ORANGE COUNTY PUBLIC SCHOOLS
DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to provide a perspective on what Orange County Public Schools 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. The components provided by the district will be used to monitor long-range progression of the Orange County Public Schools DCP and may impact funding relevant to digital learning improvements.

Part I.   DIGITAL CLASSROOMS PLAN - OVERVIEW

1.1 District Mission and Vision Statements

The district's School Board and Superintendent Dr. Barbara Jenkins articulate the district vision-what we strive to become- and mission- why we exist as an organization- in the Strategic Plan.

Our Vision- To be the top producer of successful students in the nation.

Our Mission- To lead our students to success with the support and involvement of families and the community.

While the OCPS vision and mission have been the consistent for over a decade, the district makes updates to its Strategic Plan, Scorecard, Related Business Plans, and Extended Scorecards. The development of the 2016-17 OCPS DCP coincides with the inception of the district's Strategic Plan- OCPS 2020. The OCPS DCP will provide additional information about how to develop targeted strategies in OCPS 2020 and how the Digital Classrooms Allocation will be used to fund designated activities supporting these strategies.

1.1 1.2 District Profile

Orange County Public Schools (OCPS), the 9th largest school district in the nation and 4th largest in Florida, offers a world-class education to over 200,000 (202,746) students in 196 PK-12 schools, distributed across five geographic learning communities.

Type of School	Number of Schools
Elementary `	126
K-8	4

Middle	35
High	19
Exceptional	10
Alternative	20
Charter	45
Tech Centers	4

We celebrate our diversity! Our students represent the diversity of our nation with students from 200 countries speaking 167 different languages or dialects. The student population is 38 percent Hispanic, 27 percent black, 28 percent white, 5 percent Asian, 2 percent multi-cultural and 1 percent Alaska Native. The Exceptional Student Education (ESE) population represents 22 percent of students, including 13 percent of students with disabilities and 9 percent gifted. English Language Learners (ELL) are 14.7 percent of the student population. The top seven non-English languages spoken by OCPS students include: Spanish, Haitian-Creole, Creole, Vietnamese, Portuguese, Arabic, and Tagalog

OCPS has long been a top producer of successful students in Florida, graduating 89.6 percent of traditional high school students annually through the pursuit of the latest research-based practice to support achievement in both students and teachers while closing achievement gaps among district demographic groups. The district continually strives for excellence and has been recognized for these achievements by a diverse range of groups.

District Achievements	Organizations
2014 Broad Prize Winner	Eli and Edythe Broad Foundation
Next Generation Master Planning for Innovation Awardee	Bill and Melinda Gates Foundation
Digital Curriculum Content Achievement Awardee	Center for Digital Education
AP District Honor Roll	College Board
Florida nominee for District Green Ribbon Schools	U.S. Department of Education
2014 Governor's Sterling Award Operations Division	State of Florida
2015 Governor's Sterling Award Human Resources Division	State of Florida
Great Start Award	U.S. Environmental Protection Agency
Achievement of Excellence	National Procurement Institute
Merit Award	U.S. Communities Government Purchasing Alliance

While high performing, OCPS is also district with students of high need; 69.5 percent of students qualify for the free or reduced price meal program. Both the rate of poverty and

the nature of the local economy, which is based largely on the tourism and hospitality industries, contribute to the district student mobility rate of 28.4 percent. These factors present challenges as some schools experience over a 100 percent mobility within a single school year. The high mobility rate is also indicative of a growing homeless student population. OCPS is acutely aware that in order to close achievement gaps among such a diverse range of learners, it will first need to close the equity gap. As a result, the district is committed to the centralized standardization of digital tools, infrastructure, and resources needed to support personalized and mobile student learning.

OCPS is fortunate to have the support of the Orange County community and considers its efforts to develop digital classrooms and maintain state of the art facilities a market differentiator among local districts. The district has one of the most successful and aggressive school construction programs in the country. The program is supported by a half-penny sales tax to renovate and repair older schools and bring them up to current standards. Since 2003, OCPS has opened 42 new schools and replaced or renovated 100 schools. The program is guaranteed to continue for the next ten years and will be the vehicle for ensuring the success of students beyond graduation through the expanded development of digital classrooms.

1.2 District Team Profile

The transition to digital classrooms effects all division within Orange County Public Schools, from infrastructure to instructional materials to professional development. For that reason the strategic vision for digital learning is jointly developed by a broad group of individuals led by executive cabinet.

Title/Role	Name:	Email:	Phone:
Digital Curriculum Executive Steering Team			
Deputy Superintendent/ Co-Chair	Dr. Jesus Jara	jesus.jara@ocps.net	407-317-3200
Chief Operations Officer/ Co- Chair	Mr. Michael Eugene	michael.eugene@ocps.net	407-317-3200
Teaching and Learning Working Group			
Chief Academic Officer/Chair	Dr. Maria Vazquez	maria.vazquez@ocps.net	407-317-3200
Executive Director/ Curriculum, Instruction and Digital Learning	Mr. Robert Bixler	robert.bixler@ocps.net	407-317-3200
Director/ Instructional Management Systems	Mr. Maurice Draggon	maurice.draggon@ocps.net	407-317-3200
Director/ Digital Curriculum and Instructional Design	Mrs. Mariel Milano	mariel.milano@ocps.net	407-317-3200
Senior Executive Director/ Human Resources	Mr. Ronald Pilgrim	ronald.pilgrim@ocps.net	407-317-3200
Director/ Instructional Technology and	Mrs. Daniela	daniela.mitchell	407-317-

Library Media	Mitchell	@opcs.net	3200
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I.2 Planning Process

District staff were provided training on new digital learning legislation and updated expectations for the Digital Classroom Plan in August 2016. The district's digital learning governance structure began to revise the 2016-2017 OCPS Digital Classroom Plan immediately upon release of the state template using the guidance document in August. The OCPS digital learning governance structure consists of three levels: strategic, operational, and tactical. At the strategic level the Digital Curriculum Executive Steering Committee, co-chaired by the Deputy Superintendent and Chief Operating Officer, set the vision for digital learning in the district. They meet with executive level leadership monthly. At the operational level working groups representing organizational capabilities in teaching and learning, asset management and security, finance and procurement, ICTS, facilities, and communications meet monthly to develop and implement plans and monitor data to make mid-course corrections. At the tactical level, process and planning teams meet bi-weekly for ¾ of the year in preparation for each school year to define and implement standard operating procedures and collect data on their effectiveness. All levels of governance provide input into the OCPS DCP.

