

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:
Information Technology District Contact	Leslie Mathis	mathisl@hendry.k12.fl.us	863-674-4559
Curriculum District Contact	Gordon Swaggerty	swaggertyg@hendry.k12.fl.us	863-902-4244
Instructional District Contact	George Duckstein	ducksteing@hendry.k12.fl.us	863-902-4244

Assessment District Contact	Janice Lee	leej@hendry.k12.fl.us	863-902-4244
Finance District Contact	Michael Yanosik	yanosikm@hendry.k12.fl.us	863-674-4101
District Leadership Contact	Gordon Swaggerty	swaggertyg@hendry.k12.fl.us	863-902-4244

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;
- Parents, school staff, and other stakeholders have input in each school's improvement plan, as well as the district intervention and assistance plan. Each of these plans involves the analysis of technology needs and the current state of technology at each school. Each school has quarterly school advisory council (SAC) meetings and monthly PTO meetings. Parents, staff and other stakeholders have the opportunity to ask questions and give input about technology at these meetings.
- Relevant training and instruction for district leadership and support personnel;
- The district implemented a TIM training program this past year. We intend to expand this program as we increase the amount of digital technology that is being used in our classrooms. We have a long range plan of having a computer for every student in our district we are currently are about 39% complete. The training programs will be increased incrementally as we continue to increase the number of computers we have available.
- Development of partnerships with community, business and industry; and
- The district is working closely with local businesses and the Hendry County Economic Development Council (HCEDC) to develop ways we can partner with the business community to assist in increasing student achievement and thereby developing students that will be ready to enter college or the work force upon graduation. The HCEDC sponsors career days each year at our high schools to introduce students to professions and careers that are available in Hendry County. We worked closely with U.S. Sugar Corporation to develop a welding program that is graduating students that are certified and ready to enter the work force. We are currently work with other local businesses to develop additional programs of this nature.

- Integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.
- Technology is currently being integrated throughout all curricular areas in the LEA. We have a digital technology in every classroom however our goal is to reach a 1 student/1 computer level. We have computer based instruction and intervention programs at all levels for core instruction and intervention programs are available for all levels. We currently have computers, SMART boards, Promethean boards, hand held clickers, and other technology that is used to enhance instruction.
- ESOL and ELL students have technology available to assist with language acquisition in the form of computer programs such as Rosetta Stone and English in Minutes, and devices that give immediate visual cues when learning vocabulary. Students with special needs have computer assisted devices such as IPADS, lap top computers, and other digital technology that is used based on the individual students IEP.

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

- In 2014-15 we began a training program based on the TIM process. We have a trainer who previously was a teacher but is also gifted in the technology field. We plan to expand this training program as we increase the number of computers that we have available for use in our schools. We have implemented this process by following the TIM procedure and measurements process. We hope to be able to add another full time trainer during the 2015-16 school 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.
- **SEE THE ATTACHED MTSS/RTI HANDBOOK FOR 2015-16**

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	This is addressed in our School Board Policy Book and Student Handbook	www.hendry-schools.org Board Policy 148	6/25/13
District teacher evaluation components relating to technology (if applicable)	We have 7 performance requirements that relate to technology. Delivery, student support, creating individual academic interests, individual and group use, exploration of new technologies, data assessment, and administrative task.	This is a brief summary of the pages that can be found in teacher evaluation plan and rubric which can be found on our district web site. www.hendry-schools.org	Last modified 5/4/15
BYOD (Bring Your Own Device) Policy	Students may bring their own device for instructional use only as directed by their teacher.	Board Policy 148 www.hendry-schools.org	6/25/13
Policy for refresh of devices (student and teachers)	N/A		
Acceptable/Responsible Use policy (student, teachers, admin)	This is addressed in our School Board Policy Book and Student Handbook	Board Policies 145 through 150 www.hendry-schools.org	6/25/13

Master In-service Plan (MIP) technology components	Hendry County's Master In-service plan 2015-16 in Special Programs Components includes 12 components that focus on technology.	A copy of the list of Master In-service Components is attached. This list is reviewed annually and new items are continually being added.	7/12/15
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 43%	50%	2015-16
II.A.2.	Math Student Achievement	TBD from school year 2014-15 51%	52%	2015-16
II.A.3.	Science Student Achievement – 5 th and 8 th Grade	Num 32%	Num50 %	School Year 2015-16
II.A.4.	Science Student Achievement – Biology	Num 60%	Num65 %	School Year
II.A.5.	ELA Learning Gains	TBD from school year 2014-15 45%	50%	2015-16
II.A.6.	Math Learning Gains	TBD from school year 2014-15 60%	TBD 2016 70%	2015-16

