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	Don Ellis	ellisd@santarosa.k12.fl.us	(850) 983-5081
Curriculum District Contact	Bill Emerson	emersonw@santarosa.k12.fl.us	(850) 983-5041
Instructional District	Michael Thorpe	thorpem@santarosa.k12.fl.us	(850) 983-5111

Contact			
Assessment District Contact	Rick Hardcastle	hardcastler@santarosa.k12.fl.us	(850) 983-5581
Finance District Contact	Susan McCole	mccolem@santarosa.k12.fl.us	(850) 983-5023
District Leadership Contact	Michael Thorpe	thorpem@santarosa.k12.fl.us	(850) 983-5111
Workforce Education (CAPE)	Charlin Knight	knightc@santarosa.k12.fl.us	(850) 983-5058

I.2 Planning Process - Summarize the process used to write this plan including but not limited to:

- How parents, school staff and others were involved;
- Relevant training and instruction for district leadership and support personnel;
- Development of partnerships with community, business and industry; and
- Integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

District staff began the planning process with a meeting of key district staff members to discuss components of the plan. A brain-storming activity highlighted anticipated areas of need to initialize the plan. A team of grant-writers were identified. The team began to complete a needs assessment for the five identified areas in the Digital Classroom Plan (DCP), as well as a review of the district goals, and technology vision and mission statements as they relate to the requirements of the DCP goals.

Departments within the district collaborated on sections of the document to provide input in their areas of expertise as related to the plan. Goals for the DCP were written based on this team review. In addition, community partners were contacted for input on potential strategies to meet the goals.

The District Technology Committee consisting of teachers, administrators, community partners, union representation, and educational support staff met to review and provide input on a draft DCP. The final document was presented and approved by the School Board at the September 22 School Board Meeting.

I.3 Technology Integration Matrix (TIM) – Summarize the process used to train, implement and measure classrooms using the TIM.
The district has researched and is familiar with the TIM system, which includes a variety of different data collection tools, both quantitative and qualitative, designed to inform technology integration decision-making and alignment of resources at the classroom, school, and district levels. We did not find it feasible to implement the TIM district-wide

using the Printable Technology Integration Matrixes provided at http://fcit.usf.edu/matrix/resources.php, with collection and analysis of data being the major concerns. Therefore, the district requested a quote in 9/2015 for an annual district TIM Tools Subscription, which includes the TIM-O, TUPS, and Action Researcher. We included the cost of the Tools in the 2014-2015 plan. However, the tools were ultimately not purchased since subscriptions run 12 months from date of purchase and the money was not available until February 2015. We wanted to make use of the TIM tools during an entire single school year.

This year we will make use of the TIM Tools being provided by FDOE and the Florida Center for Instructional Technology (FCIT) to gather data on 30% of schools in the district, two of which are 'D' rated schools (one under monthly DOE review). We will utilize the district Director of Professional Development and Instructional Technology as well as technology integration specialists and select school administrators to complete TIM observations as soon as possible and again near the end of the school year. We will also use the training and support via the online TIM training courses offered by FCIT in the iTeach learning environment.

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.

The Santa Rosa School District has established and Elementary and a Secondary District MTSS Leadership team. Each team is composed of district staff, curricular and behavioral specialists, and principals and assistant principals representative of the each grade specific area and discipline. These district teams meet on a quarterly basis to review district-wide academic, attendance, and discipline data. These are problem solving sessions where barriers to proficiency are identified and district-wide strategies developed for consideration by the Superintendent.

District leadership conducts at least three school-site visits each year to meet with the principal and the school's MTSS leadership team. These meetings are convened by the Director of Continuous Improvement. District level participants include the grade level director, Director of Student Services, Director of ESE Services, and the Director of Federal Programs. The purpose of the meeting is to review district MTSS requirements of each school and verify compliance. The School Improvement Plan is also reviewed at each meeting. These sessions also provide the district the opportunity to hear directly from

school leadership about barriers the school is facing and opportunities for support from the district.

The district provides annual training to all faculties on the MTSS process and Problem Solving process. This training is conducted by the Director of Continuous Improvement at each school site during the first nine weeks of each school year. All staff is required to attend. These sessions serve as a review of the purpose of MTSS as well as an opportunity to share current district data and strategies that impact the performance of every school. These trainings will be followed up in 20152016 with school-site MTSS leadership training. The School site leadership trainings will focus on the Problem Solving process and be delivered to all schools during the second nine weeks of the school year.

