

Digital Classroom Plan (DCP) Polk County Public School District Post Office Box 391 Bartow, FL 33831

Part I. Digital classroom Plan

Overview—The Polk County Public Schools Digital Classroom Plan (DCP) is designed to provide technology support for high-speed connectivity to digital content, resources, mobile devices, online learning opportunities and industry standard certifications for preparing students to compete in the global marketplace. Equally critical are tools that provide real-time data for students, teachers and parents to facilitate student learning.

In addition, a collaborative plan for preparing teachers for 21st century learning environments and administrators to recognize effective technology integration to facilitate student learning is imperative. This will be accomplished through collaboration by staff from Curriculum, Information Systems & Technology, Finance Departments; plus, school-based administrators, industry and community representatives.

The Polk County School District's core values are detailed in the district's strategic plan and are essential to the District's mission:

- Collaboration, Teamwork and Accountability
- Ethics, Integrity, Commitment and Dedication
- Service
- Dignity and Respect

- Safe and Orderly
- Learning, Improvement, High Quality and Excellence

The mission of Polk County Schools: To provide a high quality education for all students.

The vision of Polk County Schools: Every Polk student will be prepared for success in college or career

after graduation.

Polk County Public Schools objective is an increase of 12% of the District Federal Uniform Graduation

Rate by 2017-18; i.e., from 67.6% (2011-12) to 76.0%; see chart below.

Federal Uniform Graduation Rate							
2011- 2012- 2013-2014- 2015-2016- 201						2017-	
	12	13	14	15	16	17	18
Actual	67.6%	69.4%	69%	TBD			
Target		68.5%	70%	71.5%	73%	74.5%	76%

Source: 2012-13 Florida Department of Education, Education Information and Accountability Services Data Report (EIAS) Series cohort graduation data as of 10/18/13. The 2011-12 Federal Graduation Rate was used as baseline to determine targets for 2017-18



Note: The federal Graduation Rate measures the percentage of students who graduate within four years of their first enrollment in ninth grade. Subsequent to their enrollment in ninth grade, existing transfers and decreased students are removed from the calculation. Entering transfer students are included in the count of the class with which they are scheduled to graduate, based on their date of enrollment.

Polk County School District has a diverse student population with a current student population of
101,442. The District's racial and ethnic student body reflects 42.8 percent white, 20.6 percent black,
31.5 percent Hispanic, 1.6 percent Asian, 0.4 percent Indian, 0.1 percent Pacific Islanders and 3 percent
two or more races. There are more than 11,000 students whose primary language is other than English.

District School Board members, employees, students, parents and visitors, as well as contractors, vendors, and/or agents of the District may use their personal communication devices (PCD) to wirelessly access the District's technology resources (guest or business networks, servers, printers, smart boards, etc.) while they are on-site at any District facility. For purposes of this policy, a "personal communication device" includes computers, tablets (i.e., iPad-like devices), electronic readers or e-readers (i.e., Kindle-like devices), cell phones, smartphones, and/or other web-enabled devices of any type.

Access to the business/guest network shall require authentication. Additionally, the Information Systems and Technology Division is charged with developing the necessary standards for connecting to the District's technology resources (e.g., servers, networks, printers, projectors, smart boards, etc.). Access to these standards for connecting to the District's technology resources using a personal communication device of any type shall be provided upon request for all to whom this policy applies.

The use of personal communication devices must be consistent with the established standards for appropriate use as defined in Policy 7540.03- Student Network and Internet Acceptable Use and Safety, Policy 7540.04- Staff Network and Internet Acceptable Use and Safety, and Policy 7530.02– Staff Use of Personal Communication Devices. When an individual connects to and uses the District's technology resources, s/he must agree to abide by all applicable policies, administrative guidelines and laws (e.g., the

user will be presented with a "splash screen" that will set forth the terms and conditions under which s/he will be able to access the District's technology resource(s); the user will need to accept the stated terms and conditions before being provided with access to the specified technology resource(s).

In order to comply with the Children's Internet Protection Act ("CIPA"), the Board utilizes technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors. The Board also utilizes software and/or hardware to monitor online activity to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors.

Any user who violates the established standards and/or the Board policies identified above, or who accesses the District's technology resources without authorization may be denied access to the District's technology resources. If a contractor, vendor or agent of the District commits the violation, the contract may be subject to cancellation. Further, disciplinary action may be taken if a student or employee commits the violation.

The owner of a PCD bears all responsibility and assumes all risk for loss, damage or misuse of said property while it is on Board property. This provision applies, without limitation, to students, employees, contractors, vendors, agents, invitees, visitors, and trespassers.

1.1 **District Team Profile**—the Digital Classroom Plan was completed with collaboration between district staff from Curriculum, Information Systems & Technology and Finance Departments as well as school-based administrators, community and industry representatives. This diverse team is represented in the following chart.

