support Specialist. They explained what the TIM is and shared the valuable resources available on the TIM Tools site. Teachers were then asked to take the Technology Uses and Perceptions Survey (TUPS) regarding the use of technology as the teacher and as a student in their classroom. The district used this information as a baseline and to identify professional learning needs.

The Technology Integration Matrix Observation tool will be used to identify the level of technology integration seen in classrooms and lesson plans. Teachers will explore the

information and resources available on the TIM Tools site. The TIM-O will be used through a peer-to-peer review and give an opportunity to learn from one another.

During district professional learning the TIM will be visited again. This will help teachers attain a deeper understanding of transformational use of technology and use the knowledge as they work together to plan for the upcoming year.

I.4   Multi-Tiered System of Supports (MTSS) - By using an MTSS in the planning process, the district will provide a cohesive and comprehensive approach to meeting the needs of all learners. The DCP requires districts to summarize the process used to write this plan including but not limited to:
- Describe the problem-solving process based on available district-specific data which were used for the goals and needs analysis established in the plan;
- Explain the existing system used to monitor progress of the implementation plan; and
- How the district intends to support the implementation and capacity described in the plan.

1. The following provides a summary of the district's data-based problem-solving processes and MTSS framework used to implement and monitor the Digital Classrooms Plan.

   The district operates within a multi-tiered system of support for system-level and school-level improvement. Our district's data-based problem-solving process will guide implementation and progress monitoring of DCP goals through a multi-tiered system of support as is outlined below. The purpose of the system is to ensure each student masters grade-level/course standards and expectations. Accordingly, the district provides instruction based on student need along the continuum and organizes and allocates resources in direct proportion to student need. The district's areas of focus for multi-tiered instruction include closing existing knowledge and skill gaps, focusing on gaps that

   would prevent engagement and/or success with core instruction, promoting and maintaining student engagement, and providing multiple opportunities for accelerated learning. The District's policies and procedures for the operation and membership of school-based teams are outlined in the *Multi-Tiered System of Supports Manual.*

   Tier 1: Core These interventions are universal and by definition are supports that are available to all students. They are preventive and proactive in nature with 75- 85% of students responding to these supports without the need for additional interventions. These supports represent the interventional strategies that instructors are likely to put into place at the first indication a student is struggling either academically or behaviorally.

   Tier 2: Supplemental These interventions are tailored to the unique needs of smaller groups of students who are struggling either academically or behaviorally. They are reserved for students with significant skills gaps (academic or behavior) who have not responded successfully to Tier 1 interventions.

Tier 3: Intensive These interventions are the most intensive academic and behavioral supports available in a school setting and are reserved for students with chronic and severe needs.

Targeted Problem Solving Teams (TPST) analyze school-wide data as well as district-wide data, to meet the needs of all students, including the struggling as well as advanced level students. The TPST will use data from formatives, teacher-created on-going assessment, common assessments, FAIR, and other assessments to monitor the progress of every learner. Said data can be sourced from: Performance Matters, PMRN, and Skyward.

To address the needs of all schools in the area of system-level and school-level processes that improve learning for all students, the district has provided ongoing training in MTSS, developed a district Multi-Tiered System of Supports Manual, and identified MTSS leads at each school setting who work as a district team under the direction of Curriculum Department personnel. The MTSS team ensures ongoing collaboration to identify and provide training supports for school based teams, and provides consistent communication to all stakeholders on MTSS requirements and procedures.

Problem Solving Process for Implementation and Monitoring of DCP Analysis

The Leadership Team will use data collected from needs assessment tools – e.g., inventory records, surveys, and other tools of analysis, to identify possible barriers.

Possible Barriers

1. Training and professional development

Implementation/Monitor Strategies/Resources

1. Support teachers in integration of digital instructional materials into lessons
2. Provide teachers professional development training on technology integration.
3. Provide site-based leaders with professional development training on technology integration and the leader's role in leading instructional change.
4. Use learning communities to disseminate best practices and monitor implementation

   Response to Intervention

   The Leadership Team will monitor and inform supports by reviewing the following:

