



The intent of the Volusia Digital Classroom Plan (DCP) is to provide a perspective on what is 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 meets the unique needs of students, schools and personnel in the district as required by ss.1011.62(12)(b), F.S.

Part I. DIGITAL CLASSROOM PLAN - OVERVIEW

1.1 District Mission and Vision

The proposed new vision for Volusia County Schools is:
Ensuring all students receive a superior 21st century education.

Volusia County School's mission is to **"ignite a passion for learning by providing a challenging, creative curriculum in a safe, supportive environment where students reach their highest potential."**

The Digital Classroom Plan supports this vision and mission by providing our schools with the technology tools, digital materials and professional development necessary to support a redesign of instruction with the goal of creating a student-centric public school system that accelerates learning toward college and career readiness. The implementation of blended learning models will create multiple paths to personalize student learning to achieve academic outcomes. This includes, but is not limited to, an interdisciplinary approach to learning through real-world STEM applications. Our vision is to unify the work of all district stakeholders to support the instructional shifts required by the Florida Standards. We believe that providing professional learning experiences that help teachers to integrate the use of new digital instructional materials, online assessments, and technology tools will help teachers to increase the level of instructional rigor in their classrooms. In turn, higher quality, more engaging school experiences built for next generation learners will accelerate students on their paths toward success in college, career, and life. A unified district vision provides the opportunity to develop schools that are more personalized and productive for students and teachers, ensuring that the right resources and interventions reach the right students at the right time.

Volusia's operational definition of blended learning is "a formal education program in which a student learns in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace; and at least in part at a supervised brick and mortar location away from home; and, the modalities along each student's learning path within a course or subject are connected to provide an integrated teaching experience" (Clayton Christensen Institute for Disruptive Innovation).

Compared to high-access environments, which simply provide devices for every student, our District aims to transform teaching to support the innovative and active use of technology to improve student outcomes, enhance overall system productivity and enable next generation learners to compete in the new economy.

Florida

DIGITAL LEARNING STATE SNAPSHOT



Digital Learning Now Act (July 1, 2011) requires school districts to establish virtual instruction options; authorizes blended learning courses; requires full-time & part-time school district virtual instruction program options; provides funding & accountability requirements; **requires online learning course for high school graduation**; redefines FTE student for purposes of virtual instruction.

Digital Materials. Each district shall **make available digital materials, CAPE Digital Tool certificates, and CAPE industry certifications for students in prekindergarten through grade 12** in order to enable students to attain digital skills. These may be integrated into subject area curricula, offered as a separate course, made available through open-access options, or deployed through online or digital computer applications. By July 1, 2018, on an annual basis, **at least 75 percent of public middle grades students earn at least one CAPE Digital Tool certificate.**

Computer-based Assessments
Web-based Professional Development

1.2 District Profile

Volusia County, Florida, is bordered on the west by the historic St. Johns River and by the Atlantic Ocean to the east. Roughly the size of Rhode Island, Volusia is situated 50 miles northeast of Orlando, 60 miles north of the Kennedy Space Center, and 89 miles south of Jacksonville.

With a population of approximately 500,000 people (2014 estimate), Volusia County is ranked the 11th largest county in Florida. Volusia is home to a diverse range of ages with approximately 21.5% of the population age 65 or older and 18% under 18 (2012). The median age is 45.3 years. According to the U.S. Census Bureau (2010), there are over 197,382 households throughout the county with a median income (2012) of \$44,169 and a per capita income (2011) of \$24,536. Among Volusia residents age 25 or older, 87.5% graduated from high school (2007-2011) and 20.8% have obtained a bachelor's degree (2007-2011). As the largest employer in the county, Volusia County Schools employs approximately 7,300 full and part-time personnel, including more than 4,400 teachers who are highly skilled professionals, with nearly 42% having a master's degree or higher. Although tourism is a significant contributor to Volusia County's economy, services, including education and health care are the primary industry.



The School District of Volusia County enjoys a state and national reputation for providing commendable and competitive educational opportunities for its students. The district’s proactive commitment to excellence is illustrated by its early implementation of a distinguished array of rigorous academic programs that are recognized locally and nationally for the early and continuous use of instructional technology.

The District continues to form significant partnerships with entities that promote the enhancement of student achievement. Examples include Professional Development Schools in partnership with local universities such as Embry Riddle Aeronautical University, Bethune-Cookman University, the University of Central Florida, Stetson, and the Career Connection with Daytona State. An example of a strong industry partnership is one with the Ford Foundation.

In October 2012, the Volusia County Economic Development Department estimated Volusia’s unemployment rate to be 8.4%, slightly above the national average of 7.5%. However, the unemployment rate fell to 5.7 percent in April of 2014, showing some improvement.

Volusia School District received the spring 2015 Florida Standards Assessment scores in English Language Arts (ELA) and Mathematics. The student scores are reported as T-scores and percentiles. A T-score is an initial score given the first time an assessment is administered. It ranges from 20 to 80 and the mean is 50. Volusia’s scores were generally the same as the state average.

Proposed Cut Score Results

	ELA			Math		
	State	District	Difference	State	District	Difference
3rd	53	53	0	58	60	2
4th	54	54	0	59	60	1
5th	52	49	-3	55	53	-2
6th	51	50	-1	50	50	0
7th	51	47	-4	52	42	-10
8th	55	54	-1	45	48	3
9th	53	49	-4			
10th	51	50	-1			

Results are tentative and are based on proposed cut scores by the Commissioner of Education.