Initially, digital curriculum working groups from each division of the district reviewed progress toward goals, strategies, and activities of the 2014-2015 DCP which focused on preparation of nine 1:1 schools and a CAPE digital tools pilot. The 2015- 2016 DCP again

focused on scaling the CAPE Digital Tool Certificate program and expanding professional development to 11 additional 1:1 high schools.

Based on the identified list of strategies senior leadership met to prioritize needs based on the available 2016-2017 Digital Classroom Plan Allocation and other local resources. These discussions resulted in the development of a vision for cohort IV and V of LaunchED schools which will include the use of 1:1 devices in all subject areas at local middle schools over the next two years and the development of a strategy to minimize testing windows by procuring enough digital devices for all K-8 schools to administer the FSA to all students in the largest grade band in a single sitting.

At the middle school level digital learning includes the use of digital and electronic format instructional materials, digital tools, and online assessments to personalize learning for students and provide a diverse set of opportunities for students to demonstrate competency with the Florida Standards. Using this definition digital curriculum working groups, including representatives from multilingual and exceptional student education, once again met to refine strategies and activities. To better serve English Language Learners additional interventions were put into place to focus on language acquisition skills in elementary schools and listening, speaking, and writing skills at secondary schools.

District working group team members worked alongside the OCPS 2020 Strategic Planning team and further refined the scope of strategies to maximize resources and alignment. Draft strategies were shared with Digital Curriculum Teacher Leaders in Cohort I, II, and III schools, the Orange County Parent Teacher Association, School Advisory Councils, and partners including the University of Central Florida, Microsoft, Google, HMH, and United Data Technologies to gain input on relevance.

Finalized strategies were shared with the district's Executive Cabinet and School Board for approval.

I.3   Technology Integration Matrix (TIM)

The Technology Integration Matrix developed by the University of South Florida's Florida Center for Instructional Technology is used by the district to develop an awareness of the best practices in technology integration, guide lesson planning, and evaluate lessons.

The use of the TIM was first introduced four years ago as a part of the professional development for the digital curriculum pilot program, to assist principals with setting goals for their campus and monitoring the progress toward those goals. The district now expects that all teachers teaching at LaunchED 1:1 sites demonstrate their ability to develop and implement a lesson at the levels indicated below at least once annually.

Year 1- Adoption
Year 2- Adaptation
Year 3- Infusion
Year 4- Transformation

TIM data is collected by district coaches who visit classrooms for ten minute intervals and use the data collected to develop personalized professional development deliverables for each campus. Using this process the district has seen LaunchED 1:1 schools meet intended goals.

In an effort to move all schools forward in technology integration, the district incorporated the Technology Integration Matrix into the Facilitative Coaching Series which is required for all instructional coaches with the intent that all coaches will use the Technology Integration Matrix in common lesson planning sessions they facilitate. Progress toward the goal of teachers using the Technology Integration Matrix as a tool for lesson planning will be monitored by district LaunchED Learning Walk teams thrice annually and used to drive job-embedded professional development.

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 district uses a MTSS framework both in the classroom and to monitor the program as a whole.

Programmatic Data-Based Problem Solving Process for Goals, Needs Analysis, and Resource Allocation
Governing the digital curriculum program, outlined in the DCP, is but one cog in the wheel. The overall program will not be successful unless it is continuously engaging in data-based problem solving, progress monitoring, and support. The process through which Orange County Public Schools identifies, aligns, and allocates its district resources is support of digital learning occurs begins at the executive level via collaborative decision-making and includes representatives from all divisions. The Executive Cabinet meets weekly to support the superintendent in managing and accessing the needs of operations and functions within the District consistent with District priorities and expected goals in accordance with best practices. The methodology used for coordinating and supplementing federal, state and local funds, services is programs is through a collaborative problem-solving structure.

In order to effectively manage the digital learning program the team annually administers the Technology Uses and Perceptions Survey, the Technology Resources Inventory, and a needs analysis survey to identify gaps and use those data points to inform program support. For example, from a professional development standpoint we provide three tiers of support.

Tier 1- involves regular job-embedded professional development supported by Digital Curriculum Teacher Leaders

Tier 2- involves additional on-demand support which through the district learning management systems or Intranet site or in small group web conferences.

Tier 3- involves intensive one on one virtual or live support. This support is provided by trained coaches and can involve modeling, co-teaching, or coaching.

Schools and their staff members are screened regularly to identify what needs exist and to reallocate resources as needed. In the case of professional development resources tend to be in the form of time. The district allocates one Digital Curriculum and Instructional Design coach per geographic learning community. While these coaches support all schools, they focus intensely on 1:1 environments. Coaches collect baseline data at the beginning of each year on the depth of technology integration. This data is initially used to allocate the time of coaches in subsequent cycles to meet the needs of struggling schools. Once on campus coaches work off of customized deliverables for each site.

Programmatic Systems in Place to Monitor Progress of Implementation Plan
The district uses a systemic method for monitoring the progress of digital classroom strategies and activities in supporting district goals monthly. The Business or Instructional Process Owner responsible for each segment of the digital curriculum program develops performance measures annually which can be used to track to progress. Each performance measure must include:

- Name
- Definition
- Description of importance
- Calculation
- Data Source
- Data Supplier
- Additional Notes

These measures focus on discrete indicators of progress such as the number and frequency of digital learning objects accessed, posts in the learning management system, and access of instructional materials. The data for each performance measure is collected monthly and recorded on a comprehensive scorecard. The scorecard is reviewed by operational and tactical teams who identify any needed mid-course corrections. The aggregate data and updated action plan is then presented to the geographic learning community leadership no less than quarterly. Performance measure are described for each strategy in Step 3- Strategy Setting.