Title/Role	Name	Email/Phone
Deputy Superintendent, Superintendent's Office	Jacqueline Byrd	jackie.byrd@polk-fl.net (863) 534-0521
Associate Superintendent, Chief Academic Officer, Superintendent's Office	Jacqueline Bowen	jacqueline.bowen@polk-fl.net (863) 534-0623
Assistant Superintendent, Information Systems & Technology	Tina Barrios, Ph.D.	tina.barrios@polk-fl.net (863) 647-4253
Assistant Superintendent, Career, Technical, Adult & Multiple Pathways	John Small	john.small@polk-fl.net (863) 519-8437
Senior Director, Professional Development	Cheryl Joe	<u>cheryl.joe@polk-fl.net</u> (863) 647-4270
Senior Director, K-12 Literacy	Michelle Townley	michelle.townley@polk-fl.net (863) 534-0623
Senior Director, K-12 Science	Jackie Speake	jackie.speake@polk-fl.net (863) 534-0632
Senior Director, K-12 Mathematics	Joseph McNaughton	joseph.mcnaughton@polk-fl.net (863) 534-0956
Senior Director of Budget, Finance	Jason W. Pitts	jason.pitts@polk-fl.net (863) 519-4704
Senior Director, School Improvement	Aaron Smith	aaron.smith@polk-fl.net (863) 647-4808
Senior Director, Title 1 Federal Programs & Grant Management	Maria Longa	maria.longa@polk-fl.net (863)5340777
Senior Director, Assessment, Accountability & Evaluation	Heather Wright	heather.wright@polk-fl.net (863) 534-0691
Director of Discipline, Exceptional Student Education	Brett Butler	brett.butler@polk-fl.net (863) 668-3045
Director, ESOL	Juan Seda	juan.seda@polk-fl.net (863) 647-4700
Director, Exceptional Student Education	Diane Taylor	diane.taylor@polk-fl.net (863) 534-0966
Sr. Manager, School Technology Services	Cristie DeVane	cristie.devane@polk-fl.net (863) 647-4245
Sr. Manager, Electronic Equipment Repair & Service	Sid Lee	sid.lee@polk-fl.net (863) 534-0860
Sr. Manager, Software Development	Diane Rivera	diane.rivera@polk-fl.net (863) 534-0709
Sr. Coordinator, Online Training	Jonathan Newman	jonathan.newman@polk-fl.net (863) 647-4249
Wide Area Network Engineer, Computer Networking	David Waldrop	david.waldrop@polk-fl.net (863) 519-8409
Analyst, Grants & E-rate, School Technology Services	Dell Quary	dell.quary@polk-fl.net (863) 647-4253
Psychometrician, Assessment, Accountability & Evaluation	Brandon Craig	brandon.craig@polk-fl.net (863) 534-0736
Budget Analyst, Finance	James D. Fout	james.fout@polk-fl.net (863) 519-7981
Polk County Council of PTAs	Janet Lamoureux	janetl@tampabay.rr.com (863) 688-7367
Principal, Dixieland Elementary	Dawn Mulder	dawn.mulder@polk-fl.net (863) 499-2930
Principal, Mulberry Middle School	Michael Young	michael.young@polk-fl.net (863) 701-1066

TRST, School Technology Services	Laura Sawyer	laura.sawyer@polk-fl.net (863) 647-4252
TRST, School Technology Services	Kitty Sawyer	kitty.sawyer@polk-fl.net (863) 647-4251
TRST, Career, Technical, Adult & Multiple Pathways	Serena Peeler	serena.peeler@polk-fl.net (863) 519-8274
TRST, Title I	Timothy Emmons	timothy.emmons@polk-fl.net (863) 534-0776
Network Specialist, Computer Networking	Amy Black	amy.black@polk-fl.net (863) 534-0860
Network Specialist, Exceptional Student Education	Christopher English	christopher.english@polk-fl.net (863) 519-8328

1.2 Planning Process— The Digital Classroom Plan (DCP) committee was charged with developing the DCP to support district/school efforts and strategies to improve outcomes related to student performance by integrating technology in classroom teaching and learning. The DCP will provide a transformation roadmap to move instructional learning environments at all levels to the digital world and prepare students for the global workforce. Polk County Public Schools will continue to develop partnerships with community, business and industry that help foster and support the mission and vision of the Digital Classroom Plan.

The above referenced team met as a whole group and in component area teams. They collaborated faceto-face and virtually to complete the Digital Classroom Plan's template.

Date	GOAL
7/30 through 8/26/2015	Team meeting to share status of component templates
8/4 - 26/2015	Teams meet virtually to draft component area
	templates
8/27/2015	Digital Classroom Plan (DCP) submitted Thursday,
	August 27, 2015, for Board approval.
9/8/2015	PCPS Board Approval

Of the 623,009 people of Polk County, 51% is female and 49% are male. Polk has a labor force of 273,000 people with 256,000 of them employed for an unemployment rate of 6.1%. Among Polk

County' largest industries by employment is Education. Polk County Public School District is the largest employer with over 13,000 employees; more than half of those are employed as teachers.

According to a Jacob Wackerhausen report, Florida gained 12,500 tech industry jobs in 2014, ranking it the third-best among the 50 states, trailing only California (+32,900) and Texas (+20,100). Moreover according to the U.S. Tech Industry report published by CompTIA, tech industry jobs indicates a 5.7 percent of the entire private-sector workforce. Lastly, a Cyberstates report shows that Florida is listed among 38 states that had an overall net increase of tech industry employment in 2014.

The Advanced Placement Program— this program is sponsored by the College Board, and it allows students to take college-level studies while they are still in high school. Scores are reported on a scale of 1 to 5. Many colleges and universities – including colleges and universities in Florida – grant credit, advanced placement, or both, to students obtaining scores of 3 or higher.