1. Are the strategies working?
2. Has student learning improved?
3. What are the next steps?

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	**Student Records Board Policy 530**	**http://www.boarddocs.com/fla/flcsd/Board.nsf/goto?open&id=8SRGUW458FE9**	**9/15/98**
District teacher evaluation components relating to technology (if applicable)	**Danielson Evaluation Instrument**	**http://flaglerschools.com/district/human-resources/evaluation-forms**	
BYOD (Bring Your Own Device) Policy	**N/A**		
Policy for refresh of devices (student and teachers)	**N/A**	**5 year life-cycle replacement or as funding allows**	
Acceptable/Responsible Use policy (student, teachers, admin)		**http://flaglerschools.com/district/technology/digital-learning-movement**	**10/15/ 2013**
Master Inservice Plan (MIP) technology components		**http://flaglerschools.com/district/curriculum-and-instruction/professional-development**	**2015**
Other/Open Response		**http://flaglerschools.com/district/technology/digital-learning-movement**	

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 13/14 Data	Target	Date for Target to be Achieved *(year)*
II.A.1.	ELA Student Achievement	64%	69%	2017
II.A.2.	Math Student Achievement	66%	71%	2017
II.A.3.	Science Student Achievement – 5th and 8th Grade	5th 54 % 8th 49%	5th 59 % 8th 54%	2017
II.A.4.	Science Student Achievement – Biology	66 %	71 %	2017
II.A.5.	ELA Learning Gains	69%	72%	2017
II.A.6.	Math Learning Gains	72%	74%	2017
II.A.7.	ELA Learning Gains of the Low 25%	68%	72%	2017

II.A.8.	Math Learning Gains of the Low 25%	62%	67%	2017
B. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.A.9.	Overall, 4-year Graduation Rate	77 %	79 %	2017
II.A.10.	Acceleration Success Rate	90 %	92 %	2017
A. Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.A.11. (D)				
II.A.12. (D)				
II.A.13. (D)				
II.A.14. (D)				

■ **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.

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.1.	Student to Computer Device Ratio	__1__ : __1__	__1__ : __1__	__1__ : __1__	2015	_____ : _____
II.B.2.	Count of student instructional desktop computers meeting specifications	1,794	1,370	1,370	2015	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	8,400	9,496	9,625	2015	0
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	0	2015	0
II.B.5.	Count of student large screen tablets meeting specifications	2,627	2,135	3,435	2015	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	100%	100%	100%	2015	0
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	100%	2015	0

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	School Year	Yes

B. Infrastructure Needs Analysis (District Provided)	Baseline		Target	Date for Target to be Achieved *(year)*	
II.B.10. (D) Increase Internet bandwidth to 400 kbps per student.	160 kbps per student	160 kbps per student	400 kbps per student	2017	240 kbps per student
II.B.11. (D) Increase School network bandwidth to 10Gb.	9 Schools at 1Gb	9 Schools at 1Gb	9 Schools at 10Gb	2017	9 Schools upgraded to 10Gb
II.B.12. (D)					

* Districts will complete the security assessment provided by the FDOE. However under s. 119.07(1) this risk assessment is confidential and exempt from public records.

■ **Skilled Workforce and Economic Development**

> Professional Development:
> Instructional personnel and staff shall have access to opportunities and training to assist with the integration of technology into classroom teaching.

Professional Development should be evaluated based on the level of current technology integration by teachers into classrooms. This will measure the impact of the professional development for digital learning into the classrooms. The Technology Integration Matrix (TIM) can be found at: http://fcit.usf.edu/matrix/matrix.php. Average integration should be recorded as the percent of teachers at each of the five categories of the TIM for the levels of technology integration into the classroom curriculum:
- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

C. Professional Development Needs Analysis (Required)		Baseline (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: 20% Adoption: 30% Adaption: 35% Infusion: 10% Transform: 5%	Entry: 10% Adoption: 25% Adaption:25 % Infusion: 25% Transform: 15%	School Year 2017/2018
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 20% Adoption: 30% Adaption: 35% Infusion: 25% Transform: 15%	Entry: 10% Adoption: 25% Adaption: 25% Infusion:25 % Transform: 15%	School Year 2017/2018

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

- **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:

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)*
	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 %	100 %	100 %	2017
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100 %	100 %	100 %	2017
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100 %	100 %	100 %	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 %	100 %	100 %	2017
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100 %	100 %	100 %	2017

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	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100 %	100 %	100 %	2017
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	100 %	100 %	2017
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 %	100%	100 %	2017
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 %	2017
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 %	100 %	100 %	2017
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and	100 %	100 %	100 %	2017

	instructional resources to 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 %	100 %	100 %	2017
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 %	100 %	100 %	2017
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 %	2017

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**	
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 %	100 %	100 %	2017