Plan to Support Implementation and Build Capacity
The digital curriculum program is supported by a robust team of administrative, classified, and instructional district and school-based staff members. The coordinated support model is governed by the Digital Curriculum Steering Committee and supported by the Curriculum & Instruction, Professional Development Services, Strategic Data Systems & Technology Innovation, and ICTS departments.

Classroom Level MTSS

A similar process is used for classroom level MTSS which also focuses on a system of supports but are used to ensure that all students are successful in the classroom. These supports features digital core and supplemental invention programs are organized into three tiers.

I.5   District Policy

All school district policies are posted publicly on the School Board website. https://www.ocps.net/sb/Superintendent/Pages/SuperintendentsDocuments.aspx. Over the past two years, the district has reviewed the available policies of the ten largest urban districts in the country and used the common best practices among them as the foundation to draft Florida's first comprehensive digital learning policy. The policy was developed using cross-functional teams and community input. The currently adopted policy includes governance on:

- Digital materials
- Computer science access
- Digital literacy
- Keyboarding
- Use of network resources
- Children's Internet Protection Act compliance
- Home internet filtering
- Cheating
- Plagiarism
- Copyright
- Identity theft
- Asset management
- Social media
- Use of district assigned email addresses
- Content stored locally
- Content stored in the cloud
- Training and professional development
- Bring Your Own Device

Based on the guidance provided in the Digital Classroom Plan content will be revised, as needed.

Type of Policy	Brief Summary of Policy	Web Address	Date of Adoption
Student data safety, security and privacy	Currently being drafted		
District teacher evaluation components relating to technology (if applicable)	N/A		

BYOD (Bring Your Own Device) Policy	The district adopted a Bring Your Own Device Policy which includes provisions for how devices should be used, specifications for devices, and district support of devices.	https://www.ocps.net/sb/Superintendent%20Documents/IHAR%20Digital%20Learning%20(9-29-15).pdf	**8/2014**
Policy for refresh of devices (student and teachers)	Currently being drafted		
Acceptable/Responsible Use policy (student, teachers, admin)	The district adopted policy which outlines the need for digital citizenship among all students, staff, and administrators including use of social media, email addresses etc.	https://www.ocps.net/sb/Superintendent%20Documents/IHAR%20Digital%20Learning%20(9-29-15).pdf	**9/29/2015**
Master Inservice Plan (MIP) technology components	The district policy outlines the support for staff use of technology including regular and frequent professional development.	http://www.boarddocs.com/fla/orcpsfl/Board.nsf/files/A2GSL662FDE7/$file/MASTER%20INSERVICE%20PLAN%2015-16%20final.pdf	**9/29/2015**
Basic Instructional Program	The district policy has been revised to include computer science and the support of all instructional areas by technology.	https://www.ocps.net/sb/Superintendent%20Documents/IHA%20Basic%20Instructional%20Program%20(9-29-15).pdf	**9/29/2015**
Library Materials Selection and Adoption	The district policy has been revised to include the regular adoption and selection of e-books	https://www.ocps.net/sb/Superintendent%20Documents/IJL%20Library%20Materials%20Selection%20and%20Adoption%20(9-29-15).pdf	**9/29/2015**
Homework	The district policy has been revised to include the use of internet for homework	https://www.ocps.net/sb/Superintendent%20Documents/IKB%20Homework%20(9-29-15).pdf	**9/29/2015**
Withdrawal from School	The district policy has been revised to include provision for the return of technology assets	https://www.ocps.net/sb/Superintendent%20Documents/JFC%20Withdrawal%20From%20School%20(9-29-15).pdf	**9/29/2015**
Supervision of Students	The district policy has been revised to include provisions for supervision of student use of	https://www.ocps.net/sb/Superintendent%20Documents/JLIA%20Superv	**9/29/2015**

	technology	ision%20of%20Students%20(9-29-15).pdf	

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

Orange County Public Schools evaluated current 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.

As outlined in our Strategic Plan OCPS 2020, our number one goal is Intense Focus on Student Achievement. As such every elements of the district's work is tied to student outcomes, which are made publicly available using the district scorecard and extended scorecard. Scorecard data describes student outcomes against identified goals. The full extended scorecard data for August 2016 can be found in the Appendix. The district used AMOs and comparative student performance data on state standardized assessments to generate targets for student performance outcomes. After significant analysis, the district's focus for 2016-2017 is mathematics, achievement gaps for ELL students, and students performing in the bottom 30 percent.

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A. Student Performance Outcomes (Required)		Baseline 2016	Target	Date for Target to be Achieved *(Mo/Year)*
II.A.1.	ELA Student Achievement	54 %	59 %	6/2018
II.A.2.	Math Student Achievement	52 %	57 %	6/2018
II.A.3.5	Science Student Achievement – 5th Grade	53%	80 %	6/2020
II.A.3.8	Science Student Achievement – 8th Grade	49%	80 %	6/2020
II.A.4.	Science Student Achievement – Biology	67 %	80 %	6/2020
II.A.5.	ELA Learning Gains	52 %	57 %	6/2018
II.A.6.	Math Learning Gains	54 %	59 %	6/2018
II.A.7.	ELA Learning Gains of the Low 25%	40%	45 %	6/2020
II.A.8.	Math Learning Gains of the Low 25%	44 %	49 %	6/2020
II.A.9.	Overall, 4-year Graduation Rate	89.6 %	92.1 %	6/2018
II.A.10.	Acceleration Success Rate	45 %	60 %	6/2017

A. Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved *(Mo/Year)*
II.A.11. (D)	Overall, Dropout Rate	0.7%	0.4%	6/2017
II.A.12. (D)				
II.A.13. (D)				
II.A.14. (D)				

■ **Quality Efficient Services**

Technology Infrastructure:
Districts shall create a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software.