During the 2014-15 school year there were 5,295 students who took at least one AP Examination in May 2015. A total of 8,956 AP Exams were taken, of which 2,894 exams received a score of 3 or better during 2014-15.

Polk is supported by world-class educational institutions like Florida Polytechnic University and the Polk State Clear Springs Advanced Technology Center. Both institutions offer rigorous, industryfocused courses of study that leave students fully prepped for career success



Polk Summer Reading Program: Summer Program Helped All Students With Reading and Writing—According to Just Read! Florida (2014), "Students can lose up to three months' worth of reading progress over one summer." Without intervention during the summer months, this relates to 1.5 years of possible reading loss throughout a student's elementary career. More than nearly 3,500

students across Polk County participated in Power Up Polk, a summer learning program for students in kindergarten through third grade, and the Superintendent's A.M.P. Academy for students in kindergarten through fifth grade. The A.M.P. Middle School Bridge program targets students coming from specific Title I elementary schools who will transfer into a feeder middle school. Polk's high school students had the unique opportunity to participate in a program geared toward college readiness and/or credit recovery. Students attending the summer program receive individualized instruction in an effort to improve their skills and master necessary concepts.

Polk Career Academies—Polk Academies promotes and facilitates partnerships with a community stakeholder group led by an executive committee, which represents the school district, postsecondary education, chambers of commerce, economic development agencies, and businesses. The committee directs the development of effective and sustainable career-themed educational programs that provide students with the opportunity to achieve their highest academic potential while developing a foundation for lifelong learning. Polk Academies has a very strong network of industry and business involved in the academy development and support process.

POLK ACADEMIES AT A GLANCE

 Polk County has 78 high school academies, 37 middle school pre-academies and 7 middle/senior combined academies

- Every high school in Polk County has at least one academy
- Approximately 10,000 (36%) of high school students are enrolled in an academy
- Approximately 5,000 (20%) of middle school students are enrolled in a pre-academy A quote from the Superintendent "Education provides an opportunity to acquire knowledge, achieve dreams, and create life-long learners who thrive now and in the future. Career academies create a truly integrated and personalized education environment that makes achieving these goals a reality." Kathryn LeRoy, Superintendent, Polk County Public Schools.

Polk County Public Schools Pre-school Programs —Polk Schools offer prekindergarten programs in addition to basic K-12 educational programs for (1) the children of teen parents who are working towards obtaining their high school diplomas, (2) parenting education for parents of infants and toddlers under the age of three, (3) three, four and five year old students with identified disabilities, (4) eligible low income and/or at high risk students, (5) voluntary prekindergarten programs both during the school year and through summer programming and (6) fee for service pre-kindergarten programs for staff and interested community members. Haines City High School and Winter Plus, Haines City High School currently offers early childhood education classes.

Polk County Public Schools Pre-school Programs provide school-day prekindergarten services to approximately 2,000 children through various funding sources. Head Start serves 942 children in 54 classrooms at 23 locations including two community centers. Head Start's comprehensive program is funded by the federal Head Start grant, local in-kind and Voluntary Prekindergarten (VPK) funding. Over 750 students are served in our School Readiness classrooms based in 30 elementary schools using funding from state subsidized childcare, VPK funds, and parent payments. Title 1, Pre K classrooms are located in 16 Title 1 elementary schools serving 288 students. These classrooms are funded through Title 1 and VPK dollars. Florida First Start programs serve 90 families through a home visitation and parent education program for infants through age three based at two elementary schools and one community center. Haines City High and Winter Haven High Schools host child care centers and training classrooms for teen parents who are students.

The Exceptional Student Education (ESE) program serves approximately 600 identified disabled preschool aged children. Exceptional student education programs provide free and appropriate public education for approximately 12,000 students ages 3 until the end of the school year in which the student turns 22 years of age. A continuum of services is provided in the Least Restrictive Environment (LRE) to meet the needs of our students with disabilities as determined by the Individual Education Plan (IEP). Additionally, ESE provides services for approximately 4,700 gifted students in grades 1-12 as determined by the Educational Plan (EP). Our current numbers for Pre-K would be 483, and gifted is up to 4,500. Also, there are 3,036 students registered in the Home Education program. The School Board's policy allows home school students to access the curriculum to supplement their home school program. For additional information about our schools, visit the school district's web site http://www.polk-fl.net

Polk County Public Schools (PCPS) Lunch Program—there will be 107 schools participating in the Community Eligibility Provision (CEP) for School Year 2015-2016. Community Eligibility Provision: Making High-Poverty Schools Hunger free—Polk County Public Schools was one of the first districts in Florida to participate in CEP. Additionally, Polk was the third largest in total number of participating schools in 2014-2015 with 77 locations and approximately 48,000 students. Polk was noted in the School Breakfast Participation in Florida Report (page 7) published by Florida Impact and Food Research and Action Center, anti-hunger advocacy groups, for leading the way in community eligibility. The Community Eligibility Provision allows participating schools to provide healthy breakfasts and lunches each day at no charge for ALL students.