Twice annually the district provides school data team trainings. These trainings are attended by representatives from each school and focus upon the various data tools available to our schools to be used in monitoring the progress of their core and intervention programs. Best Practices for the use of such tools are reviewed and examples of appropriate strategies shared.

The Santa Rosa School District has created a digital platform entitled SMART. All teachers and administrative staff access the SMART data system on a daily basis via personal login protocols. SMART houses all data reflective of attendance, discipline, and academic status and progress. Individual student data can easily be accessed as well as the identification and status of subgroup core data. School and District MTSS leadership teams access SMART on a quarterly basis to evaluate the status of students and interventions.

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	Electronic Comm. Policy and AUP Implementation Guidelines addresses Student data safety, security and privacy	https://www.santarosa.k12.fl.us/pdc/docs/1516/1516ecpAUPguide.pdf	06/2015
District teacher evaluation components relating to technology (if applicable)	Addressed in FEAPs Learning Environment, Instr. Delivery & Facilitation and Assessment	https://www.santarosa.k12.fl.us/evalinfo.html	07/2015
BYOD (Bring Your Own Device) Policy	Student Mobile Device Agreement and Policy address use of WiFi by students and guests	https://www.santarosa.k12.fl.us/pdc/docs/srconnectedSMDAgreement.pdf and https://www.santarosa.k12.fl.us/pdc/docs/srconnectedSMDPolicy.pdf	05/2013
Policy for refresh of devices (student and teachers)		**N/A**	
Acceptable/Responsible Use policy (student, teachers, admin)	Employees verify via required video instruction. Students verify via instruction and signature of parent.	Employee AUP: https://www.santarosa.k12.fl.us/pdc/docs/1516/1516EmployeeAUP.pdf Student AUP: https://www.santarosa.k12.fl.us/pdc/docs/1516/1516AUPStudents631132.pdf	
Master Inservice Plan (MIP) technology components	2015-2019 MIP Technology Integration/ Information, Communication, and Technology Literacy. Other technology components are being rewritten FY 2015	https://www.santarosa.k12.fl.us/pdc/inservice/mip.pdf HQMIP https://www.santarosa.k12.fl.us/components/technology/3003068techTechnologyIntegration.docx	

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

Districts should evaluate current district needs based on student performance outcomes and other key measurable data elements for digital learning.

A) Student Performance Outcomes
B) Digital Learning and Technology Infrastructure
C) Professional Development
D) Digital Tools
E) Online Assessments

- **Highest Student Achievement**

  Student Performance Outcomes:
  Districts shall improve classroom teaching and learning to enable all students to be digital learners with access to digital tools and resources for the full integration of the Florida Standards.

After completing the suggested activities for determining the student performance outcomes described in the DCP guidance document, complete the table below with the targeted goals for each school grade component. Districts may add additional student performance outcomes as appropriate. Examples of additional measures are District Improvement and Assistance Plan (DIAP) goals, district Annual Measurable Objectives (AMOs) and/or other goals established in the district strategic plan.

Data are required for the metrics listed in the table. For the student performance outcomes, these data points should be pulled from the school and district school grades published at http://schoolgrades.fldoe.org. Districts may choose to add any additional metrics that may be appropriate below in the table for district provided outcomes.

A. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.1.	ELA Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.2.	Math Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.3.	Science Student Achievement – 5th and 8th Grade	5th - 68% 8th - 63%	5th – 75% 8th – 75%	2017
II.A.4.	Science Student Achievement – Biology	70%	80%	2017

A. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.5.	ELA Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
B. **Student Performance Outcomes (Required)**		**Baseline 2013-2014**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.9.	Overall, 4-year Graduation Rate	83%	85%	2017
II.A.10.	Acceleration Success Rate	73%- *2012*	74%	2017
II.A.11. (D)	Black/African American-reading	48%	76%	2017
II.A.12. (D)	Students with Disabilities-reading	39%	71%	2017
II.A.13. (D)	Economically Disadvantaged-reading	59%	80%	2017
II.A.14. (D)	Homeless-reading	56%	58%	2017
II.A.15. (D)	Black/African American-math	49%	73%	2017
II.A.16. (D)	Students with Disabilities-math	42%	71%	2017
II.A.17. (D)	Economically Disadvantaged-math	61%	78%	2017
II.A.18. (D)	Homeless-math	59%	62%	2017