B. **Infrastructure Needs Analysis (Required)**		**Baseline from 2014**	**Actual from Spring 2016**	**Target For 2016-2017 School Year**	**Date for Target to be Achieved** *(Mo/Year)*	**Gap to be addressed** *(Actual minus Target)*
II.B.1.	Student to Computer Device Ratio	3.46:1	1.60 : 1	1.50:1	06/2017	0.1:1
II.B.2.	Count of student instructional desktop computers meeting specifications	47,314	51,470	51,700	06/2017	230
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	13,122	58,722	76,650	06/2017	16,788
II.B.4.	Count of student web-thin client (Chromebook) computers meeting specifications	0	2,690	2,750	06/2017	60
II.B.5.	Count of student large screen tablets meeting specifications	5,552	3,602	3,650	06/2017	48
II.B.6.	Percent of schools meeting recommended bandwidth standard	76%	75.85 %	81%	06/2017	5.15 %
II.B.7.	Percent of wireless classrooms (802.11n or higher)	74%	83.89 %	85.2%	06/2017	5.15%
II.B.8.	District completion and submission of security assessment *	Y	N/A	Y	N/A	N/A
II.B.9.	District support of browsers in the last two versions Google Chrome Internet Explorer	Y	Y	Y	06/2017	Y

* 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.

The District's High Performing and Dedicated Team goal is aligned to support professional learning and growth for staff. The district has a long history of professional development on the integration of technology and digital content. Many of the professional development series have focused on the use of the Technology Integration Matrix when self- evaluating classroom lesson plans.
Professional Development should be evaluated based on the level of current technology integration used in instructional practice by teachers. However, this has not previously been used as a measure of the impact of the professional development for digital learning into the classrooms.

The district piloted the use of the Technology Integration Matrix in the spring of 2013-2014 to evaluate the impact of the digital pilot program on instructional practice. Learning walks were conducted in five elementary, three middle, and one high school. The results were clear, even after one year of digital curriculum implementation many teachers, were still at the entry or adoption level with all TIM characteristics. The district made mid-course corrections and realigned professional development goals to integrate with the school improvement plan, selecting only two TIM characteristics to focus on each year with measurable goals. In order to effectively track classroom program, beginning in 2014-2015, Curriculum Resource Teachers and Library Media Specialists began collecting data on technology integration in addition to TIM teams. TIM team visit a randomly selected sample of teachers on each campus three times annually to assess growth.

The results of the TIM learning walks conducted across a representative number of schools from all learning communities were used as a representative baseline for the level of technology integration in classrooms across the district along with the results from the interim program evaluation in setting targets for professional development in digital classrooms.

C. **Professional Development Needs Analysis (Required)**		**Baseline (established in 2016)**	**Target**	**Date for Target to be Achieved** *(Mo/Year)*
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry:75 % Adoption: 20% Adaptation: 3% Infusion: 1% Transformation:<1 %	Entry: 8% Adoption: 10% Adaptation: 50% Infusion: 30% Transformation: 2%	06/2019
II.C.2.	Percentage of total	Entry:75 %	Entry: 8%	06/2019

	evaluated teacher lessons plans at each level of the TIM	Adoption: 20% Adaptation: 3% Infusion: 1% Transformation:<1 %	Adoption: 10% Adaptation:30 % Infusion: 50% Transformation: 2%	

■ **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. Orange County Public Schools meet with Business Process Owners to evaluate the current state of digital tool systems and identify gaps. Three key gaps were identified. The first is the lack of a professional development management system which includes district staff information combined with the ability to create and manage professional development offerings and plans. The second gap is the lack of a uniform learning management system. This system and accompanying processes will be developed by the Digital Learning department in collaboration with ICTS. The third gap is the lack of uniform access to digital tool systems for parents.

D. **Digital Tools Needs Analysis Students (Required)**		**Access**		**Utilization**	
		Baseline % of students with access to this type of tool	**Target % of students with access to this type of tool by 2017-2018**	**Baseline % of students who use this type of tool on a regular basis**	**Target % of students who use this type of tool on a regular basis by 2017-2018**
II.D.1. (S)	A system that supports student access to online assessments and personal results.	100 %	100 %	77 %	99 %
II.D.2. (S)	A system that houses documents, videos, and information for students to access.	0 %	100 %	0 %	33 %
II.D.3. (S)	A system that supports student access to individualized instruction. - iReady - Math XL - Edgenuity	100 %	100 %	80 %	99 %

D. Digital Tools Needs Analysis Teachers (Required)		Access		Utilization	
		Baseline % of teachers with access to this type of tool	**Target % of teachers with access to this type of tool by 2017-2018**	**Baseline % of teachers who use this type of tool on a regular basis**	**Target % of teachers who use this type of tool on a regular basis by 2017-2018**
II.D.1. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 %	100 %	56 %	99 %
II.D.2. (T)	A system that houses documents, videos and information for teachers to access.	100 %	100 %	5 %	8 %
II.D.3. (T)	A system that provides teachers with the ability to individualize instruction.	0 %	100 %	0 %	33 %
II.D.4. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans. (Google Apps for Education	100 %	100 %	33%	50%
II.D.5. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100%	100%	100%	100 %
II.D.6. (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 %	90 %	95%

D. Digital Tools Needs Analysis Parents (Required)		Access		Utilization	
		Baseline % of parents with access to this type of tool	**Target % of parents with access to this type of tool by 2017-2018**	**Baseline % of parents who use this type of tool on a regular basis**	**Target % of parents who use this type of tool on a regular basis by 2017-2018**
II.D.1. (P)	A system that includes comprehensive student information to inform parents about instructional decisions, classroom activities, and student progress.	100%	100 %	65 %	70 %

D. Digital Tools Needs Analysis Instructional Materials (Required)		**Baseline % established in 2016**	**Target % by 2017-2018**
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2016-17)	100 %	100 %
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	100% Core Materials	100 %
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	100 %	100 %
II.D.4. (IM)	Percentage of the materials in answer II.D.2. above that are accessible and utilized by teachers	100 %	100 %
II.D.5. (IM)	Percentage of the materials in answer II.D.2. that are accessible and utilized by students	100 %	100 %
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students' instructional materials [s. 1006.283(2)(b)11, F.S.]	0 %	100 %

D. Digital Tools Needs Analysis Instructional Materials (District Provided)	Baseline % established in 2016	Target % by 2017-2018
II.D.7. (IM) Percentage of middle school students completing a digital tool certificate	2.01%	6%

■ **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.