Other pertinent information

Technology and Professional Development

- PCPS has developed an Administrator Tech Proficiency Program: Admin Tech I & Admin Tech II
- June 2012: 83 teachers attended FDE
- June 2013: 58 teachers attended FDE
- June 2014: 69 teachers attended Polk Digital Educators (patterned after FDE)
- June 2015: 61 teachers attended Polk Digital Educators to become school-based Technology Integration Coaches
- During the 2014-2015 school year, 1,349 teachers successfully completed online technology professional development courses.
- During the 2014-2015 school year, approximately 63,481 participants including staff and students accessed courses through the district learning management system (LMS). This included over 7,000 elementary, middle and/or high school classes plus over 900 staff professional development classes.
- During 2014-2015 school year, there were 3,039 successful Polk Virtual School half-credit completions.
- Currently, the DOE Technology Resource Inventory (TRI) shows the district computer device count of 58,257 and a student to computer device ratio of 1.67:1.
- During the 2014-15, ITV workshop participants took part in 110 hours of professional development; i.e., 174 teachers and 175 students trained in the use of TV Production equipment and software.
- Polk County Public Schools has hundreds of hours of video, ITV tutorials and online resources.

English for Speakers of Other Languages

- More than 80 native languages
- Over 10,500 current English language learners (ELLs)
- Over 12,000 current and former English language learners (ELLs)

Current School Year Budget

- Technology budget for 2015-2016 is \$21,365,888
 - \$10,825,455 in function 6500 instructional technology support
 - \$6,778,705 in function 8200 administrative technology support
 - \$3,761,728 in GL 4643,4644,4691,4692 other than 6500 or 8200
 - \circ \$0 in funds 98* other than the above functions/GL accounts
- The school district 2015-16 budget is \$1,324,816,614
- Technology budget equates to approximately 1.6% of total budget
- Of the total technology budget
 - General Fund provides 89%
 - Capital Projects Funds provide 1%
 - Special Revenue Funds provide 10%
- The total tax levy for schools in 2015-2016 is nearly \$7.15 per \$1,000 of appraised taxable property value (7.149 mills) and is expected to raise \$161,130,111
- Of that total tax levy, \$1.50 per \$1,000 is for Local Capital Outlay (1.500 mills) and is expected to raise \$42,785,479

Community Involvement

- During the 2014-2015 school year, over 3500 volunteers provided more than 214,000 volunteer hours to our schools
- There are 35 community technology center partnerships across the district

Demographics and other facts

• 51.1% of students are males and 48.9% of students are females

- 42.8% of students are White, 20.6% are Black, 31.5% are Hispanic, 0.4% are Indian, 1.6% are Asian, 0.1 are Pacific Islanders and 3% more than one race.
- During 2013-14 the dropout rate was 3.4%.
- A 69% graduation rate for 2013-14.
- An Algebra I EOC pass rate of 56% for 2014-15.

1.3 Technology Integration Matrix

During the 2014-15 school year, approximately 200 school-based technology coaches attended one Saturday "train-the-trainer" workshop on the Technology Integration Matrix (TIM). The coaches then evaluated lesson plans using the TIM to determine its level and environment. Our plan for the 2015-16 school year, is for the district teacher trainers to attend a minimum of one Professional Learning Community (PLC) at each school to review the TIM for better understanding as to how it is used when building lesson plans.

District staff will review the Florida Center for Instructional Technology (FCIT) TIM tools for the best fit as administrators review lesson plans for technology integration in the classroom. A workshop will be developed for administrators to learn how to use the selected tool to better equip them for determining the integration level and environment of each lesson plan on the TIM.

1.4 Multi-Tiered System of Supports (MTSS) — Schools use two teams, the leadership and problem solving team, to analyze data and develop supports. The leadership team is responsible for identifying difficulties at the systems level and developing strategies to address the issues. Most leadership teams are using the eight step problem solving process at this level of analysis. In Polk County focus is on the effectiveness of instruction and curriculum at the core level, including alignment to Florida standards. Membership of the leadership team is determined by the school principal, depending on the resources available at the school. Generally, administration, curriculum interventionist and coaches, school counselor, school psychologist, and classroom teachers are involved.

The problem solving team addresses individual student issues of those students who have not been successful at Tier 1 and Tier 2 levels. The four step problem solving process is used in developing highly individualized interventions addressing core foundation skills. Parents are always involved in this problem solving process by direct participation or by other methods of communication (emails, sending home the problem solving plan form, etc.)

The problem solving team develops the intervention plan and progress monitoring for students identified as having a deficiency in reading, writing, math, or behavior. Plans identify: specific areas of deficiency or skill gaps; desired level of performance; instructional support services to be provided; success based intervention strategies to be used; how, when, how often, by whom and how long remedial instruction will be provided; and monitoring and reevaluation activities.

At the district level, the district-wide plan and data informing that plans are included in the District Improvement and Assistance Plan (DIAP). Each school implements, within guidelines, according to the issues specific to the school. Monitoring is done at the district level in a number of ways: schools are monitored through data meetings, walkthrough observations, and other outcome results of problems identified through collaborative planning.

1.5 District Policy-The School Board of Polk County is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of Board operations. However, the use of the District's network and technology resources by students is a privilege, not a right.