District DCP Steering Team Profile

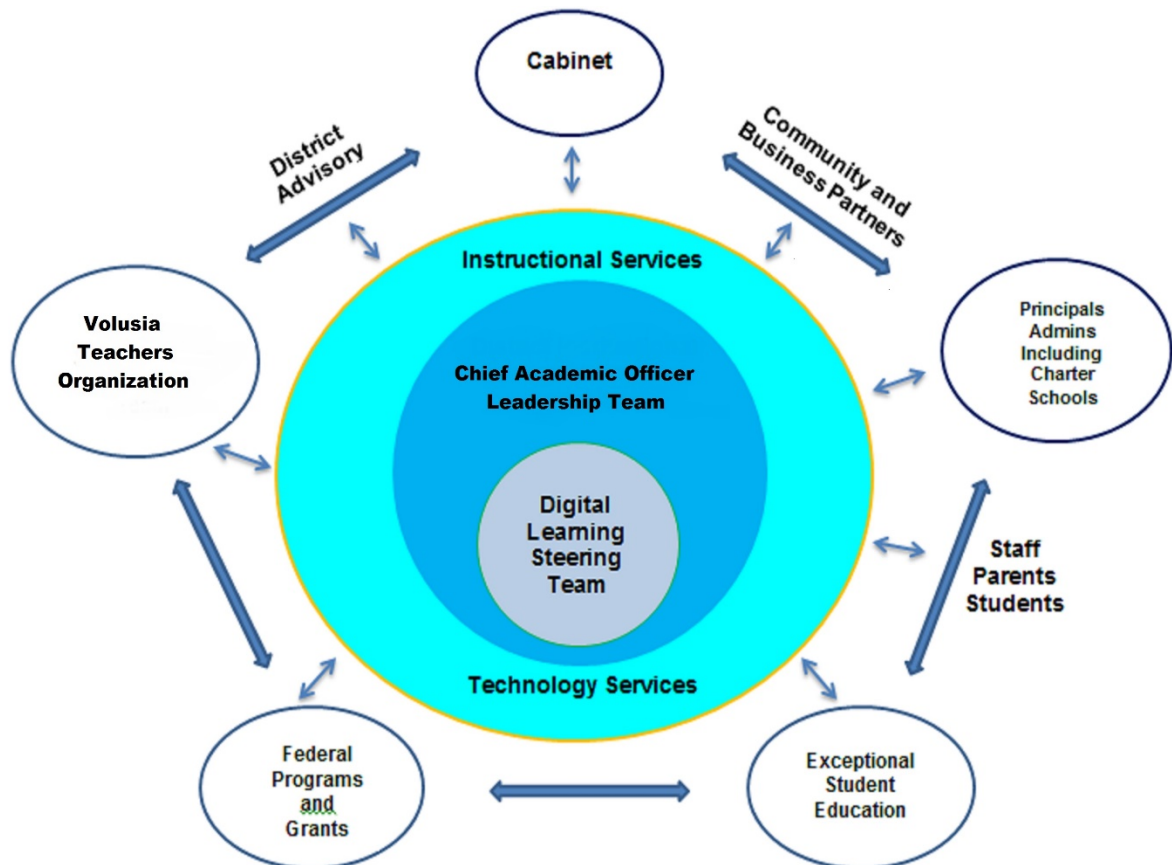
Name:	Title/Role	Email/Phone:
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Dr. Melissa Carr	Director, Technology Services	mcarr@volusia.k12.fl.us (386) 734-7190 ext. 38393
Mike Cicchetti	Coordinator, Learning Technologies	macicche@volusia.k12.fl.us (386) 734-7190 ext. 20451
Patricia Corr	Principal, Galaxy Middle School	pcorr@volusia.k12.fl.us (386) 734-7190 ext. 44408
Jonathon Cunningham	Assistant Principal, Atlantic High	jcunnin1@volusia.k12.fl.us (386) 734-7190 ext. 38225
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Mary Ellis	Instructional Resources/Media Services Specialist	mellis@volusia.k12.fl.us (386) 734-7190 ext. 20565
Kathryn Godbee	Principal, Woodward Elementary	klgodbee@volusia.k12.fl.us (386) 734-7190 ext. 21506
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Melanie Kestory	Specialist, Online Learning	mjkestor@volusia.k12.fl.us (386) 734-7190 ext. 38375
Matthew Krajewski	Principal, Ormond Beach Middle	mkrajews@volusia.k12.fl.us (386) 734-7190 ext. 53906
Teresa Marcks	Chief Academic Officer	tlmarcks@volusia.k12.fl.us (386) 734-7190 ext. 20697
Rhonda McPherson	Manager, Charter Schools / Alternative Programs	rkmcphe1@volusia.k12.fl.us (386) 734-7190 ext. 20694
Nancy Redmond	Director, ESE and Student Services	naredmon@volusia.k12.fl.us (386) 734-7190 ext. 20443
Leticia Roman	Director, Federal Programs	ltroman@volusia.k12.fl.us (386) 734-7190 ext. 33218
Cheryl Salerno	Principal, Mainland High school	casalern@volusia.k12.fl.us (386) 734-7190 ext. 54224

1.3 Planning Process

The District steering team, headed by Teresa Marcks, Chief Academic Officer, meets bimonthly to review implementation of this plan. All members are responsible to extend communications for input to their respective departments and staff.

An extended team, comprised of representatives from all instructional and technology services departments, meets as needed for planning, reporting, and documenting progress or areas of concern. The new position afforded by this plan, the Facilitator of Innovative Learning (job description on page 48, will be integral in the planning process and facilitate the goals of the grant.

School administrators provide input and communications through monthly principal and assistant principal PLCs. School administrators then share with staff and parents through online discussion boards, newsletters, surveys and parent-school meetings and workshops.



The Superintendent presents the plan for Volusia School Board approval, and is then forwarded to the Florida Department of Education for state approval.



Throughout the development of the plan, members accessed formal and informal surveys from parents, community members, business partners and staff, to understand the identified needs. Examples of surveys include: Parent Climate Surveys, Staff Climate Surveys, PD teacher surveys, and CTE business and Community surveys. [Link to District Advisory Council.](#)

Volusia recently passed the half-cent sales tax referendum. A Citizen Oversight Committee has been formed to assist with the technology acquisitions and the Volusia Tech Council and the Daytona Chamber will provide guidance throughout the process.

The team reviewed current research and best practices that include the integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

Charter Schools are represented through Rhonda McPherson, Charter Schools Manager, and district liaison. All charter schools, except *The Chiles Academy*, are included in this Digital Classroom Plan, and will participate in the planning, implementation and evaluation. The Chiles Academy Digital Classrooms Plan has been approved by the district and the appropriate documentation is attached in the appendix.

1.4 Technology Integration Matrix (TIM)

Technology Services, Career and Technical Education, Volusia Virtual, Volusia Instructional Management team, and Title I representatives selected seven diverse schools to implement the first phase of the Digital Learning TIMS/TUPS: Atlantic High, Mainland High, Galaxy Middle, Ormond Beach Middle, Coronado Elementary, Port Orange Elementary, and Woodward Elementary. These specific schools were chosen because their characteristics would be representative of Volusia County as a whole.