Digital Learning and Technology Infrastructure

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	2.9:1	2.2:1	1:1	2018*	1.1:1
II.B.2.	Count of student instructional desktop computers meeting specifications	6,345	8,349	8,349	Complete	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	2,287	3,545	18,316	2018	14,771
II.B.4.	Count of student web-thin client computers meeting specifications	NA	NA	NA	NA	NA
II.B.5.	Count of student large screen tablets meeting specifications	194	335	335	Complete	0
II.B.6.	Percent of schools meeting recommended bandwidth standard**	**0% External** 500 Mbps (20 kbps per student) **Internal** 25 @ 100 Mbps,	0% **External** 1 Gbps (40 kbps per student) **Internal** 1 @ 100 Mbps,	**100% External Connection to Internet** 100 kbps per student or faster	2018	100%

		2 @ 250 Mbps, 2 @ 1000 Mbps Fiber Optic/OC	16 @ 250 Mbps, 14 @ 500 Mbps, 1 @ 1000 Mbps Fiber Optic/OC	**Internal School Network** 1000 kbps per student or faster		
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	100%	Complete	0%

***Contingent on state and federal funding.**

****Our current bandwidth is: 1) Internet: 1 Gbps – Shared with all schools, and 2) WAN (internal): 100Mbps minimum (1 small school), all other schools 250Mbps or above (trunk line is 4 Gbps). Bandwidth is continuously monitored and increased annually based on utilization. Currently internal (WAN) utilization rarely exceeds 20% at any school, and external (internet) utilization is rarely over 50%.**

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	Complete	Y/N

B. Infrastructure Needs Analysis (District Provided)		**Baseline 2015**		**Target**	**Date for Target to be Achieved** ***(year)***	
II.B.10. (D)	Network Switches Meeting Current District Minimum Specs	63%		100%	2017	37%
II.B.11. (D)	Classrooms with Access Points	5%		100%	2020	95%

II.B.12. (D)	Time for school tech contacts to ready campus infrastructure for student-use at beginning of school year.	3 weeks		1 week	2016	2 weeks

* 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)	**Not Yet Determined**	Entry: 10% Adoption: 40% Adaption: 30% Infusion: 10% Transform: 10%	2017-2018
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	**Not Yet Determined**	Entry: 10% Adoption: 40% Adaption: 30% Infusion: 10% Transform: 10%	2017-2018

C. Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.C.3. (D)	Instructional technology specialists to assist administrators, technology coaches and classroom teachers in technology integration.	2	Maintain 2	2016
II.C.4. (D)	Teachers participating in PD Opportunities Addressing Integration of Technology into the Curriculum	School Spring Inventory 2015 37%	45%	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.

A key component to digital tools is the implementation and integration of a digital tool system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance. Districts may also add metrics for the measurement of CAPE (Career and Professional Education) digital tools. For the required metrics of the digital tool system need analysis, please use the following responses:

C. **Digital Tools Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
	Student Access and Utilization (S)	**% of student access**	**% of student utilization**	**% of student access**	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100%	1%	100%	Complete
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	0%	0%	100 %	2018
II.D.3. (S)	A system that supports student access to online assessments and personal results.	0%	0%	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.	0%	0%	100%	2018
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	0%	0%	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%	50%	100%	2018
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	75%	100%	2018
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	10%	100%	2018
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%	Complete
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%	Complete
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to	100%	95%	100%	2018

	provide new ways of viewing and analyzing data.				
II.D.7. (T)	A system that houses documents, videos and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	100%	75%	100%	2018
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%	Complete
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%	Complete

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.	0%	0%	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)	50%	75%	2018
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	50%	75%	2018
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	75%	100%	2018
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100%	100%	Complete
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	33%	75%	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.]	0%	75%	2018

D. **Digital Tools Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.D.7. (IM)	CAPE-Implementation of a system that increases opportunities for students in the arts to earn CAPE industry certifications through career themed courses at middle and high schools within the district by providing Adobe software licenses and Certiport exam licenses for participating sites.	0%	20%	2017
II.D.8. (IM)	CAPE-All high school students have the opportunity to earn CAPE	100%	100%	Complete