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	8405 - SCHOOL SAFETY;8330 - STUDENT RECORDS	http://www.neola.com/polk-fl/	November 12, 2013
	TABLE USE AND SAFETY& 7540.01 - TECHNOLOGY PRIVACY		
District teacher evaluation components relating to technology (if applicable)	3242 - PROFESSIONAL DEVELOPMENT; 1242 - PROFESSIONAL DEVELOPMENT&1220 - EVALUATION OF ADMINISTRATIVE PERSONNEL	http://www.neola.com/polk-fl/	November 12, 2013
BYOD (Bring Your Own Device) Policy	5136 - PERSONAL COMMUNICATION DEVICES &7540.03 - STUDENT NETWORK AND INTERNET ACCEPTABLE	http://www.neola.com/polk-fl/	November 12, 2013
Policy for refresh of devices (student and teachers)	7542 - ACCESS TO TECHNOLOGY RESOURCES FROM PERSONAL COMMUNICATION DEVICES& 7540 - COMPUTER TECHNOLOGY AND NETWORKS	http://www.neola.com/polk-fl/	November 12, 2013
Acceptable/Responsible Use policy (student, teachers, admin)	7540.03 - STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY&7540.04 - STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY	http://www.neola.com/polk-fl/	November 12, 2013
Master In-service Plan (MIP) technology components	3242 - PROFESSIONAL DEVELOPMENT& 1242 - PROFESSIONAL	http://www.neola.com/polk-fl/	November 12, 2013
	DEVELOPMENT		
Other/Open Response	2370.01 - VIRTUAL INSTRUCTION& 2520 - INSTRUCTIONAL MATERIALS AND EQUIPMENT	http://www.neola.com/polk-fl/	November 12, 2013

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 <u>schoolgrades.fldoe.org</u>. Districts may choose to add any additional metrics that may be appropriate below in the table for district provided outcomes.

A. Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (year)
II.A.1.	ELA Student Achievement	TBD from school year 2014-15	TBD 2016	

II.A.2.	Math Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.3.	Science Student Achievement -5^{th} and 8^{th} Grade	43%	52%	2015-16
II.A.4.	Science Student Achievement – Biology	56 %	68 %	2015-16
II.A.5.	ELA Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
A. S C	tudent Performance Dutcomes (Required)	Baseline	Target	Date for Target to be Achieved (year)
II.A.9.	Overall, 4-year Graduation Rate	69%	73%	2015-16
II.A.10.	Acceleration Success Rate	36.38%	39.5%	2015-16
A. Stud Outc	ent Performance omes (District Provided)	Baseline	Target	Date for Target to be Achieved (year)
II.A.11. (D)	Increase usage of Insync at lowest performing schools with the highest ELL population: Increase reading proficiency on the 3rd Admin of the F.A.I.R. Test	Boone Middle - 41% Eastside Elem - 59% Palmetto Elem 53% Wahneta Elementary 29%	Boone Middle – 44% Eastside Elem – 62% Palmetto Elem – 56% Wahneta Elem – 29%	2015-16
II.A.12. (D)	Increase use of digital devices and applications in 20 new Model Instructional Classrooms (MIC). Increase student achievement as evidenced on Pre/Post Test; Improve student	2015-16 Pre-test Scores; Initial data on student attendance and behavior	2015-16 post-test scores; Final data on student attendance and behavior	2015-16

	attendance and reduce behavioral issues.			
II.A.13. (D)	Increase percent of student candidates earning at least one CAPE Digital Tool Certificate on the Recommended CAPE Digital Tool List	67%	91.74%	2015-16
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	1.74:1	1.67:1	1:1/BYOD	2017-18	.67:1
II.B.2.	Count of student instructional desktop computers meeting specifications	29,836	30,664	20,500	2017-18	0, decrease desktops as district moves to mobile devices
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	17,550	20,847	31,000	2017-18	10,153
II.B.4.	Count of student web-thin client computers meeting specifications	337	407	300*	2015-16	0, Decrease number of thin-client computers
II.B.5.	Count of student large screen tablets meeting specifications	6,116	6,339	9,000	2016-17	2,661
II.B.6.	Percent of schools meeting recommended bandwidth standard	73.91%	63.98%**	100%	2016-17	36.02%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	38.12%	43.42%	100%	2016-17	34%

*Reducing the number of web-thin client devices. ** Incomplete school responses that will be corrected on the current Fall 2015 TRI.

B. Inf	rastructure 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	School Year 2014-2015	Y

B. Infra	astructure Needs Analysis (District	Baseline	Actual from	Target	Date for	
Provide	d)	2014	Spring 2015		Target to be	
					Achieved	
					(year)	
II.B.10.	District Intrusion Detection System	N/A, did not	N/A, did not	Fully installed	2015-16	
(D)	(IDS) for data loss protection	have	have			
II.B.11.	Switches to supplement elementary	30%	50%	100%	2015-16	
(D)	schools for POE devices	coverage	coverage			
II.B.12.	Access Control Solution for Contextual	N/A, Did not	N/A, Did not	Full	2015-16, pilot	
(D)	Intelligence for security with AirWatch	have	have	implementation	& purchase	
	and JAMF MDM Systems			-		
II.B.13.	Third party consultant review of district	N/A, Did not	N/A, Did not	Gap Analysis	2015-16	
(D)	infrastructure needs	have	have	& 3 Yr.		
				Technology		
				Strategic Plan		
				8		
II.B.14.	District filter, SSO solution and Media	Piloted in	Purchased	Full	2015-16	
(D)	Retrieval/Storage systems.	2014		implementation		
				1		
II.B.15.	Digital devices/carts to serve students	66,423	68,966	Full	2015-16	
(D)	and teachers based on annual DOE			implementation		
	TRI survey results and district data.					
	(Spring 2015 TRI: Students 58,257;					
	Teachers 8,166)					