- Each site's principal was contacted and agreed to the use of the TIM/TUPS tools after detailed information regarding intended use was delivered.
- Pre- and post-survey dates were set.
- Following pre-survey results, TS, CTE, Volusia Virtual, VIMS, and Title I representatives discussed results with each site's principal.
- Based upon these discussion and the data gathered, principals were able to target professional development opportunities.
- Targeted professional development was achieved through PLC's, district provided tools and software.



- Post-survey results were gathered, analyzed by TS, VIMS, Title I, and then shared with school administrators.
- Based upon the discussion of the data, principals were able to target professional development goals for the 2015-2016 school year.

Expanding on the 2014-15 survey results based on district trends and school trends, the TUPS survey's value will help guide the systematic approach to implementation. Use of the surveys, management system and FDOE supported courses are incorporated in this plan.

For the 2015-2016 School Year, the following sites/projects will be targeted:

- Priority 1: The first phase schools of the Digital Learning TIMS/TUPS: Atlantic High, Mainland High, Galaxy Middle, Ormond Beach Middle, Coronado Elementary, Port Orange Elementary, and Woodward Elementary.
- Priority 2: Mathematics teachers at all high schools, as part of the high school mathematics integration project.
- Priority 3: 6th grade teachers of ELA and Science.

The DCP steering team is taking the FCIT TIMT 100 - Implementing TIM Evaluation Tools course in November, following with the Digital Teacher Leaders taking the course in February. Instructional coaches will be encouraged to take the course in April. The goal is to have the TIMS/TUPS project integrated into the professional learning procedures for teachers by the 2018-2019 school year.

1.5 Multi-Tiered System of Supports (MTSS)

Volusia's data-based problem solving processes for the implementation and monitoring of the Digital Classrooms Plans and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs:

The district follows a data-based problem solving model which enables the central office and schools to determine the effectiveness of core instruction and to ensure that individual and group student needs are met. Within this context, problem identification determines the discrepancy between expected performance (benchmarks, standards, behavioral expectations) and actual student performance. The district utilizes a decision making rubric as the foundation for problem analysis that guides educators to determine if the academic or behavioral discrepancy is likely a result of ineffective core instruction or if curricular, environment or learner variables are causal factors.



Intervention implementation is based on both a standard protocol approach coupled with more individualized supports as needed.

Response to intervention ensures that data demonstrate effectiveness and level of supports needed to sustain growth. The district's MTSS framework is predicated on this problem solving model. Data derived from problem solving determine what resources (i.e., personnel, programs materials, digital tools and technology, professional development, funding) are needed to meet the needs of students.

Increasingly, digital resources are utilized for both core instruction and for tiered interventions and supports in order to meet the unique needs of individual students as well as groups of students as identified through data-based problem solving. Furthermore, a plan is being developed for the acquisition and implementation of a Student Information System (SIS) that will enhance data-based decision making to address student needs.

❖ **Leadership systems in place to monitor the District's MTSS and Digital Classrooms Plan (DCP):**

The district MTSS leadership team is comprised of the Chief Academic Officer, the Executive Director of Instructional Services, and leadership from ESE and Student Services, Federal Programs, Professional Learning, Testing and Accountability, Volusia Online Learning, and ad hoc representation from other groups as appropriate. The leadership team addresses consensus, infrastructure and implementation issues related to MTSS. Central to the work of the leadership team is to determine what specific data schools need and as importantly, *how* to respond to the data, which includes the identification of existing and needed resources. Inherent in this system of strategic resource mapping is the identification of digital resources. In addition, program evaluation of existed blended learning is conducted to ensure that the appropriate digital supports are matched to student need.

As the framework is further enhanced with the utilization of a new Student Information System, monitoring of the MTSS and the DCP will be more accurate as data-based decision making will increasingly be based on authentic and timely student data.



❖ **The data sources and management systems used to access and analyze data to monitor the effectiveness of supports being offered to each tier:**

Effectiveness of core instruction (i.e., Tier 1) is identified as 80% of students meeting academic expectations. Data sources used for determination include state data (e.g., FCAT, FSA, EOC and FAIR) as well as district level data sources and assessments. The Volusia Instructional Management System (VIMS) is the system umbrella for “eduphoria” and the district’s gradebook, both of which provide robust student data with reports being disaggregated to determine patterns of need. For students being addressed through the district’s Problem Solving Team process, teachers electronically enter specific intervention information and RtI data. Information is collected to determine the effectiveness of interventions in addressing the identified deficits at each tier. Individual performance is measured against performance of peers at the class, school and district level.

Furthermore, the district screens all elementary students for behavioral indicators through the electronic report card. Data is disaggregated at the class, school, district, race and gender levels to determine intervention needs at the group and individual level for Tier 2 and 3 supports.

❖ **The plan to support staffs’ understanding of MTSS and build capacity in data-based problem solving which will assist with the implementation of the DCP:**

The eight-step problem-solving process is used by the leadership team to identify areas of need and future direction. A specific focus of this process is the identification of initiatives and existing resources to ensure a match between resources and student need for school sites based on data trends. The work of this group is being embedded in training and support for principals, assistant principals, professional learning communities and school leadership teams. Furthermore, a MTSS link is housed on the district’s website and is accessible by all stakeholders (i.e., staff, parents, and community members). Information regarding tiered supports for academics and behavior as well as MTSS professional development opportunities are embedded on the site.

School leadership team meetings are held throughout the school year and are guided by information provided, in part, by the district’s MTSS leadership team. These meetings focus on school improvement plans, school data and plans of support. The district Differentiated Accountability (DA) liaisons also receive training on the MTSS framework and serve as a direct resource to their assigned schools to support staff understanding of MTSS, data-based problem-solving and the implementation of the Digital Classroom Plan.