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)	50 %	75 %	2017
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	40 %	75%	2017
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	50 %	75%	2017
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100 %	100 %	2017
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	100 %	100 %	2017
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.]	100 %	100 %	2017
D. Digital Tools Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.D.7. (IM)				
II.D.8. (IM)				
II.D.9. (IM)				

■ **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	10,000	10,000	2016
II.E.2. Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	100%	100%	2016
E. Online Assessments Needs Analysis (District Provided)	**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.E.3. (D)			
II.E.4. (D)			
II.E.5. (D)			

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:

District Goals:

> **Goal 1:** Improve student achievement
>
> **Goal 2:** Provide opportunities for professional growth that will positively impact student achievement.
>
> **Goal 3:** Improve communication by efficiently exchanging meaningful information with internal and external stakeholders
>
> **Goal 4:** Provide a safe, sustainable and clean environment for all staff and students.
>
> **Goal 5:** Develop innovative solutions to optimize operations, communications, and academic results.

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	2015 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	2015-2019

Enter the district strategies below:

Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Goal 1: Improve 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 2015-2016
Goal 1: Improve student achievement	Continue support of digital tools to aid teachers in providing the best education for each student.	Student performance on FSA / EOC	2015 and ongoing

Goal 1: Improve student achievement	Leverage state resources such as CPALMS mapping website to provide digital planning and alignment to vetted content resources for teacher use.	Content area curriculum maps	2015 and ongoing
Goal 1: Improve student achievement	Align curriculum and technology to provide all students with authentic, engaging and challenging curriculum.	• Lesson plans • Student performance on FSA / EOC	2015 and ongoing
Goal 1: Improve student achievement	Use assessment data to guide student digital learning activities and lesson plan development for all classrooms.	Student performance on FSA / EOC	2015 and ongoing
Goal 2: Provide opportunities for professional growth that will positively impact student achievement	Provide all teachers with professional development and on-going training opportunities in the effective use of technology tools in the classroom.	• ERO training calendar • Attendance logs	2015 and ongoing
Goal 2: Provide opportunities for professional growth that will positively impact student achievement.	Provide technology workshops and peer support for teachers by creating a team of Technology Master Teachers at each school.	• ERO training calendar • Attendance logs	2015-2016
Goal 2: Provide opportunities for professional growth that will positively impact student achievement.	Create a roadmap for training new and current instructional and non- instructional staff.	• ERO training calendar • Attendance logs •	2015-2016

Goal 3: Improve communication by efficiently exchanging meaningful information with internal and external stakeholders	Use available technology to improve and increase the communication with internal and external stakeholders.	• Parent Portal • Skylert Notifications • E-mail • District Intranet • District Website	2017
Goal 4: Provide a safe, sustainable and clean environment for all staff and students.	The district will implement a digital citizenship curriculum to be taught at all grade levels	Reduction in inappropriate use of technology resources / student referrals	2015 and ongoing
Goal 5: Develop innovative solutions to optimize operations, communications, and academic results.	Continue to enhance and maintain a technology infrastructure that supports the needs of digital learning and online assessments	• Bandwidth amount • Wireless access for all classrooms	2015-2019
Goal 5: Develop innovative solutions to optimize operations, communications, and academic results.	The district will establish a fiscally responsible technology update/replacement plan that will be continually reviewed to evaluate cost efficiencies and effectiveness of delivered services.	5 year technology budget	2015-2016

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 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 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 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 ELA Learning Gains	69%	72%
III.A.4.	Increase Math Learning Gains	66%	71%
III.A.5.	Increase Science Student Achievement	58%	63%
III.A.6.	Increase Federal 4-year Graduation Rate	77%	79%
III.A.7.			

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

B. Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	Increase Internet bandwidth From 2Gb to 5Gb	2016	$28,000	District Wide	II.B.10
III.B.2.	Increase Schools bandwidth from 1Gb to 10Gb	2016	$38,010	District Wide	II.B.11
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**
Continue to enhance and maintain an infrastructure to support the needs of online assessments.	Local half-penny sales tax.

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.	Florida Technology Resource Inventory Survey	Survey results
III.B.2.	Florida Technology Resource Inventory Survey	Survey results
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.