Districts will use the attached device worksheet to calculate the target for this category. This worksheet calculates the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation as defined in s. 1011.62(12)(g), F.S. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use.

E. **Online Assessments Needs Analysis (Required)**		**Baseline** established in 2016	**Target**	**Date Target to be Achieved** *(Mo/Year)*
II.E.1. (D)	Computers/devices available for statewide FSA/EOC computer-based assessments	70,379	75,973	01/2017
II.E.2. (D)	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	5 %	38%	06/2017

STEP 2 – Goal Setting:

To focus our efforts in order to accomplish our mission and achieve our vision, the district set goals which align with Florida Department of Education Digital Classroom Plan goals.

Our district goals are:

> Intense Focus on Student Achievement
> High Performing and Dedicated Team
> Safe Learning and Working Environments
> Efficient Operations
> Sustain Community Engagement

Each goal has been refined to identify key priorities for each division. Each priority is addressed through targeted strategies and initiatives. A description of the full district strategy map can be found in the Appendix.

STEP 3 – Strategy Setting:

"District departments set ambitious targets for improving district performance on measureable objectives related to each of the five goals. The strategies and initiatives developed by these departments to meet or exceed their targets are listed in the department's business plan. The business plans includes 3-year objectives and therefore provide a long-range view of what OCPS will do to meet the five goals." (OCPS Strategic Plan, 2014)

Goal Addressed	Strategy	Measurement	Timeline
Intense Focus on Student Achievement	Reduce the impact of testing windows on the academic calendar by providing a better student to device ratio.	% of days used for testing window in the school year per grade level/ course	2016-2020
Intense Focus on Student Achievement	Increase participation in the K-8 Digital Tool Certification program resulting in at least 1 certification	% students completing 1 digital tool certificate before completion of 8th grade	2014-2020
Intense Focus on Student Achievement	Increase the number of students utilizing access to digital tools enabling anytime, anywhere learning	Number of students utilizing digital tools	2015-2020
Intense Focus on Student Achievement	Increase differentiated professional development opportunity for coaches and teacher leaders in the area of technology integration	% of lessons observed at each level of the TIM-O	2014-2020
Intense Focus on Student Achievement	Increase digital literacy among students	% of targeted students successfully completing digital learning and	2014-2020

		literacy training	
Efficient Operations	Develop Service Level Agreements for school-based technical services	Completed SLA(s) for identified services to school-based staff and students	2015-2017
Efficient Operations	Increase speed of access to a larger variety of student data	Mean time to availability of identified student data	2014-2020
Intense Focus on Student Achievement	Increase the number of parents attending parent involvement sessions promoting the use of technology at home	# of parents attending sessions	2014-2020

Our district utilizes E-Rate funding to support network and infrastructure. Questions about E-Rate should be directed to Lisa Connelly at lisa.connelly@ocps.net

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by s. 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

The district has chosen to focus the DCP Allocation on component E, in light of recent state legislation. In this section OCPS has outlined specific activities and deliverables that will be implemented in the current year that are funded from the DCP Allocation.

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 how successful implementation will be determined once completed. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.

The district completed a budget worksheet to determine areas of need for online assessment. This worksheet calculates the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use. Specific items indicated below:

- Sum of Deliverables across component areas will be included.
- Additional line for charter school allocations.

Charter schools are a vibrant part of OCPS and such are an important part of the DCP Allocation process. To ensure that public charter school students have equitable access to digital curriculum, the district met with charter school principals to discuss available resources and assist with DCP Allocation application development. All charter school DCP

allocation applications were reviewed by the Office of School Choice and the superintendent.

Copies of the charter school DCP Allocation applications are on file in the Office of School Choice.

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 2016-17 school year.

Orange County Public Schools is committed to increasing student outcomes in Mathematics. It is the district's assertion that the use of digital devices in mathematics courses will lead to increased achievement on the Florida Standards Assessment (FSA). This is supported by researchers who have investigated whether student access and use of laptops in a one-to-one program predicted higher state achievement scores (Shapley, et al., 2006). The strength of the students' access and use of technology was a consistent positive predictor of students' reading and mathematics scores, with students' use of their laptop at home as the strongest implementation predictor of reading and math scores. The FSA is fully digital and utilizes unique item types highlighting the importance of interactive digital learning objects and the creation of digital work products by students. Another study (Light, McDermott, & Honey, 2002) found that after two years in a laptop program, students scored significantly better than their peers across all tracks or subject areas.

The DCP Allocation funding will focus on increasing the density of digital devices at non 1:1 schools in order to increase instructional time and decrease testing windows. It is the districts intent that devices purchased by the DCP Allocation will be used daily in instruction as well as for test administration.

Enter the district student performance outcomes for 2016-17 that will be directly impacted by the DCP Allocation below:

A. Student Performance Outcomes		Baseline	Target
III.A.1.	Math Student Achievement	52 %	57 %
III.A.2.	Math Learning Gains	54 %	59 %
III.A.3.	Math Learning Gains of the Low 25%	44 %	49 %
III.A.4.	Math Achievement Gaps Students Participating in ELL Programs to All Students	25/25 (27)	16

B) Digital Learning and Technology Infrastructure

Implementation Plan for B) Digital Learning and Technology Infrastructure:

OCPS is entering the fourth year of its LaunchED digital learning program. In the past three years, the district has invested heavily in the department of foundational systems to support digital learning at scale including the deployment of a Student Identity Management, Mobile Device Management (MDM), Single Sign On (SSO), and grade band specific internet filtering solutions.