1.6 District Policies

Student data safety, security and privacy	<ul style="list-style-type: none"> • Policy # 516-Archivest Records • Policy # 525 Cyberstalking • Policy 201 FERPA Student Records 	<p>http://www.boarddocs.com/fla/vcsfl/Board.nsf/files/9MYLTL57950D/\$file/Policy%20525-adopted%208-12-14.pdf</p> <p>http://www.boarddocs.com/fla/vcsfl/Board.nsf/files/9SYBVQ6D5EDB/\$file/201.pdf</p>	<ul style="list-style-type: none"> • Aug 12, 2014 • Aug 12, 2014
District teacher evaluation components relating to technology (if applicable)	Policy 403	<p>403.pdf (5 KB)</p> <p>http://myvolusiaschools.org/rttt/Pages/Evaluation-Systems.aspx</p> <p>Intranet - https://intranet.volusia.k12.fl.us/departments/staff-links/Pages/Evaluations.aspx</p>	August, 2015
BYOT (Bring Your Own Technology)	District guide for BYOT and Success Metrics rubric	<p>http://myvolusiaschools.org/learn-tech/Pages/BYOT.aspx</p>	Updated Yearly
Policy for refresh of devices (student and teachers)	In planning process	In planning process	Planned for 2016 Board Approval
Acceptable/Responsible Use policy (student, teachers, admin)	Policy 518 Use of Electronic Information Services & School Office Equipment	<p>Acceptable Use Policy - 518</p>	<ul style="list-style-type: none"> • July 2000
Master Inservice Plan (MIP) technology components	In compliance with Statute 1012.98	<p>Professional Learning System Manual 2015-2016 (2).pdf</p> <p>Professional Learning System Manual 2015-2016 (2).pdf</p>	September 8, 2015



Volusia Student Progression Plan	<ul style="list-style-type: none"> Policy 307 	Policy 307- adopted -09-22-15.PDF	<ul style="list-style-type: none"> September 22, 2015
Instructional Materials	<ul style="list-style-type: none"> Policy 321 	Policy 321-adopted-01-27-15 .pdf	<ul style="list-style-type: none"> January 27, 2015
Other/Open Response	<ul style="list-style-type: none"> Policy 208-Code of Student Conduct and Discipline Policy 418-Personal Standards of Conduct 	Elementary: Amended school board policy 208 E Secondary: Amendment school board policy 208 S	<ul style="list-style-type: none"> June, 2015 March, 2002

Part II. DIGITAL CLASSROOMS PLAN –STRATEGIES

STEP 1 – Needs Analysis:

Volusia has evaluated district needs based on student performance outcomes and other key measurable data elements for digital learning.



II. A Student Performance Outcomes

Volusia will 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. Data is pulled from the from the school and district school grades published at <http://schoolgrades.fldoe.org>.



Student Performance Outcomes (Required)		Baseline 2014-2015	Target	Date for Target to be Achieved (year)
II.A.1.	Reading Student Achievement	TBD	TBD 2016	TBD 2016
II.A.2.	Math Student Achievement	TBD	TBD 2016	TBD 2016
II.A.3.	Science Student Achievement – 5 th and 8 th Grade Combined	59%	75%	2019
II.A.4.	Science Student Achievement – Biology (all tests taker)	72%	78%	2019
II.A.5.	Reading Learning Gains	TBD	TBD 2016	TBD 2016
II.A.6.	Math Learning Gains	TBD	TBD 2016	TBD 2016
II.A.7.	Reading Learning Gains of the Low 25%	TBD	TBD 2016	TBD 2016
II.A.8.	Math Learning Gains of the Low 25%	TBD	TBD 2016	TBD 2016
II.A.9.	Overall, 4-year Graduation Rate	70.6%	78%	2019
II.A.10.	** Acceleration Success Rate	73%	75%	2019

** This data was calculated by using the INDV file for school grades. The middle school acceleration denominator was added to the high school acceleration denominator for a total acceleration denominator. The same thing was done for the numerator.

The total denominator was divided by the numerator. In this way the data captures EOC and IC acceleration in middle school along with AP, IB, Dual Enrollment and IC in high school.

II. B Infrastructure Needs Analysis

Volusia will create a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software. For the infrastructure needs analysis, the required data points are pulled from the Technology Readiness Inventory (TRI). The baseline is carried forward from the 2014 plan.

II. B. Infrastructure Needs Analysis		Baseline from Fall, 2014	Actual from Fall, 2015	Target	Date for Target to be Achieved (year)	Gap To Be Addressed
II.B.1.	Student to Computer Device Ratio	5.12 :1	2.067 : 1	1:1	2019	1.067
II.B.2.	Count of student instructional desktop computers meeting specifications	7,191	9,128	35,000	2019	25,872
	Elementary	6.35 : 1	1.94 : 1			
	Middle	9.52 : 1	2.5 : 1			
	High	3.11 : 1	2.13 : 1			
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	4741	11,574	25,000	2019	None
II.B.4	Count of student web-thin client computers meeting specifications	0	0	0	0	None
II.B.5.	Count of student large screen tablets meeting specifications	3521	9,009	0	2019	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	100%	100%	100%	2015	0%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	100%	2015	0%
II.B.8.	District completion and submission of security assessment *	N/A	N/A	N/A	N/A	
II.B.9.	District support of browsers in the last two versions	N/A	Yes	Yes	2015	0

* Volusia has completed the security assessment provided by the FDOE (uploaded 11.6.2015). However under s. 119.07(1) this risk assessment is confidential and exempt from public records.

II. C Professional Development Needs Analysis

Instructional personnel and staff will have access to opportunities and training to assist with the integration of technology into classroom teaching.

Professional Development will 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 is 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

II. C Professional Development Needs Analysis		Baseline (established in Spring, 2015)	Target	Date for Target to be Achieved (year)
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 15% Adoption: 20% Adaption: 30% Infusion: 20% Transform: 15%	Entry: 10% Adoption: 10% Adaption: 20% Infusion: 30% Transform:30%	School Year 2019
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 15% Adoption: 20% Adaption: 30% Infusion: 20% Transform: 15%	Entry: 10% Adoption: 10% Adaption: 20% Infusion: 30% Transform:30%	School Year 2019



II. D. Digital Tools Needs Assessment

Volusia will 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.

