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

District Mission and Vision statements (Related to Technology)

Information Technology's Mission and Vision
The school district maintains a District Technology Plan. As part of that planning process, the district has set forth a mission and vision focused on creating 21st century learning environments.

Mission
Through the use of resources and technologies that support comprehensive and effective learning, the District will empower our students and inform our communities. Technology competencies and instructional technologies will be infused into the learning environment.

Vision
SDIRC will support schools with the technologies needed to create and maintain a 21st century learning environment. Each learner will have access to the resources needed to excel in today's digital society. The efficient and effective use of technology in the learning environment holds particular promise for developing critical thinking, problem-solving, global communication skills, creativity, and strengthening total learning.

I.1   <u>District Team Profile</u> - 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:
Assistant Superintendent of Curriculum and Instruction/District Leadership Contact	Andrew Rynberg	Andrew.Rynberg@indianriverschools.org
Assistant Superintendent of Technology & Assessment / Information Technology District Contact	Bruce Green	Bruce.Green@indianriverschools.org
Instructional Technology Specialist/District Instructional Technology Contact	Tiffany McKenzie	Tiffany.Mckenzie@indianriverschools.org
Director of Assessment & Accountability/ District Assessment Contact	Christopher Taylor	Christopher.Taylor@indianriverschools.org
District Math Specialist/Instructional District Contact	Laura Lane	Laura.Lane@indianriverschools.org
Director of Elementary Education/Curriculum District Contact	Deborah Berg	Deborah.Berg@indianriverschools.org
Director of Secondary Education/Curriculum District Contact	Deborah Long	Deborah.Long@indianriverschools.org
Coordinator of Professional Development / Professional Development District Contact	Megan Kendrick	Megan.Kendrick@indianriverschools.org
Budget Analyst/Finance District Contact	Susanne Titus	Susanne.Titus@indianriverschools.org

I.2   Planning Process - As required by 1011.62(12)(b), F.S., input from the district's instructional, curriculum, and information technology staff was used to develop Indian River's Digital Classroom's Plan (DCP). The DCP team met frequently to discuss our goal of providing more digital tools and resources to our students and teachers. With this in mind, the team led the 1:1 Initiative pilot, providing 30 laptop carts to Math and Reading teachers at the secondary level. Understanding that transforming classrooms from traditional instructional delivery models to digital learning environments requires planning, support, and professional development, the DCP team decided to expand on the pilot group by providing 84 more laptop/tablet carts to secondary core teachers. Moving into the 2015-16 school year, the DCP Team is planning to expand on the current initiative by providing an additional 24 mobile classroom sets to core teachers through an application process. Knowing that with additional technology and teaching dichotomies, classroom support will need to be increased. Three Application Support Specialist positions were created to provide hands-on classroom support to teachers and students. One Application Support Specialist was assigned to each high school where technology integration is at its highest and one covers the four middle school sites. As we continue to rollout more technology in an effort to become a digital district, we understand the importance of providing adequate professional development on 21st Century teaching strategies and increasing support personnel as needed.

I.3   Technology Integration Matrix (TIM) – With the addition of our new support positions, we now offer onsite professional development, coaching and modeling to our teachers. All of our digital 1:1 teachers were trained on the TIM during the Digital Teacher Academy. The new Application Support Specialists are providing ongoing support for teachers in the classroom on effective technology integration. They assess the use of technology in the classrooms during daily visits and provide suggestions and resources for developing more technology rich lessons. The data provided below is based on classroom walkthroughs by Instructional Technology Staff and district teacher surveys designed to understand teacher efficacy with regard to classroom technology integration. We are excited that the FDOE and the Florida Center for Instructional Technology (FCIT) have offered all Florida school districts an optional year-long subscription to the TIM Tools. Moving forward, we plan to fully implement the TIM and the TIM Tools during the 2015-16 school year.

I.4   Multi-Tiered System of Supports (MTSS) - During the 2014 – 2015 school year, the Information Technology department conducted a district-wide technology needs assessment. Data collected from these needs assessments identified specific areas for improvement. The needs were then consolidated and prioritized to help establish the Information Technology (IT) departmental goals for the 2015 – 2016 school year. These goals were then aligned to the areas outlined in the Digital Classrooms Plan. By aligning the IT departmental goals with the mission and vision in the District Technology Plan, the areas outlined in the Digital Classrooms Plan, and the superintendent's goals, we hope to create a high level of consistency and accountability for supporting and meeting our goals. Through this multilevel alignment of goals there will be multiple checks and balances to monitor progress and success along the way, while still allowing for mid-course corrections based on data.