The district is now turning its attention to readying the infrastructure of middle schools to ensure they are prepared for the 1:1 scale-up over the next two years. Each school will have their backbone evaluated, and where needed modified or rebuilt, where not already at published standards the connectivity will be increased, and wireless access points installed in every instructional spaces. After the infrastructure is built up to meet the new standards, the Facilities department will install flat panel interactive digital data displays and audio enhancement to complete the preparation of the 1:1 environment, where possible and appropriate, wireless connectivity to the new displays will be provided.

As the number of devices increases by an additional 30,000 devices this fall, the volume of support needs is anticipated to increase as well. The district is implementing an Enterprise Management System that will provide self-help documentation for users. As part of the expansion of digital learning, the district will develop self-help documentation to assist users of the mobile 1:1 devices. The district is also developing formal, written Service Level Agreements (SLAs) with the schools to ensure the proper priority is given to servicing the instructional needs.

The district will continue to purchase the digital content from approved providers in an effort to provide a broad range of options to teachers and students. As content is procured, district is committed to continuing to use open standards for ingesting content and rostering students to allow for seamless interaction with content anytime, anywhere learning. Anytime, anywhere learning requires increased connectivity outside the school day. Many students spend an extended amount of time on school buses while being transported to and from school. The district is capitalizing on this time by piloting the use of cellular wireless access on school buses which will allow students to complete homework while traveling to and from school.

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps (from chart A at the top of the email) will be addressed by other fund sources.

B. Infrastructure Implementation			
Brief description of other activities	Other funding source	Estimated Amount	Estimated Completion Date Mo/Year
Create content for automated self help	District general fund-Enterprise	$25,000	June 2017
Extend Self-help tools to students so they can provide self-service tasks beyond the instructional day	District general fund-Enterprise	$70,000	December 2017
Develop SLA for school based technical services	N/A	No cost	May 2017
Extend network monitoring system to create easily understood dashboards so that each school can view near real-time use of their bandwidth	District ICTS operational budget	$20,000	August 2017

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, s. 1011.62(12)(b), F.S., requires districts to submit a third-party evaluation of the results of the district's technology inventory and infrastructure needs. Please describe the process used for the evaluation and submit the evaluation results with the DCP.
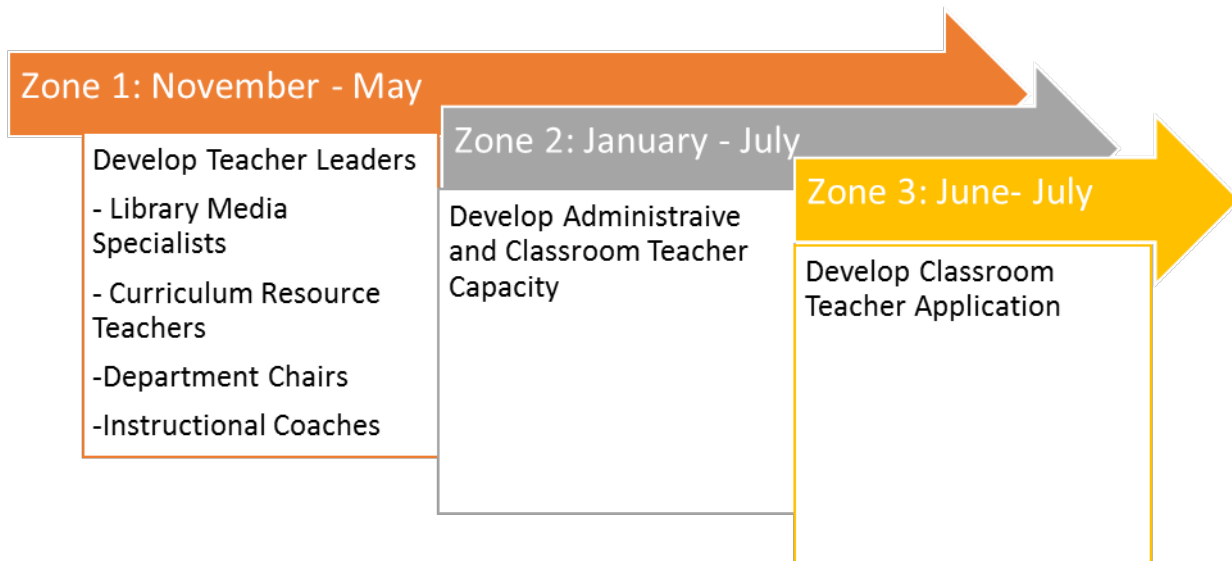
C) Professional Development

OCPS is committed to developing staff through the Master Inservice Plan in order to improve student performance outcomes. Quality professional development provides continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance. This is critical as the educational landscape is constantly shifting and with it the knowledge and skills required of faculty and staff. Through the implementation of this Master Inservice Plan, Orange County Public Schools will continue to raise the knowledge and skill level of all employees while making certain that highly qualified teachers are available have the capacity to integrate classroom technology that enhances teaching and learning.

A full copy of the Master Inservice Plan can be found at the following link: http://www.boarddocs.com/fla/orcpsfl/Board.nsf/files/A2GSL662FDE7/$file/MASTER%20INS ERVICE%20PLAN%2015-16%20final.pdf

Implementation Plan for C) Professional Development:

The year has been broken into three major professional development zones.

Zone 1: November - May
Develop Teacher Leaders
- Library Media Specialists
- Curriculum Resource Teachers
- Department Chairs
- Instructional Coaches

Zone 2: January - July
Develop Administraive and Classroom Teacher Capacity

Zone 3: June- July
Develop Classroom Teacher Application

Zone 1
OCPS is committed to the development of capacity at a local level, as a result the focus of zone 1 is on the development of teacher leaders in a Train-the-Trainer model. The audience for zone 1 is two-fold: existing digital pilot schools and the digital expansion schools. Central to zone 1 is the conversion of the traditional library media specialist role from the management and development of paper-based teaching and learning resources to the management and development of digital assets.

The development of remaining digital curriculum teacher leaders (Curriculum Resource Teacher, Department Chairs, and Instructional Coaches) will occur through monthly job-embedded professional development and bi-monthly role-alike professional development sessions.