II.D Digital Tools Needs Analysis		Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	Date for Target to be Achieved (year)
	Student Access and Utilization (S)	% of student access	% of student utilization	% of student access	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100%	100 %	100%	2019
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100%	100%	100%	2019
II.D.3. (S)	A system that supports student access to online assessments and personal results.	58 %	58%	100%	2019
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have	58 %	58%	100%	2019

	questions about how to use the system.				
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	58 %	58%	100%	2019

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	2019
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100 %	50 %	100%	2015
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	50%	100%	2015
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 %	50%	100%	2015
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 %	50 %	100%	2015

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 %	50 %	100%	2015
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.	75 %	40 %	100%	2019
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. Edmodo, Office 365 and Career Connection.org	75 %	40 %	100%	2019
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%	50 %	100%	2015



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%	50 %	100%	2015
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D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	Date for Target to be Achieved (year)
	Parent Access and Utilization (P)	% of parent access	% of parent utilization	% of parent access	
II.D.1. (P)	A system that includes comprehensive student information which is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	65 %	40 %	100%	2019

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)	70%	100 %	2019



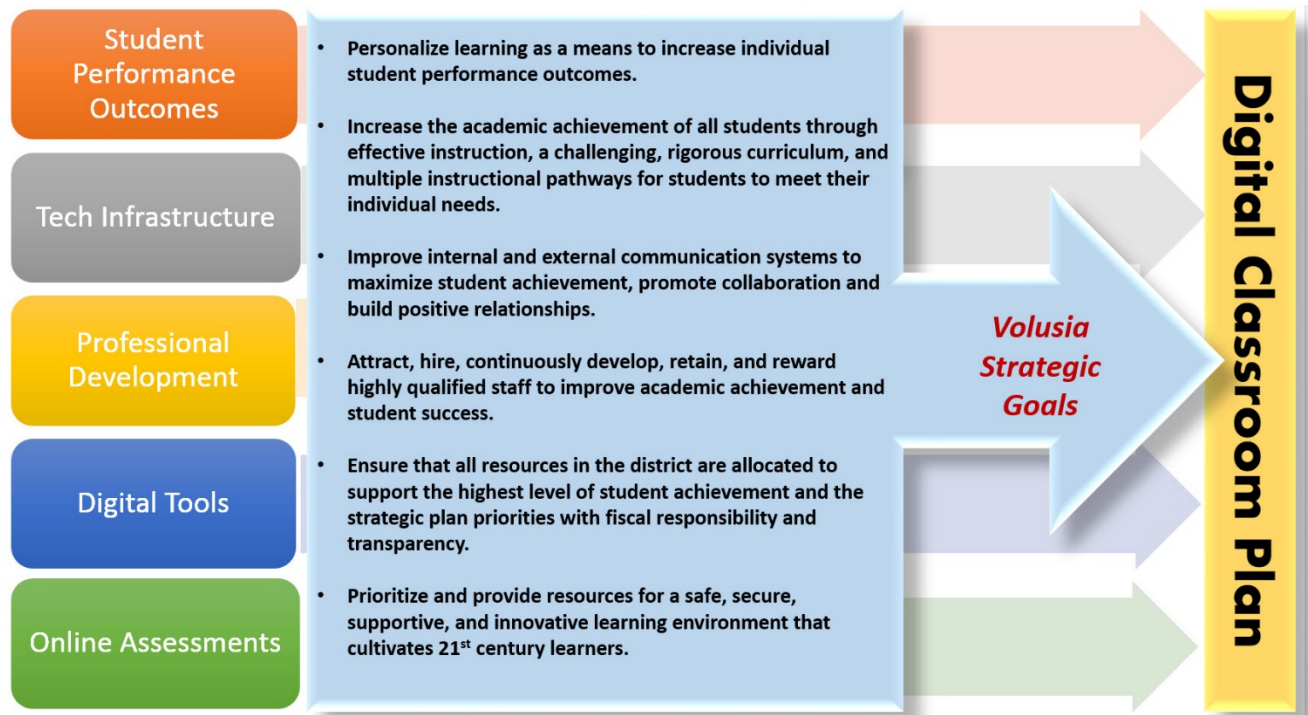
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	70%	100 %	2019
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System (basic technology skills)	25%	100 %	2019
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	70%	100 %	2019
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	50%	100 %	2019
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.]	50%	100 %	2019

II.E. Online Assessment Needs Assessment

Volusia is working to reduce the amount of time used for the administration of computer-based assessments. Online assessment (or computer-based testing) is measured by the computer-based testing certification tool and the number of devices available and used for each assessment window.

Online Assessments Needs Analysis (Required)		Baseline (to be established in 2015)	Target	Date for Target to be Achieved (year)
II.E.1	Computers/devices available for statewide FSA/EOC computer-based assessments	8,071	64,000	2019
II.E.2	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	0%	100%	2019

STEP 2 – Goal Setting:



(Taken directly from Volusia School District Strategic Plan)

Alignment with Digital Classroom Plan

- Under the calculations outlined in Florida's System of School Improvement and Accountability, Volusia County Schools will earn an “A” district grade. **(all DCP Components)**
- Personalize learning as a means to increase individual student performance outcomes. **(A. Student Performance Outcomes) (C. Professional Development) (E. Online Assessments)**
- Increase the academic achievement of all students through effective instruction, a challenging, rigorous curriculum, and multiple instructional pathways for students to meet their individual needs. **(A. Student Performance Outcomes) (B. Digital Learning and Technology Infrastructure) (C. Professional Development) (D. Digital Tools)**
- Improve internal and external communication systems to maximize student achievement, promote collaboration and build positive relationships. **(B. Digital Learning and Technology Infrastructure)**
- Attract, hire, retain, and reward highly qualified administrators, teachers, and staff to improve academic achievement and student success. **(C. Professional Development)**
- Ensure that all resources in the district are allocated to support the highest level of student achievement and the strategic plan priorities with fiscal responsibility and transparency. **(A. Student Performance Outcomes) (B. Digital Learning and Technology Infrastructure)**

- Prioritize and provide resources for a safe, secure, supportive, and innovative learning environment that cultivates 21st Century learners. ***(B. Digital Learning and Technology Infrastructure) (D. Digital Tools)***

DISTRICT DIGITAL CLASSROOM PLAN GOALS:

- Students will have increased opportunities for ***personalized learning***.
- District teachers will use technology as a means to support increases in instructional rigor, as reflected by 80% of teachers being reported in the “adoption” level or above on the Technology Integration Matrix (TIM) Tools.
- The Technology Readiness Inventory (TRI) will accurately report a student to computer ratio of 1:1, as defined by the district.
- Students will be more prepared with college and career technology skills, with 80% of students earning a Digital Tool Certificate by the end of 8th grade and the passing rate for Industry Certification Exams increasing by 3% each school year.
- 100% of students, staff, and parents have access to digital materials and data from a fully integrated system.