* 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. Profe	essional Development Needs	Baseline	Target	Date for
Anal	ysis (Required)	(to be		Target to
		established in		be
		2015)		Achieved
				(year)
II.C.1.	Average teacher technology	Entry: 8%	Entry: 5%	2016-17
	integration via the TIM	Adoption: 20%	Adoption: 10%	
		Adaptation: 37%	Adaption: 40%	
		Infusion: 26%	Infusion: 30%	
		Transform: 9%	Transform: 15%	
II.C.2.	Percentage of total evaluated teacher	Entry: 8%	Entry: 5%	2016-17
	lessons plans at each level of the TIM	Adoption: 20%	Adoption: 10%	
		Adaption: 37%	Adaption: 40%	
		Infusion: 26%	Infusion: 30%	
		Transform: 9%	Transform:15 %	

C. Profess (Distric	sional Development Need ct Provided)	ls Analysis	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
	Student Access and Utilization (S)	% of student access	% of student utilization	% of student access	(year) School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100%	50%	100%	2015-16
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100%	60%	100%	2015-16
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100%	60%	100%	2015-16
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%	50%	100%	2015-16
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100%	50%	100%	2015-16

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%	60%	100%	2015-16
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	70%	100%	2015-16
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	100%	100%	2015-16
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100%	100%	100%	2015-16
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%	2015-16
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%	2015-16
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.	100%	100%	100%	2015-16
II.D.8. (T)	A system that includes or seamlessly shares information about students, district staff,	100%	70%	100%	2015-16

	benchmarks, courses, assessments and instructional resources to enable teachers, students, parents and district				
	inform instruction and operational practices.				
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%	40%	100%	2015-16

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)
	Parent Access and Utilization	% of	% of	% of	
	(P)	parent	parent	parent	
		access	utilization	access	
II.D.1.	A system that includes	100%	40%	100%	2015-16
(P)	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.				

D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Target	Date for Target to be Achieved (year)
(IM)	Instructional Materials	Baseline %	Target %	School Year
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	100%	100%	2015-16
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	90%	100%	2015-16
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	100%	100%	2015-16

		1		
II.D.4. (IM)	Percentage of the materials in answer	50%	100%	2017-18
	2 above that are accessible and			
	utilized by teachers			
II.D.5. (IM)	Percentage of the materials in answer	50%	100%	2017-18
	two that are accessible and utilized by			
	students			
II.D.6. (IM)	Percentage of parents that have	20%	100%	2017-18
、 <i>´</i>	access via an LIIS to their students			
	instructional materials [ss.			
	1006.283(2)(b)11, F.S.]			
D. Digital To	ols Needs Analysis (District Provided)	Baseline	Target	Date for
	•		U	Target to be
				Achieved
				(year)
II.D.7. (D)	CAPE digital tool certifications:	4,996	7,500	2017-18
	Access for middle school students			
II.D.8. (D)	Creative Cloud device licenses for	0	70,000	2015-16
	industry standard software and			
	certifications			
II.D.9 (D)	Projection hardware to display	20	25	2015-17
	content from iOS devices in 20			
	Model Instructional Classrooms			
	(MIC)			

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	19,253	21,000	School Year 2015-16
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	5%	10%	School Year 2015-16

E. Online Assessments Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
II.E.3.	Purchase 1,970 headphones for students at	1,970	1,970	12/2015
(D)	sites for Online Assessment use.	headsets	headsets	
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. Enter district goals below:

District Established Strategic Plan Goal: Increase Achievement for All Students Priority Area A: Student Achievement

A.1 To prepare all students to meet or exceed appropriate grade level proficiency preparing them to be College and Career Ready (CCR).

• By 2017-18, increase the District Federal Uniform Graduation Rate from 67.6% (2011-12) to 76.0% (an increase of 12%).

Federal Uniform Graduation Rate	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Actual	67.6%	69.4%	69%	Do not have yet			
Target		68.5%	70%	71.5%	73%	74.5%	76%

• By 2017-18, increase percent of students passing industry certification exams by 18.3%.

Career and Technical Education (CTE) Students Passing Industry Certification Exams										
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18				
	Baseline									
Actual	83.61%*	N/A	67%							
Target		86.74%	89.24%	91.74%	94.24%	96.74%				

Source: Reported by PCSB Office of Workforce Education,

(<u>https://app1.fldoe.org/workforce/perkinsSearch/DataTool.aspx</u>) * Data for 2012-13 was made available in December 2013.

Priority Area D - Staff Learning and Growth

D.3 To prepare teachers, and administrators to be highly effective through quality professional learning.

• By 2017-18, increase the percent of Assistant Principals and Principals who have an overall rating of Effective or Highly Effective on the Leadership Evaluation System to 100%.

Increase the Percent of Effective or Highly Effective Assistant Principals and Principals						
	2012-13 Baseline	2013-14	2014-15	2015-16	2016-17	2017-18

Actual	AP	84.5%	95%				
Target			87.6%	90.7%	93.8%	96.9%	100%
Actual	Principal	89%	93%				
Target			91.2%	93.4%	95.6%	97.8%	100%

Source: SAP Administrator Final Evaluation Report (9016 Report).

2012-13 DNI Student performance data. The intermediate objectives of this goal have been adjusted to reflect the changes in the administrative evaluation system based on Stage I and Stage II criteria.

Priority Area E - Support and Resources

E.4 Deploy Information Technology that supports the academic and business needs of students, teachers and staff.