The monthly job-embedded professional development will focus on a characteristic/level of the TIM matrix. These modules will be shared with school-based teacher leaders who will turn facilitate the learning of their staff. Each month's professional development features a unique set of deliverables which will be monitored and used to make mid-course corrections.

The bi-monthly role-alike professional development sessions will focus on choosing the most effective digital tool to deliver high-yield instructional strategies within the district's framework for Teaching and Learning. These sessions will also feature a unique set of deliverables which will be monitored and used to make mid-course corrections.

Zone 2
The interim pilot report identified that many teachers felt that they did not have adequate time to practice with the basic functionality of tools before the start of the school year. The focus of zone two is to certify that all instructional staff members whose classrooms will be retrofitted to include instructional technology have basic proficiency on the tools they are being provided with. This will be accomplished through the use of micro learning, which presents teachers with a small segments of training content strung together to gradually build capacity with basic technology. Teacher will earn badges that can then be used as a recruitment and retention tool.

Administrators too reported the need to have more practice and exposure to digital tools in order to adequately use those tools to transform campus culture. To support administrators the team developed, a five- part support model which includes iterative cycles of professional development, data chats, student work protocols, and instructional rounds. Each cycle will focus on a different subject area in an effort to coordinate with common formative assessments designed by the district.

District staff will work with principals to develop school improvement goals, strategies, and activities that support staff and students in reaching the adaptation level in the active and collaborative TIM characteristics. Then principals will attend professional learning on-line focused on using digital tools in an administrative capacity. The completion of professional development will be followed by a close look at student outcomes on district formative assessments in comparison to the use of digital learning objects and systems in order to develop and action plan. Next, principals will collaboratively assess digital artifacts of student proficiency against academic scales and the TIM. Finally, district staff and principals will conduct learning walks using the TIM in classrooms where digital artifacts were collected.

Zone 3

Teachers need support in developing lessons with a greater degree and sophistication of technology integration on a basic understanding of technology has been attained. To support this, the district will compensate all classroom teachers teaching in a 1:1 environment for two days to develop their first two weeks of lesson plans. This year this will be of particular importance due to the adoption of the learning management system. Key to these summer institutes will be the subject matter expertise.

While OCPS is hyper focused on the development of our 1:1 programs, the district would also like to extend support to STEM programs in an effort to decrease the math achievement gaps. To accomplish this STEM schools will have the opportunity to apply for a laptop cart to support math instruction on their campus.

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

Implementation Plan for C) Professional Development:

C. Professional Development Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
II.C.1.	Devices for ESE Resource Teacher	1/1/17	$ 31,594.92	Orange	II.C.1.
II.C.2.	Devices for STEM Program	1/1/17	$ 566,529.60	Orange	II.C.2.

C. Professional Development Implementation			
Brief description of other activities	Other funding source	Estimated Amount	Estimated Completion Date Mo/Year
Monthly professional development with occur beginning in September for LaunchED school administrators targeting changing the campus culture to one of digital learning. Monthly professional development includes such skills as: - Using a learning management system to facilitate professional	OCPS General Fund	$0	6/2017

learning communities. - Using cloud based tools to create/share documents, use/understand research tools, and create forms to collect local data. - Using the learning object repository to curate and share resources with staff. - Using video conferencing to communicate and collaborate with staff. - Providing feedback to teachers			
LaunchED digital school administrators will engage in learning walks three times annually using the TIM-O.	OCPS General Fund	$0	3/2017
LaunchED Digital Curriculum Teacher Leaders will attend professional development monthly from September through March in a Train the Trainer model.	OCPS General Fund	$723,000	6/2017

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 Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	Ensure POs have been completed b 11/30 Ensure delivery occurs by	100% of computers allocated where available and used for designated purpose

|	12/31 Ensure PD for staff occurs by 2/28	
C.2	Ensure POs have been completed b 11/30 Ensure delivery occurs by 12/31 Implement lottery for STEM magnet schools by 3/30	100% of computers allocated where available and used for designated purpose

D) Digital Tools

OCPS is committed to providing a comprehensive digital tool system for the improvement of digital learning. The 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. The district developed such a LIIS system under the previous RTTT funding and is continuing to maintain and refine based on knowledge gained from the digital pilot program schools. The ongoing support of this system is not being funded through the Digital Classroom Plan allocation however, ongoing activities occurring are noted below.

Effective July 1, 2014 Florida statutes 1007.2616 and 1002.4203 requires that public schools provide students in grades K-12 opportunities for instruction and recognition/ certification in computer programming and digital skills. Instruction in these areas must be included at the elementary and middle school level. Instruction in digital literacy skills includes:
- Coding instruction in elementary and middle school
- Digital literacy skills in elementary and middle school
    o Multiple media presentation
    o Manipulation of digital graphic images
- Courses in computer coding in high school