VCS Guiding Principles & Strategic Plan Goals	
Year One, 2015	Year Five, 2019
Student Performance Outcomes Tech Infrastructure Professional Development Digital Tools Online Assessments	<ul style="list-style-type: none"> • Students will have increased opportunities for <i>personalized learning</i>. • District teachers will use technology as a means to support increases in instructional rigor, as reflected by 80% of teachers being reported in the “adoption” level or above on the Technology Integration Matrix (TIM) Tools. • The Technology Readiness Inventory (TRI) will accurately report a student to computer ratio of 1:1, as defined by the district. • Students will be more prepared with college and career technology skills, with 80% of students earning a Digital Tool Certificate by the end of 8th grade and the passing rate for Industry Certification Exams increasing by 3% each school year. • 100% of students, staff, and parents have access to digital materials and data from a fully integrated system.



Start Small
THINK BIG

Digital Classroom Plan

STEP 3 – Strategy Setting:



Volusia has outlined high-level digital learning and technology strategies that will help achieve the goals of the district. **All goals and strategies are aligned with the Volusia Strategic Plan. ** Direct from the Volusia Strategic Plan**

Each strategy outlines the district's theory-of-action for how the goals will be addressed. Each strategy has a proposed measurement and estimated timeline. This plan outlines goals and strategies through 2019 and will be updated yearly.

Volusia Strategic Goals and DCP Strategies, Measurements and Timeline

VOLUSIA AREA OF FOCUS: ** Personalize learning as a means to increase individual student performance outcomes.		
Strategies	Measurement	Timeline
Provide district staff, school administration and teachers with training, tools and digital resources for enhancing instruction through technology.	-District-wide use of Technology Integration Matrix (TIM) to guide digital learning expansion. -Evidence of practices that progress from entry to transformation, according to the TIM. -Implement blended learning classrooms at all levels. -Purchase instructional materials in digital format that comply with Learning Tools Interoperability (LTI).	2015-2019
**Create multiple pathways for students that meet individual needs, while providing opportunities for choice.	-Implement one or more virtual learning labs at all secondary schools. -Increase program offerings and enrollment in CTE courses and career academies. -Revise district policies and program offerings to provide more flexibility and relevance for families through intense marketing strategies.	2015-2019
** Increase student access to digital learning tools.	-Certiport reporting – with increase in students achieving digital certificates.	2015-2019
Ensure that both content and delivery systems for digital materials are accessible for students with special needs.	Using the PALM Initiative (Purchase Accessible Learning Materials) and the National Center on Accessible Educational Materials, (http://AEM.Cast.org) as initial resources, VCS will form an Accessibility workgroup to develop process for adopting new digital materials.	2015-2019

VOLUSIA AREA OF FOCUS: ** Increase the academic achievement of all students through effective instruction, a challenging, rigorous curriculum, and multiple instructional Raise the level of rigor in the classroom by creating multiple instructional pathways for students to meet their individual needs.

Strategies	Measurement	Timeline
<p>** Continue to offer professional learning for integrated curriculum and project-based learning, aligned with the Florida Standards.</p>	<ul style="list-style-type: none"> - Increase in student achievement assessments - Professional growth as evidenced by TIMs and TUPs reporting. 	<p>2015-2019</p>
<p>** Deliver differentiated experiences in professional learning to support student individual needs.</p>	<ul style="list-style-type: none"> - Provide access to and training on Learning Management System & Student Information System. - Increased use of digital resources through continued development of VPortal. 	<p>2015-2019</p>
<p>** Increase professional learning offerings for teachers whose courses include industry certification exams.</p>	<ul style="list-style-type: none"> - Certiport reporting of industry certifications and number of digital certifications achieved. 	<p>2015-2019</p>
<p>All staff will have professional learning opportunities:</p> <ul style="list-style-type: none"> • What are Accessible Educational/Instructional Materials (AEM/AIM) • How to design digital materials for the diverse set of students Pre-K through 12th grade • Use of accessibility features and tools that are currently available in the district. 	<ul style="list-style-type: none"> - Lesson Plans and units that include accessible materials - District systems, such as Documents on Demand, are updated to provide accessible digital products. 	<p>2015-2019</p>

VOLUSIA AREA OF FOCUS: Ensure that all resources in the district are allocated to support the highest level of student achievement and the strategic plan priorities with fiscal responsibility and transparency.

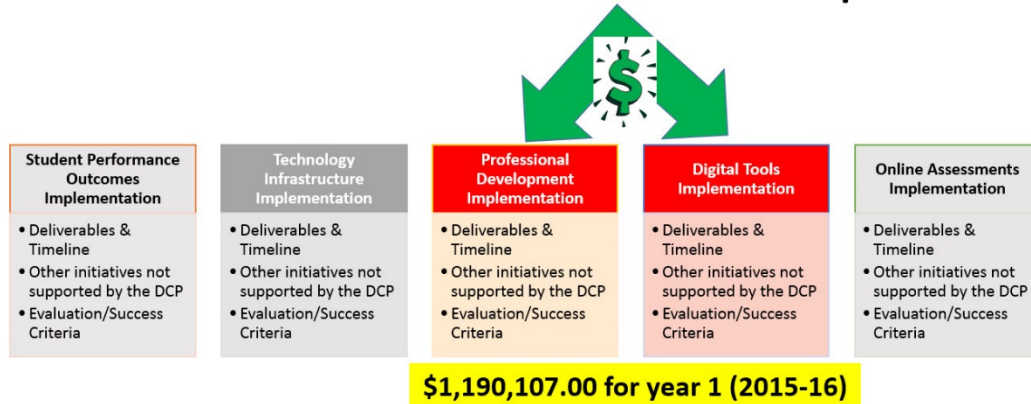
Strategies	Measurement	Timeline
** Provide additional technical training and support for the implementation of the new student management system enterprise solution.	-MyPGS reporting of professional development components – role-based PD on the new SIS	2015-2019
** Identify unused classroom technologies, reallocate resources and provide assistance and training as needed.	- Inventory records - TIM-O evaluations - MyPGS professional development ad-hoc reports	2015-2019

VOLUSIA AREA OF FOCUS: Prioritize and provide resources for a safe, secure, supportive, and innovative learning environment that cultivates 21st Century learners.