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	SDIRC maintains school board policies 8330 (Student Records) and 8350 (Confidentiality). These policies address the safety security and privacy of student data.	www.neola.com/indianriver-fl	August 13, 2013
District teacher evaluation components relating to technology (if applicable)	Marzano Art and Science of Teaching Framework: Domain 2: Elements 45 & 46	Included in district approved Teacher Evaluation Procedures (TEP) manual	March 2015
BYOD (Bring Your Own Device) Policy	SDIRC maintains school board policy 5136 (Wireless Communication Devices). This policy addresses the use of student personally owned devices at school.	www.neola.com/indianriver-fl	August 13, 2013
Policy for refresh of devices (student and teachers)	SDIRC does not currently maintain a "policy" for the refresh of devices. Contingent upon annual funding, SDIRC strives to	**N/A**	**N/A**

	refresh student and teacher devices on the following schedules. Desktop Computers = 5 years Laptop/Tablet = 4 years		
Acceptable/Responsible Use policy (student, teachers, admin)	SDIRC maintains school board policy 7540.03 (Student Network and Internet Responsible Use and Safety). This policy addresses the acceptable and responsible use of the district's computer network.	www.neola.com/indianriver-fl	August 13, 2013
Master Inservice Plan (MIP) technology components	N/A		

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

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	Exceed state average.	2015-2016
II.A.2.	Math Student Achievement	TBD from school year 2014-15	Exceed state average.	2015-2016
II.A.3.	Science Student Achievement – 5th and 8th Grade	5th= 48% 8th= 51%	5th= 53+% 8th= 51+%	2015-2016
II.A.4.	Science Student Achievement – Biology	65%	65+%	2015-2016
II.A.5.	ELA Learning Gains	TBD from school year 2014-15	Exceed state average.	2015-2016
II.A.6.	Math Learning Gains	TBD from school year 2014-15	Exceed state average.	2015-2016
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	Exceed state average.	2015-2016
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	Exceed state average.	2015-2016
Our superintendent has detailed several goals within five focus areas for our school district. Among the Student Performance Focus Area, he has set a goal to meet or exceed the state average in all standardized assessments. Therefore, all of our targets in the above areas is to exceed the state average. Because these measures have yet to be reported by the state for the 2014-15 school year, we cannot set an actual percentage for each measure.				
II.A.9.	Overall, 4-year Graduation Rate	80%	85%	2015-2016
II.A.10.	Acceleration Success Rate	90%	90%	2015-2016

■ **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)**		**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	1.6:1	1.4:1	1:1	2020	.4:1
II.B.2.	Count of student instructional desktop computers meeting specifications	7,895	8,247	0	N/A	N/A
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	1,543	2,289	15,427	2020	13,138
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	0	N/A	N/A
II.B.5.	Count of student large screen tablets meeting specifications	48	118	0	N/A	N/A
II.B.6.	Percent of schools meeting recommended bandwidth standard	80%	80%	100%	2020	20%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	67%	85%	100%	2020	15%

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	Y	Y	N/A	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.

■ **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 - 51% Adoption - 28% Adaption - 10% Infusion - 6% Transformation - 4%	Entry - 34% Adoption - 36% Adaption - 14% Infusion - 10% Transformation - 6%	June 2016
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry - 51% Adoption - 28% Adaption - 10% Infusion - 6% Transformation - 4%	Entry - 34% Adoption - 36% Adaption - 14% Infusion - 10% Transformation - 6%	June 2016

C. **Professional Development Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.C.3. (D)	Based on Professional Development survey results, teachers expressed the need for additional training in 21st Century teaching strategies	56%	30%	June 2016

■ **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.

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**	
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100 %	21 %	100 %	2018
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100 %	21 %	100 %	2018
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100 %	21 %	100 %	2018
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 %	21 %	100 %	2018
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100 %	21 %	100 %	2018

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

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

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 %	29%	100 %	2018

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%	2017-2018
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	75%	100%	2017-2018
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	50%	100%	2017-2018
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	75%	100%	2017-2018
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	100%	100%	2017-2018
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%	2017-2018

■ **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.