II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15 61%	TBD 2016 65%	2015-16
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15 52%	TBD 2016 70%	2015-16
B. Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (year)
II.A.9.	Overall, 4-year Graduation Rate	72 %	76 %	2015-16 School Year
II.A.10.	Acceleration Success Rate	66%	70%	2015-16 School Year
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	___2.30___:___1___	___1.57___:___1___	___1___:___1___	School Year	___1.4___:___1___
II.B.2.	Count of student instructional desktop computers meeting specifications	2090	2033	0	School Year 2018-19	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	866	1301 lap tops	0	School Year 2018-19	0
II.B.4.	Count of student web-thin client computers meeting specifications	0	1223	7200 Chrome Books	School Year 2018-19	5,977
II.B.5.	Count of student large screen tablets meeting specifications	68	68 (Number on 2015 Spring inventory entered incorrectly)	68	School Year 2015-16	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	0%	100% We have 1Gigbyte of bandwidth at all 10 schools however we do not have	100% We have requested money from erate to complete the	School Year 2018-19	100% This has not been tested. In theory we have enough bandwidth at 1G to provide all

			the wireless capacity to use this 1G at 8 of our schools.	wireless networks to enable us to take advantage of this 1G. If it is not approved we will use some of our Capital Outlay money.		of our students with 100 kbps. With 1G we should be able to have 10,485 students on line at one time and be able to provide an external rate of 100 kbps.
II.B.7.	Percent of wireless classrooms (802.11n or higher)	5%	25%	100%	School Year 2018-19	75%

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 Security Assessment has been sent in.	N/A 2015	N/A	N/A
II.B.9.	District support of browsers in the last two versions	N/A	Yes Internet Explorer v. 9, 10, and 11. Mozilla Firefox V3. Google Chrome v 32. Safari v.7+	Y/N	School Year	Y/N

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved (year)	
II.B.10. (D)	We need to test our band width, determine which schools need to be increased and increase the band width.	We have met testing requirement in the past.	We increased our band width from 100 mgb to 1 Gb at each of our schools and the District also increased from 100	Meet state recommendations On band width	2018-19 We will have wireless capacity to use the band width by 18-19.	

			Mgb to 1 Gb and we increased our Fire Wall capacity to handle this load. We plan on testing our during the year to see what real increase we			
II.B.11. (D)	We need to expand wireless capability to all schools and classrooms.	We have wireless in a few classrooms	We have both high schools wireless and have some wireless in all schools.	All schools to be 100% wireless. 10 schools	2018-19	8 schools
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.

Security worksheet downloaded and completed and emailed to DigitalLearning@fldoe.org

This is not attached to the Packet for Board review because the information under s. 119.07 (1) 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:50 % Adoption: 20% Adaption:20 % Infusion:10 % Transform:0 %	Entry:15% Adoption:35 % Adaption:25 % Infusion: 25% Transform: %	School Year 2016-17
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 0% Adoption: 0% Adaption: 0% Infusion: 0% Transform: 0% We currently have no evaluations done based on TIM. Implementing after we get this money.	Entry: 15% Adoption:60 % Adaption: 20% Infusion: 4% Transform:1 %	School Year 2016-17

C. Professional Development Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
II.C.3. (D)	Chromebook training for integration and use of various educational programs.	10% of teachers have been trained	All teachers with Chromebooks available for their core classes.	2015-16. Will be ongoing every year in the future.
II.C.4. (D)	Using Promethean/Smart Boards to Enhance instruction	All teachers except new hires for 15-16 have been trained.	Train all new hires. Approximately 75 teachers.	2015-16 on going yearly.

■ **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:

The information regarding access shown below is based on the fact that we have a system that will enable all students access however we do not have enough computers for all students to access this system at the same time. We have to rotate our students through the computers for them to have access. Our enrollment for the year will be approximately 7,200 students and we only have 3,000 computers that are available for student use.