Strategies	Measurement	Timeline
** Ensure accuracy of data through the Florida Technology Resource Survey to appropriately plan equitable technology access for all students.	- identify school personnel to oversee and complete survey - prepare directions, tutorials to ensure understanding of terminology - identify district team to ensure of data	2015-2019
** Incorporate a four year refresh cycle for instructional technology tools.	-Identify priority hardware needs related to CTE programs. -Identify priority hardware needs related to blended learning/curriculum. -Identify priority needs for computer-based testing. -Establish focus group to study the implications of 1:1 computing and make recommendation.	2015-2019

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATIONS

Part III of DCP: Allocation Proposal



The DCP Allocation includes five key components as required by ss.1011.62(12)(b), F.S. In this section of the DCP, outlining specific deliverables that will be implemented from the DCP Allocation for the 2015-2016 school year. The five components include:

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

Volusia’s DCP funding will support sections B, C and D. Capital Outlay and Half-Cent funding will support B and E. All support A, increased student achievement.

This section documents the activities and deliverables under each component.

Implementation Plan – Provide details on the planned deliverables and/or milestones for the implementation of each activity for the component area.

Evaluation and Success Criteria –The process for evaluating the status of the implementation and once complete, how successful implementation will be determined.



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). Dr. Rhonda McPherson works with charter schools to support DCP planning and funding.

The only charter school opting to submit a separate Digital Classroom Plan is The Chiles Academy. That plan was submitted to the school district on October 13th and approved by the district DCP steering team.

III. A. Student Performance Outcomes

Volusia has determined specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP allocation. 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.

Student Performance Outcomes		Baseline	Target
III.A.3.	Improve graduation rates districtwide	70.6%	78%
III.A.4.	The students scoring at Level 3 or high in Algebra 1, Algebra 2 and Geometry will increase by 3% each year	TBD in 2016	TBD in 2016
III.A.5.	75% of our 8 th grade students will have earned a digital tools certificate	1%	75% by 2018



III. B. Digital Learning and Technology Infrastructure

Volusia ensures that the technology infrastructure and device purchases meet state specifications found at http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Funding Source
III.B.1.	High school Laptops to support the Mathematics Program	Nov, 2015	\$446,720	All High Schools	Capital Funds
III.B.2.	12 Laptops in all 6 th grade ELA and science classrooms	January, 2016	\$467,460	Middle schools	Capital Funds
III.B.3	Purchase of SWIVL systems (SWIVL, iPad, Torsh Talent licenses) for all schools (lead advocates for this year) – sharing best practices, digital learning integrated in professional learning	Jan 2016 – for lead advocates 2018 – all schools	\$36,960	All schools	DCP
III.B.4.	* Ongoing Collaboration and Monitoring of DCP Initiatives - through the bi-monthly workshops of the DCP Steering Team	On-Going	None	District / Principals	None
III.B.5	Support schools on accuracy of inventory data Technology Resource Survey	On-Going	None	District / Principals	None
III.B.6	Support capital outlay purchases through gap analysis - with IS and TS collaborating through the DCP steering team and district leadership	On-Going	None	District / Principals	Capital Outlay Funds
III.B.7	District standards for devices purchased - ensuring instructional	On-Going	None	District	None



	specifications are met and limiting the number of supported models				
III.B.8	Planning for increase in bandwidth to support infrastructure - doubling bandwidth by 2019 and ensuring adequate bandwidth for all instructional applications	On-Going	None	District - including School Representation	None

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

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	The high school math project is managed by the district math specialist. Each high school has a math coach or contact in charge of usage of equipment, training on courseware and monitoring benchmark data.	Data to support the Increase in high school math scores, passing rate of AP and dual enrollment courses
III.B.2.	The 6th grade project is managed through the collaboration of CTE, and the middle school ELA and Science specialists. The purpose is to promote the digital learning integration through ELA and Sciences	** Digital tools certification that supports the increase in student success for 4th - 8th grade students. ** Increase in assessment data for 6th grade ELA and science.
III.B.3	Teacher access to SWIVL online exemplary videos	Use of video library in professional learning opportunities.
III.B.4.	* Ongoing Collaboration and Monitoring of DCP Initiatives - through the bi-monthly workshops of the DCP Steering Team	One-Note - Collaboration and Reporting
III.B.5	Reporting from the Technology Resources Inventory (TRI)	Increase in student to computer ratio.

III. C. Professional Development

Volusia's Master Inservice Plan met the state recommendations of the 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 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.

The following are component numbers corresponding with courses that have been created within Volusia's MIP that support the DCP.

Link to Volusia County School District's Master Inservice Plan Information:

- **Professional Learning System - 2015-2016**
[http://www.boarddocs.com/fla/vcsfl/Board.nsf/files/9ZTREU60E0B2/\\$file/Professional%20Learning%20System%20Manual%202015-2016%20\(2\).pdf](http://www.boarddocs.com/fla/vcsfl/Board.nsf/files/9ZTREU60E0B2/$file/Professional%20Learning%20System%20Manual%202015-2016%20(2).pdf)
- **Components for approval:**
[http://www.boarddocs.com/fla/vcsfl/Board.nsf/files/9YPMS657E499/\\$file/ComponentsforSBApproval2015.pdf](http://www.boarddocs.com/fla/vcsfl/Board.nsf/files/9YPMS657E499/$file/ComponentsforSBApproval2015.pdf)

Volusia's professional learning is managed through an online system:

<https://volusia.truenorthlogic.com>.



The following components support the professional learning opportunities for the DCP. More components will be added as needed.

Component Number	Components
3407006	iPads in the Classroom
3408002	Multimedia Tools in the Classroom
3408003	Communication and Collaboration Tools
3408004	Interactive Software
3408005	Learning Technologies Classroom
3409001	VIMS Gradebook
2408053	Blended Learning

Implementation Plan for C) Professional Development:

This plan includes the process for scheduling delivery of the district’s MIP components on digital learning and identify other school-based processes that will provide ongoing professional development that supports teachers as they learn how to integrate digital learning practices as a means to increase instructional rigor. Training on standards, curriculum, digital and print materials, digital tools, and pedagogy are aligned and integrated so that content is presented in the most readily accessible and immediately useful manner.