D. **Digital Tools Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
	industry certifications through CAPE academies and career themed courses aligned to regional targeted workforce needs.			
II.D.9. (IM)	CAPE-All middle school students have the opportunity to earn CAPE digital tool certificates.	100%	100%	Compete
II.D.10. (IM)	CAPE-Implement a pilot to provide elementary school students the opportunity to earn CAPE digital tool certificates.	0%	20%	2017

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	11,991	18,316	2018
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	100%	100%	Complete
E. Online Assessments Needs Analysis (District Provided)		**Baseline** 2015	**Target**	**Date for Target to be Achieved** ***(year)***
II.E.3. (D)	Local assessment delivery hand-held devices with necessary base units	13,700	14,720	2016

STEP 2 – Goal Setting:
Provide goals established by the district that support the districts mission and vision. These goals may be the same as goals or guiding principles the district has already established or adopted.

These should be long-term goals that focus on the needs of the district identified in step one. The goals should be focused on improving education for all students including those with disabilities. These goals may be already established goals of the district and strategies in step three will be identified for how digital learning can help achieve these goals.

Districts should provide goals focused on improving education for all students, including those with disabilities. These goals may be previously established by the district.
Enter district goals below:

Enter district goals below:

1. **Highest Student Achievement:**
   Each listed goal is found in the Student Achievement section of the Santa Rosa District Schools Strategic Improvement Plan, 2014.
   - Increase graduation rate & lower the drop-out rate.
   - Improve proficiency rates in English/ Language Arts, Mathematics, Writing & Science.
   - Close the achievement gap for minority groups.
   - Improve college readiness

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.

2. **Digital Learning and Technology Infrastructure:**
   - Hardware, software and infrastructure will meet the desired targets for digital learning and standards integration.

3. **Skilled Workforce and Economic Development:**
   - Teachers will have opportunities for professional development to develop skills for integrating technology into the curriculum.

4. **Seamless Articulation and Maximum Access**
   - CAPE Goal: All students will have opportunities to develop technical skills and earn industry certifications, which will enable them to enter the workforce or postsecondary education armed with the skills needed for success.
   - Provide a single sign-on solution to deliver the district's entire library of digital resources and files, accessible by staff and students at school and home, on any device.

5. **Quality Efficient Services**
   - Continue to build a flexible system that provides seamless administration of local and state-wide assessments.

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:

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.

Goal Addressed	Strategy	Measurement	Timeline
Technology Infrastructure	Continue to create an infrastructure that supports the needs of digital learning and online assessments	• Increase number of district-compliant network switches	2015-16 and ongoing
Technology Infrastructure	Provide summer employment to school tech contacts to ready infrastructure for start of school year.	• Payroll	2015-16 and ongoing
Professional Development	Provide after-school, site-based, and online PD opportunities that address teacher technology integration.	• Provide school-based support for technology integration. • Provide online technology integration opportunities.	2015-16 and ongoing
Professional Development	Provide PD for administrators on TIM survey tool.	• Utilize iteach.usf.edu if enough tickets are provided. • Train principals on use of the TIM survey tool.	2015-16
Digital Tools	Provide a single sign-on solution to deliver the district's entire library of digital resources and files.	• Successful implementation and use based on system reports.	2015-16 and ongoing

Goal Addressed	Strategy	Measurement	Timeline
Digital Tools	Continue to provide teachers with quality digital content aligned to the Florida Standards	• Renew digital content contracts • Provide eBooks for integration into the curriculum	2015-16 and ongoing
Digital Tools: CAPE	Provide Adobe software licenses and testing platform for teachers to successfully implement industry certification attainment for middle and high school students.	• Digital tools certification by those teaching certification programs. • Digital tools certification by middle and high school students.	2016
Online Assessments	Provide a system and tools for teachers to administer online assessments	• Online assessment tool • Digital tools for assessment • Bandwidth for assessment	2016 and ongoing

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 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.