_C._ Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	2 Digital Classroom Support Specialist	June 2016	$150,000	District Wide	II.C.1 II.C.2
III.C.2.	Teachers participate in professional development aligned with MIP.	Ongoing	$154,000	District Wide	II.C.1 II.C.2

III.C.3.	Subs for teachers to participate in professional development aligned with MIP.	Ongoing	$12,000	District Wide	II.C.1 II.C.2
III.C.4.	Travel and registration for attendance of Education Technology Conferences and training.	Jan 2017	$15,000	District Wide	II.C.1 II.C.2
III.C.5					

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 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.	Digital Classroom Support Specialist will provide logs of individual support and trainings offered.	Improvements in the TIM data reports of technology usage and perceptions.
III.C.2.	Participants will register in ERO for professional development. Reports will be reviewed for participation and completion.	Improvements in TIM data reports of classroom implementation observed.
III.C.3.	Participants will register in ERO for professional development. Reports will be reviewed for participation and completion.	Improvements in TIM data reports of classroom implementation observed.
III.C.4.	Maintain records of event participation.	Improvements in the TIM data reports of technology usage and perceptions.

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)

D. Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D. 1.	Create and curate digital content for Digital Tools System.	2017	$25,000	District Wide	II.D.3.(IM)
III.D. 2.					
III.D. 3.					
III.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
Continue to support and enhance digital tools that support the needs of teachers and students.	Local half-penny sales tax.

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 above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	District curriculum developers will create digital content, and curate free digital tools to develop blended courses to be used in the district Learning Management System.	Completion of quality blended learning courses for district wide use.
III.D.2.		
III.D.3.		
III.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					
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

E. Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.	None				
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**
Continue to enhance and maintain an infrastructure to support the needs of online assessments.	Local half-penny sales tax.

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.		
E.2.		

SCHOOL DISTRICT OF FLAGLER COUNTY

DIGITAL CLASSROOM SUPPORT SPECIALIST (GRANT POSITION)

JOB DESCRIPTION

This is a grant-funded position. At the completion of the grant, the District will be under no obligation to continue this position.

QUALIFICATIONS:

- (1)   Must have a Bachelor's Degree
- (2)   Valid Florida Teacher Certificate
- (3)   Demonstrated leadership ability
- (4)   Five years of successful teaching experience
- (5)   Successful provider of professional development

KNOWLEDGE, SKILLS AND ABILITIES:

Digital Classroom Support Specialists (DCSS) are expected to have experience as successful classroom teachers. DCSSs are expected to exhibit knowledge of recent scientifically based instructional strategies, special expertise in knowledge of hardware and software operations as well as the ability to demonstrate the appropriate use and practical applications of technology. DCSSs should be excellent communicators with outstanding presentation, interpersonal, time management skills and the ability to work cooperatively and collaboratively with colleagues.

REPORTS TO:

Director of Instruction

JOB GOAL

To provide school based support and professional development that improves the delivery of instructional strategies with integrated technology in order to provide a more effective educational program for students.

SUPERVISES:

NA

PERFORMANCE RESPONSIBILITIES:

- *(1)   Establish clear objectives and lesson plans for achievement of curriculum goals.
- *(2)   Model effective instructional strategies with embedded technology for teachers.
- *(3)   Participate in Train-the-Trainer professional learning sessions and small group professional development.
  - Standards-based, data-driven instruction with appropriately integrated technology.
  - Using data to make instructional decisions.
  - Educator observation tools.
  - Effective feedback cycle.
- *(4)   Provide individualized, job-embedded technology training and support to educators to allow for direct and immediate implementation of refined practices and standards-targeted instruction to enhance student growth including:
  - Team-teaching approaches

DIGITAL CLASSROOM SUPPORT SPECIALIST (Continued)

- Individual technical assistance and practice modeling for teachers and school leaders.
*(5)   Develop and maintain a broad working knowledge of technology hardware and peripherals.
*(6)   Develop and maintain basic knowledge of troubleshooting hardware and software issues.
*(7)   Help plan for district instructional technology needs
*(8)   Evaluate and recommend new hardware and software purchases.
*(9)   Work closely with district and school staff to support school improvement initiatives and processes
*(10)   Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.
*(11)   Provide leadership and direction for assigned areas of responsibility.
*(12)   Assist in implementing the district's goals and strategic commitment.
*(13)   Exercise proactive leadership in promoting the vision and mission of the district.
*(14)   Set high standards and expectations for self and others and both promote and exhibit a service attitude.
*(15)   Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action.
*(16)   Use appropriate styles and methods to motivate, gain commitment and facilitate task accomplishment.
*(17)   Act as liaison to the district technology department.
*(18)   Support the Teaching and Learning pillar of district Strategic Framework

*Essential Performance Responsibilities

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

Job Description Supplement 10

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be those established by the district.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

SALARY CODE: Instructional