• By 2017-18, increase the wireless coverage in all classrooms from 50% to 100%

Increase in Wireless Coverage					
	2014-15 Baseline	2014-15 Mid- Year	2015-16	2016-17	2017-18
Actual	50%	60%			
Target			75%	82.5%	100%

Source: 2013-14 PCSB Information Systems

• By 2017-18, increase the number of technology coaches at the schools by 50%.

Increase Number of Technology Coaches						
	2012-13 Baseline	2013-14	2014-15	2015-16	2016-17	2017-18
Actual	386	464	512	562		
Target		424	463	502	540	580

Source: 2013-14 PCSB Information Systems. To increase fidelity, the Technology Coach Program was revised in 2014-15 to Technology Integration Coaches with a focus on integration with curriculum.

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.

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Increase achievement	Continue	Implement Digital Tool	2015 and
for all students	development and support of a digital	System incorporating all	ongoing

	tool system to help instructional staff manage, assess and monitor student	key areas aligned with state requirements.	
Increase achievement for all students	performance Develop infrastructure to effectively support access to & management of digital learning and online assessments.	 Consultant report on district infrastructure needs Implement District Intrusion Detection System (IDS) for data loss protection Implement Access Control Solution for Contextual Intelligence for security with AirWatch and JAMF MDM Systems 802.11n wireless access in all elementary schools 80211.ac wireless access in all secondary schools Implement Mobile Device Management Systems (MDM) Implement filter, media storage/retrieval system and SSO solution Annual DOE TRI Survey 	2015-2016
Increase achievement for all students	Continue to provide web resources, digital content and industry standard certification opportunities for students.	 Web resources on the Teacher Technology Resource Site Online Instructional applications Amount of industry standard certification exams completed 	2015-2017
Increase achievement for all students	Provide professional development for seamless integration of digital learning by instructional staff to	District Instructional Coaches will model technology integration with content in classrooms	2015-2017

	engage students in learning.	 School-based Technology Integration Coaches will Peer Coach and collaborate with one teacher selected and approved by site administration. Workshops to increase administrator awareness of effective technology integration & impact on student engagement Admin survey for Tech integrated lesson plans based on the TIM School Administrators will use the TIM-O for review of EPC 1.d. List of online technology courses and tutorials offered to all 	
Increase achievement for all students	Increase access to & utilization of digital devices for classroom instruction and online assessments	 Increased access to digital devices by students and teachers Annual DOE TRI Report 	2015 and ongoing

In addition, if the district participates in federal technology initiatives and grant programs, please describe below a plan for meeting requirements of such initiatives and grant programs. **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

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

A. Stude	ent Performance Outcomes	Baseline	Target
(Distr	rict)		
III.A.11	Increase usage of Insync at lowest performing schools with the highest ELL population: Increase reading proficiency on the 3rd Admin of the F.A.I.R. Test	Boone Middle - 41% Eastside Elem - 59% Palmetto Elem 53% Wahneta Elem 29%	Boone Middle – 44% Eastside Elem – 62% Palmetto Elem – 56% Wahneta Elem – 32%
III.A.12	Increase use of digital devices and applications in 20 new Model Instructional Classrooms (MIC). Increase student achievement as evidenced on Pre/Post Test; Improve student attendance and reduce behavioral issues.	2015-16 Pre-test Scores; Initial data on student attendance and behavior	2015-16 post-test scores; Post data on student attendance and behavior
III.A.13.	Increase percent of student candidates earning at least one CAPE Digital Tool Certificate on the Recommended CAPE Digital Tool List.	67% in 2014-15	91.74% in 2015-16
III.A.14.			
III.A.15.			

B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at

<u>http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf</u>. These specifications are recommendations that will accommodate the requirements of state supported applications and assessments.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

B. Infrastructure Implementation						
	Deliverable	Estimated Completio n Date	Estimated Cost	School/ District	Gap addressed from Sect. II	
III.B.10	District Intrusion Detection System (IDS) for data loss protection	12/2015	\$90,000	Polk County Schools	II.B. 8	
III.B.11	Switches to supplement elementary school for POE devices	2015-16	\$50,000		II.B.6 & 7	
III.B.12	Access Control Solution for Contextual Intelligence for security with AirWatch and JAMF MDM Systems	2015-16	\$67,000	Polk County Schools	П.В.8	
III.B.13	Third party consultant review of district infrastructure needs	2015-16	\$48,720	Polk County Schools	II.B.6, 7, 8 & 13	
III.B.14	District filter, SSO solution and Media Retrieval/Storage enterprise systems.	2015-16	Filter \$110,000 SSO Solution \$189,622 Media Retrieval \$144,000	Polk County Schools	II.B.14 (D)	
III.B.15	Digital devices/carts to serve students and teachers based on annual DOE TRI survey results and district data.	2015-16	\$255,171	Polk	II.B.15 (D)	

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

Brief description of other activities	Other funding source

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. Infrastruc	B. Infrastructure Evaluation and Success Criteria				
Deliverable	Monitoring and Evaluation and	Success Criteria			
(from above)	Process(es)				
III.B.10.	Completed purchase orders and	Full implementation and enhanced data			
	installation	security			
III.B.11.	Completed purchase orders and	Full implementation and enhanced access to			
	installation	digital content			
III.B.12.	Completed purchase orders and	Full implementation and enhanced data			
	installation	security for mobile devices/content			
III.B.13.	Implement & follow-up on	Three year strategic technology plan			
	recommendations from third				
	party infrastructure review				
III.B.14.	District filter, SSO solution and	Full implementation and enhanced district			
	Media Retrieval/Storage enterprise	enterprise solutions			
	systems.				
III.B.15.	Ordering, delivery and setup of	Increased digital devices in schools			
	devices/carts; survey schools to				
	verify implementation of				
	devices.				