The implementation of the above referenced statutes is consistent with the district experience during the digital program. Teachers in the program reported the desire to have students learn the how-to before coming to their classroom to apply the technology in context. To address mitigate this concern during scale-up, the districts are proposing the integration of CAPE digital tool certificates into the rotational model in grades 3-7 for general and exceptional education students..
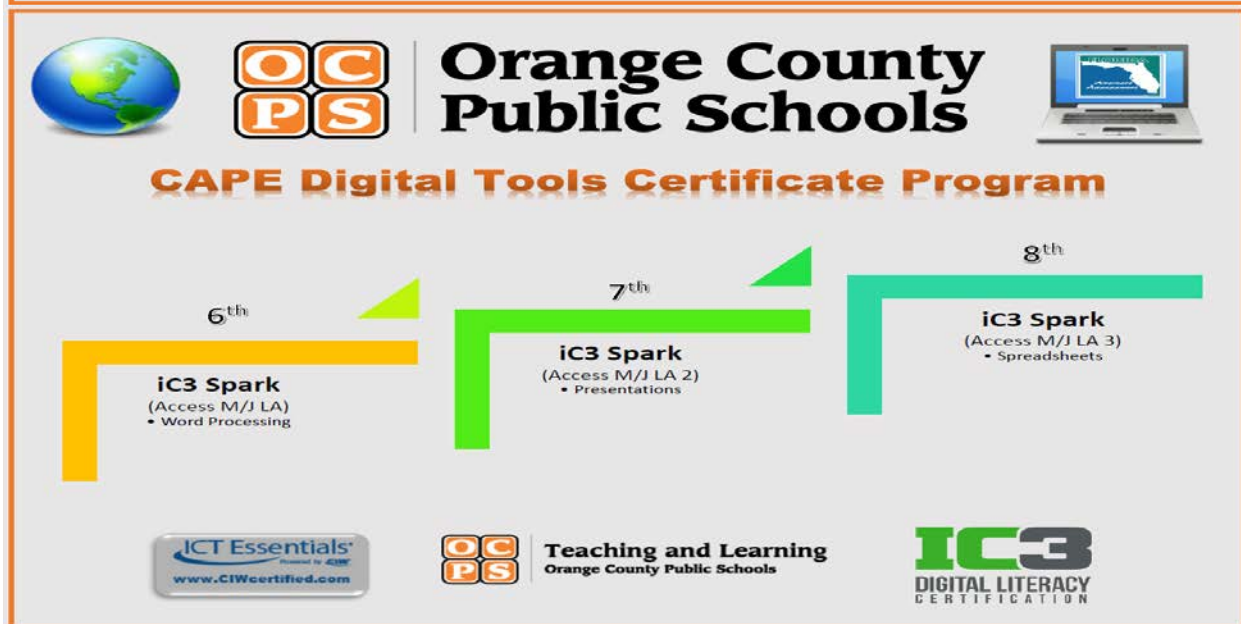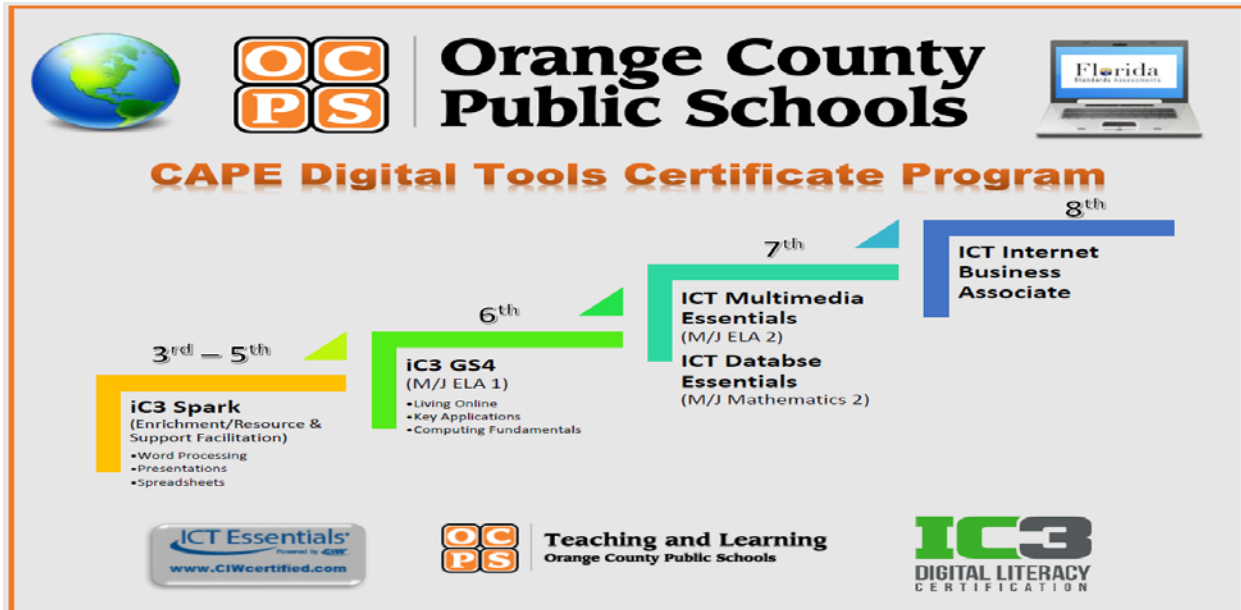
If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

D. Digital Tools Implementation			
Brief description of other activities	Other funding source	Estimated Amount	Estimated Completion Date Mo/Year
Procure CAPE digital tool certificates examinations for all students in grades 4-	OCPS General Fund	$650,000	8/2017

7			
Implement enterprise Learning Management System	OCPS General Fund	$10,000,000	8/2020

E) Online Assessments

Districts will use DCP funds to be compliance with s. 1011.62(12)(g), F.S., which indicates that each district's digital classrooms allocation plan must give preference to funding the number of devices that comply with the requirements of s. 1001.20(4)(a)1.b., and that are needed to allow each school to administer the Florida Standards Assessment to an entire grade at the same time. This will be calculated by the district completing the device worksheet that accompanies the DCP template. The device worksheet will calculate the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use. The worksheet will then calculate a total number of devices needed for each school. The district will be required to include a deliverable to meet this requirement as part of the DCP plan in Section III. Online Assessment Support.

Implementation Plan for E) Online Assessments:

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.	Purchase 5,249 devices for online assessments	1/1/17	$ **2,859,340.26**	Orange	II.B.3.

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

E. **Online Assessment Implementation**			
Brief description of other activities	**Other funding source**	**Estimated Amount**	**Estimated Completion Date Mo/Year**
Moving MS and HS common final exams to online format	N/A	0$	2/2017
Adopted assessment MAP for K-2 which is online	OCPS General Fund	Need from ARA	8/2016
Increase the number of wireless access points	OCPS General Fund	$1,425,000*	June 2018
Replace switches to optimize performance	OCPS Capital Fund	$3,500,000*	June 2018

* Please note the numbers above are the equipment costs at the purchase prices and installation minus projected savings from E-Rate. Depending upon next bid from E-Rate, the projected costs above will change. New bid be completed in January with new purchasing in July 2017.

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.	Extensive Infrastructure Trials will be conducted prior to test window opening Monitoring will be done by assessment office and ICTS to ensure success	100% of computers allocated where available and used for testing window