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%	50 %	100%	School Year 2015-16
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100%	50%	100 %	School Year 2015-16
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100 %	50 %	100 %	School Year 2015-16
II.D.4. (S)	A system that houses documents, videos, and information for students to	100 %	50 %	100%	School Year 2015-16

	access when they have questions about how to use the system.				
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100 %	50 %	100 %	School Year 215-16

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 %	95%	100 %	School Year 2015-16
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	95 %	100 %	School Year 2015-16
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 %	95 %	100%	School Year 2015-16
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	0%	0%	100%	School Year 2016-17
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	100 %	95%	100 %	School Year\205-16

	and parents about classroom activities and progress.				
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	100%	95%	95 %	School Year 2015-16
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.	50 %	50%	75%	School Year 2016-17
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 %	95 %	95 %	School Year 2015-16
II.D.9. (T)	A system that provides secure, role-based access to its features and data for teachers, students, parents,	100 %	95 %	95%	School Year 2015-16

	district administrators and technical support.				
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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 %	95%	95 %	School Year 2015-16

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)	15%	50 %	School Year 2015-16
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	15 %	50 %	School Year 2015-16
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	5%	30 %	School Year 2015-16
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100%	100 %	School Year 2015-16
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	100 %	100 %	School Year 2015-16

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.]	15%	50 %	School Year 2015-16
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)
I.I.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	alpha/num 3000	alpha/num 5000	School Year 2017-18
I.I.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	20 %	100 %	School Year 2017-18
E. Online Assessments Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
I.I.E.3. (D)				
I.I.E.4. (D)				
I.I.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:

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	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Bandwidth amount • Wireless access for all classrooms 	2014-2019

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline

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:

- Implementation Plan – Provide details on the planned deliverables and/or milestones for the implementation of each activity for the component area. This should be specific to the deliverables that will be funded from the DCP Allocation.
- Evaluation and Success Criteria – For each step of the implementation plan, describe 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.	Improve 4 year graduation rates at Clewiston and LaBelle High Schools	72%	76%
III.A.4.	Improve Reading Scores at Central Elementary School.	34%	50%
III.A.5.	Improve Acceleration Success Rate at Clewiston and LaBelle High Schools	66%	70%
III.A.6.	Improve Math scores at Central Elementary School	32%	50%
III.A.7.	Improve Writing Scores at Clewiston Middle School	38%	50%

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.	Purchase and implement 725 Chromebooks, with headphones and charging stations.	March 2015	\$293,000	Both High Schools and Middle Schools	4300
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
Installation of wireless technology at both Middle Schools.	E Rate and Capital Outlay Money if necessary.

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.	We will process the purchase order and make sure the vendor can meet the delivery date. Once received our IT department will oversee the distribution and installation of these computers.	Criteria for success will be a completed project that enables us to use these computers in our State Mandated Testing in the Spring of 2016.
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.

C. Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.C.1.	High school and middle and elementary school teachers shall participate in professional	This will be an ongoing training with both	\$65,875 unused money at the end of	This training will be done	

	development aligned with the MIP focusing on digital learning and utilization of Chromebooks in the classroom. This training will be provided by a full time teacher with expertise and knowledge in providing teacher training in the use of digital technology in the classroom. This training will be done in our training facility that is currently being equipped and in individual teacher classrooms.	veteran and new teachers. This is a training position that will be utilized as long as we are using digital technology in the classrooms.	the 15-16 year will be carried forward and used to help pay for this position in 16-17.	at all 10 of our schools.	
III.C.2.					
III.C.3.					
III.C.4.					

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

Brief description of other activities	Other funding source

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.	This training will be conducted continuously throughout the school year and during the summer when	Success will be determined by monitoring the teachers who take place in the training to determine if they are using the digital technology that has been purchased and

	<p>funds are available to pay teachers for summer training activities. Training will be monitored by our Asst. Superintendent of Continuous Improvement, the Asst. Superintendents of Curriculum and our District Leadership Team. Teachers participating will evaluate the effectiveness of the training at the end of each training session.</p>	<p>made available to them. We will use the TIM process to evaluate this utilization.</p>
III.C.2.		
III.C.3.		
III.C.4.		

D) Digital Tools

Digital Tools should include a comprehensive digital tool system for the improvement of digital learning. Districts will be required to maintain a digital tools system that is intended to support and assist district and school instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

Digital tools may also include purchases and activities to support CAPE digital tools opportunities and courses. A list of currently recommended certificates and credentials can be found at: [tp://www.fldoe.org/workforce/fcpea/default.asp](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.					
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

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.		
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.	See III.B.1. All 725 of those computers will be used for testing.	See III.B.1			III.B.1
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

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.	See III B. 1 Evaluation (These are the same 725 computers.	
E.2.		