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.1.	Increase graduation rate	83	85
	Improve proficiency rates in English/ LA, Mathematics, Writing and Science		
III.A.2.	ELA Student Achievement	TBD from school year 2014-15	TBD 2016
III.A.3.	Math Student Achievement	TBD from school year 2014-15	TBD 2016
III.A.4.	Science Student Achievement	70	80
	Narrow the achievement gap for minority sub groups		
III.A.5.	Black/African American-reading	48	76
III.A.6.	Students with Disabilities-reading	39	71
III.A.7.	Economically Disadvantaged - reading	59	80
III.A.8.	Homeless-reading	56	58
III.A.9.	Black/African American-math	49	73
III.A.10.	Students with Disabilities-math	42	71
III.A.11.	Economically Disadvantaged-math	61	78
III.A.12.	Homeless-math	59	62
III.A.13.	Improve college readiness	73	72

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:

B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	Purchase and implement network switches.	May 2017	$298,000	District	II.B.11. (D)
III.B.2.	Stipends for Technology Contacts to ready campus infrastructure for student-use at beginning of school year.	September 2016	$25,000	District	II.B.12. (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**
Annual bandwidth upgrades	District funding
Infrastructure updates (wireless access points and cabling)	District funding
Student desktop/laptop upgrade project	District funding

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.	Director of Inservice & Instructional Technology and Technical Support Annex (TSA) Supervisor monitor purchase and placement of network switches.	Purchase Order for network switches and property control records will reflect installation of network switch replacements.
III.B.2.	Director of Inservice & Instructional Technology and TSA Supervisor work with principals to ensure Technology Contacts are secured for summer employment in appropriate time frame and monitor length of time needed to ready campus infrastructure for student-use at beginning of school year.	Copy of Technology Contact time sheets, record of payments in Finance Dept. and survey of principals and technology contacts on length of time needed to ready campus infrastructure for student-use at beginning of school year after summer employment provided.

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.**

Recommendations regarding infrastructure improvements
Our process includes asking ofr advice from our vendor engineering departments about infrastructure improvements needed to support purchases. Based on recent purchases, recommendations have been made to make included infrastructure improvements.

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 Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	Instructional technology specialists to provide instruction in technology integration to teachers and administrators.	June 2016	$150,000 (salary and benefits for two TSA IT Specialists)	All schools in Santa Rosa	II.C.1. II.C.2. II.C.3. (D) II.C.4. (D)
III.C.2.	600 teachers (approx. one third) participate in PD opportunities that address technology integration	June 2016	$19,990	All schools in Santa Rosa	II.C.1. II.C.2. II.C.3. (D) II.C.4. (D)

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.	Director of Inservice & Instructional Technology and instructional technology specialists will document training conducted on technology integration with teachers and administrators.	IT Specialist Calendar logs, PD System (MyPD) logs of training conducted,
III.C.2.	Director will monitor mid-stream and final inservice delivery.	IT Specialist Calendar logs, PD System (MyPD) logs of training conducted, 90% of targeted teachers will receive training.

D) Digital Tools

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

Digital tools may also include purchases and activities to support CAPE digital tools opportunities and courses. A list of currently recommended certificates and credentials can be found at: http://www.fldoe.org/workforce/fcpea/default.asp. Devices that meet or exceed minimum requirements and protocols established by the department may also be included here.

Implementation Plan for D) Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	Provide a single sign-on solution to deliver the district's entire library of digital resources and files, accessible by staff and students at school and home, on any device.	2018	$75,000	District	II.D.5. (S) II.D.7. (T) II.D.3. (IM)
III.D.2.	Purchase eBooks for integration into the curriculum.	2018	$25,000	25 Schools	II.D.2. (IM)
III.D.3.	CAPE- Increase opportunities for students to earn CAPE industry certifications through career themed courses at middle and high schools within the district by providing Adobe software licenses and Certiport exam licenses for participating sites.	2017	$24,000	4 Schools	II.D.7. (IM)

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.	Director of Inservice and Instructional Technology will monitor purchase and deployment of single sign-on solution.	Purchase order, invoice, usage reports, and agendas from planning meetings.
III.D.2.	Director of Inservice and Instructional Technology monitor usage of eBooks.	Usage report
III.D.3.	Director of Workforce Education and Director of Inservice and Instructional Technology will monitor purchase and deployment of software and testing licensing.	Purchase order, invoice, usage reports, and agendas from planning meetings.

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:

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.	Purchase and deploy 816 student hand-held devices and base units for assessments.	2015	$29,000	2 per Elementary School	II.E.3. (D)

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.	EOC administration, device usage, and data collection will be monitored for each administration period and adjustments made Successful implementation will be if EOCs are administered securely and data is uploaded into SMART and grade-book systems.	Successful implementation will be if EOCs are administered securely and data is uploaded into SMART and grade-book systems.