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap
III.C.1	Facilitator of Innovative Learning - ongoing PD, coaching and mentoring for Digital Learning Teacher Leaders.	Dec, 2016 - but continued yearly	\$65,894.		II.C
III.C.2	Supplemented Digital Learning Teacher Leader for all Schools	Dec, 2016 - but continued yearly	\$145,203	Schools	II.C
III.C.3	Professional Learning for Digital Learning Teacher Leaders	Dec, 2016 - but continued yearly	\$37,584	Schools	II.C



III.C.4.	Professional learning for HS Math Initiative	June, 2016	\$5,400	High Schools	II.C
III.C.5.	Supplements for 20 Lead Advocates to Manage and Train the Instructional Shift/Digital Learning Activities	Dec, 2016 - but continued yearly	\$33,380	Teachers	II.C
III.C.6.	VOICE initiative with CTQ to train teacher leaders on the use of digital platforms to support professional learning networks	Dec,2015 -June 2017	CTQ Funded		
III.C.7.	Classrooms Connect Training for 20 Facilitators of Preview Event	Dec 2015-January 2016	\$4320 Subs for 20 teachers)	District and Schools	
III.C.8.	Classrooms Connect Preview event for Teacher Leaders and School Administrators – 520 teachers and facilitators	January 2016	\$93,600	District and Schools	
III.C.9.	Classrooms Connect Training for Facilitators of Preview Event – 2 days subs for 20 teachers	April-May 2016	\$4320	District	
III.C.10	Classrooms Connect Summer Institute for Teachers and Leaders – 500 teachers for 2 days – repeated 2 times	June, 2016	\$216,000	District	
III.C.11	Attendance at Future Education Technology Conference for DCP Committee members	January, 2016	\$8925	District	
III.C.12.	* Ongoing Collaboration and Monitoring of DCP Initiatives - through the bi-monthly workshops of the DCP Steering Team	Ongoing	None	District Principals	
III.C.13	Work with K-5 teachers of the Intro to Computers Course – standards aligned with coursework	June, 2016	\$6480	Schools	II.D
III.C.14	Professional learning to support 6th grade devices for integration of digital certification in ELA and science	January - June	\$27,432	District	II.D
III.D.15.	Provide 2 days of professional workshops to align LMS with FL standards and monitor progress.	January and February, 2016	\$21,600	teachers	Increase LMS capacity



Listed is the process used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process enables 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.

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	Supplemented Digital Learning Teacher Leader for all Schools	Train-the-Trainer Model - training and supporting staff
III.C.2.	Professional Learning for Digital Learning Teacher Leaders - Workshop Follow-Up	Support for Staff - Increased Student Success
III.C.3.	Professional Learning Surveys and Feedback	Increased Student Success
III.C.4.	Summer Institute - Surveys	Changes in teacher instructional strategies
III.C.5.	FETC Conference - Feedback	Changes in teacher instructional strategies – Presentations to district and school teams
III.C.6.	* Ongoing Collaboration and Monitoring of DCP Initiatives - through the bi-monthly workshops of the DCP Steering Team	One-Note - Collaboration and Reporting
III.C.7.	Using the TIM/TUPS matrices to measure teachers use of technology	At least 80% of teachers will demonstrate their use of technology above the adoption level



III. D. Digital Tools

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

Volusia plans to purchase licensing to support CAPE digital tools opportunities and courses.

Implementation Plan for D) Digital Tools:

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	Purchase universal licenses for Certiport products to provide digital tools & industry certification exams for CTE courses.	2016	\$185,670	All district schools, grades 5-12	Renewal
III.D.2.	Purchase IC3 Spark Digital Tool License Bundles for implementation through 6th grade ELA and Science.	2016	\$51,350	13 district middle schools	Renewal
III.D.3.	Purchase additional 10,000 users for LMS	December, 2015	\$65,000	blended learning classrooms	Increase LMS capacity
III.D.4.	Provide parents and the community with relevant information about the Volusia's comprehensive systems that inform parents about classroom activities and student progress. This will be done through a district Parent University and school/parent events.	June, 2016	\$42,472	District Schools	II.A
III.D.5	Materials, multimedia resources and marketing for schools to present information	Aug, 2016	\$31,584	District Schools	II.A

III.D.6	Analysis software, training and support for management of strategic goals and objective data, sharing information in a meaningful way.	Aug, 2016	\$94,144		II.D
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Evaluation and Success Criteria for D) Digital Tools:

Below is the process used to evaluate the implementation plan and the success criteria for this deliverable. This evaluation process enables 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.	GMetrix practice environment and CCI IC3 Microsite will be the location to monitor and evaluate progress of the components prior to Testing.	A pass of the digital tool certificate is the success criteria for both teacher and student testing sessions.
III.D.2.	Monitoring certification testing for 6th grade students taking IC3 Sparks assessment.	Reports through system verifying increase in number of students receiving a digital certification.
III.D.3.	Curriculum maps with resources tied to digital certification objectives and aligned with FL standards.	Increasing number of students passing digital certification assessments increasing student achievement in ELA and Science - per district goals in those areas
III.D.4.	Participation in the PD training days after school and through the use of webinars and percentage of participation in Edmodo	Receipt of PD points for delivery of integrated lesson.

III.D.5.	Monitoring through LMS Management System and Reporting	Increased student achievement for students taking world languages by accessing LMS coursework
III.D.6.	* Ongoing Collaboration and Monitoring of DCP Initiatives - through the bi-monthly workshops of the DCP Steering Team	One-Note - Collaboration and Reporting

III. E. Online Assessments

Technology infrastructure and devices are managed for successful implementation of local and statewide assessments. The analysis of readiness for computer-based testing, network bandwidth, and wireless needs are managed through Technology Services and Digital Learning and Assessment. Volusia reviews current technology specifications for statewide assessments (available at www.FLAssessments.com/TestNav8 and www.FSAssessments.com/) and manages information distributed from the K-12 Student Assessment bureau when determining potential deliverables.



Implementation Plan for E) Online Assessments:

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.E.1.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing window.	June, 2016	\$0	District	II.E
III.E.2.	Continue monitoring number of devices available at all schools for assessments.	On-going	TBD each year - \$0 for 2016	District	II.E

Evaluation and Success Criteria for E) Online Assessments:

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1	Access to online assessments is managed through a district staff position who supports schools - problems with assessments are monitored and managed in collaboration with technical services.	Successful completion of online assessments for all students.
E.2.	Continued support of district testing position to monitor and manage the online assessment process - and manage reporting to the FL DOE using the Computer-Based Certification Tool.	Successful online assessments by students, as evidenced by surveys of school administrators.