D. 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	8,294	15,427	2018
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	60%	100%	2018

STEP 2 – Goal Setting:

Goal 1. Increase the use of technology as an instructional tool in the classroom

Goal 2. Increase the use of technology to serve as a Curriculum Management System

Goal 3. Increase the use of technology as a Student Management System

STEP 3 – Strategy Setting:

Goal Addressed	Strategy	Measurement	Timeline
Goal 1. Increase the use of technology as an instructional tool in the classroom	• Increase the number of and use of digital assessments in the classroom. • Provide on-site support to teachers who are utilizing technology as an instructional tool in the classroom. • Explore the costs and benefits of a true 1 to 1 (take home) initiative.	• Effectiveness of the Teachers on Special Assignment – Technology. • Report providing the Cost/Benefit Analysis of a "take home" 1 to 1.	2020
Goal 2. Increase the use of technology to serve as a Curriculum Management System	• Increase the use of CANVAS and other Learning Management Systems. • Secure Florida Virtual Franchise to retain FTE and offer "in-house" courses. • Launch the creation of a web-based Lesson Plan Bank.	• The opening and operation of our own Virtual Franchise. • Creation of and use of Digital Lesson Plan Bank.	2020
Goal 3. Increase the use of technology as a Student Management System	• Implement the FOCUS integrated Student Information System and Gradebook. • Implement the FOCUS Parent Portal for increased access and communication with parents. • Continue to maximize the resources available from Performance Matters (UNIFY, SAM).	• Hard data (usage numbers) and soft data (surveys) regarding staff use of FOCUS. • Hard data (usage numbers) and soft data (surveys) regarding parent interaction with FOCUS.	2020

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

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).

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.

A. Student Performance Outcomes		Baseline	Target
III.A.1.	Increase percentage of 5th grade students scoring "proficient" on the Florida state assessments in Science.	TBD from school year 2014-15 after release of scores	TBD 2016
III.A.2.	Increase percentage of 5th grade students scoring "proficient" on the Florida state assessments in Mathematics	TBD from school year 2014-15 after release of scores	TBD 2016

B) Digital Learning and Technology Infrastructure

B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.I.	Purchase and implement 28 wireless access points	January 2016	$16,800	All classes receiving a 1:1 cart	II.B.7

The district has many infrastructure needs. To meet these needs the district was successful in securing a four year voter approved millage specifically for technology.

Brief description of other activities	Other funding source
Increase the number of wireless access points, upgrade obsolete software applications, upgrade outdated servers, increase district bandwidth, and upgrade outdated network wiring/data closets.	2014 – 2017 Voter approved millage for technology

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

B. **Infrastructure Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	Teacher and Application Support Specialists monitoring and network monitoring tools	Reliable wireless access and connections

C) Professional Development

No district DCP Allocation funds will be spent in this category. However, the district has professional development needs in the area of technology. The district is also applying for the Digital Learning Grant. The grant includes support for the evaluation of classroom integration using the Technology Integration Matrix (TIM), school-based book studies on Digital Learning, student projects using Digital Resources, Professional Development aligned with developing Digital Content, employing technology in the content areas, and educational technology leadership and management.

D) Digital Tools

Implementation Plan for D) Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	Integrate 24 classroom sets of tablet PC's and lockable charging stations (28 devices per cart) to be used to interact with secondary digital curriculum and access online assessments.	2015-2016	$456,964	All element ary schools	Increased proficiency on state Science assessment in 5th grade

Evaluation and Success Criteria for D) Digital Tools:

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1	Administrative Classroom walk-throughs / observations Marzano Indicator: *Planning and Preparing for Use of Resources and Technology 46.Use of Available Technology*	% of observation scores, for the 24 teachers selected, at the Applying level or higher on element number 46 of the Marzano teacher evaluation system.

E) Online Assessments

No district DCP Allocation funds will be spent in this category. The district has been addressing online assessment needs through other funding sources, such as the American Recovery & Reinvestment Act (ARRA) and the voter approved millage for technology. However, it is the goal of the district to purchase devices for each individual student, rather than increasing the number of hardwired testing labs.