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.

A third party consultant evaluation of the results of the district's technology infrastructure needs will be assessed on core infrastructure to deliver a baseline and gap analysis culminating in a three year Strategic Technology Plan. This plan will become PCPS's compass regarding stability, industry best practices and equipment lifecycle while enhancing high availability, security and the ability to recover critical applications offsite. In addition, the plan will provide for a stabilized network and associated infrastructure capable of delivering a digitized classroom that scales with simplified recovery.

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.

C. Professional Development Implementation					
	Deliverable	Estimated	Estimated Cost	School/	Gap addressed
TH G 1		Completion Date	\$150.041	District	from Sect. II
III.C.1.	Enhanced Technology	2015-16	\$172,361	Polk	II.C.2
	Integration evidenced				
	through lesson plans and				
	participation in ongoing				
	technology workshops				
III.C.2.	Model Instructional	2015-16	\$ 62,570	Polk	II.C.2
	Classroom (MIC): Show				
	growth of technology				
	integration based on				
	Technology Integration				
	Matrix (TIM) as				
	evidenced on the Pre/Post				
	MIC teacher developed				
	lesson plans; iSchool				
	teacher and student				
	certifications (MIC)				
III.C.3.	Administrator PD: iSchool	2015-16	\$ 10,000	Polk	II.C.I, II.C.2
	Leadership event;				
	workshops to increase				
	administrator awareness				
	of effective technology				
	integration, administrator				
	survey on tech integrated				
	lessons				
III.C.4.	ITV Teacher Workshops:	2015-16	\$ 10,000	Polk	II.C.2
	Student produced videos		·		

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	Monitoring and Evaluation and	Success Criteria	
(from above)	Process(es)		
III.C.1.	District Content Specialists and	Post vetted lesson plans in a lesson plan	
	Technology Teacher Trainers	repository available to all Polk County	
	will review the lesson plans for	teachers.	
	both content and technology		
	integration using the TIM		
III.C.2.	Review initial MIC teacher	Lesson plans evidencing growth in the level of	
	developed lesson plans and	technology integration.	
	compare to post lesson plans		
	based on Technology		
	Integration Matrix (TIM) levels.		
III.C.3.	Determine the number of	Percentage of administrators using the TIM-O	
	administrators participating in	to review classroom technology integration.	
	training and checking for		
	technology in lesson plans		
III.C.4.	Videos demonstrating	Video awards contest.	
	implementation of what was		
	learned at the workshop.		

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: <u>http://www.fldoe.org/workforce/fcpea/default.asp</u>. Devices that meet or exceed minimum requirements and protocols established by the department may also be included here.

D. Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.7 (D)	Offer CAPE digital tool certifications: Access for 4,996 middle school students	2015-16	\$178,354	Polk	II.D.7 (D)
III.D.8 (D)	Creative Cloud device licenses for industry standard software and certifications	2015-16	\$121,300	Polk	II.D.8 (D)
III.D.9 (D)	Projection hardware to display content from iOS devices in 20 Model Instructional Classrooms (MIC)	2015-16	\$1,750	Polk	II.D.9 (D)

Implementation Plan for D) Digital Tools:

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 To	D. Digital Tools Evaluation and Success Criteria			
Deliverable	Monitoring and Evaluation and	Success Criteria		
(from above)	Process(es)			
III.D.7. (D)	Monthly reporting (from	Increase percent of student candidates earning		
	www.certiport.com) on exams	at least one CAPE Digital Tool Certificate on		
	taken at each participating	the Recommended CAPE Digital Tool List.		
	school. Evaluate each school			
	on completion rates.			
III.D.8.	Creative Cloud industry	Increase percent of student candidates earning		
	software device licenses	at least one CAPE Digital Tool Certificate on		
	ordered and included in image	the Recommended CAPE Digital Tool List.		
	pushed to 70,000 devices.			
III.D.9.	Ordering, delivery and setup of	Seamless projection from iOS devices by MIC		
	projection hardware in 20 Model	teachers.		
	Instructional Classrooms (MIC)			

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 <u>www.FLAssessments.com/TestNav8</u> and <u>www.FSAssessments.com/</u>) and schedule information distributed from the K-12 Student Assessment bureau when determining potential deliverables.

E. Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.	Completion of Computer- Based Assessment Certification Tool for schools in the district (Spring 2015)	2015-16	0	Polk	II.E.1 and II.E.2
III.E.2.	Purchase 1,970 headphones for students at sites for Online Assessment use.	12/2015	\$12,000	Polk	II.E.3
III.E.3.					
III.E.4					

Implementation Plan for E) Online Assessments:

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	Monitoring and Evaluation and	Success Criteria		
(from above)	Process(es)			
E.1.	Electronic and on-site	Student use of computers for testing.		
	assistance to schools for			
	completion of district			
	Computer-Based Assessment			
	Certification Tool			

E.2.	Purchase and Delivery of	Use of Headphones during Online
	Headphones	Assessments.