

## DISTRICT DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to allow the district to provide a perspective on what it considers to be vital and critically important in relation to digital learning implementation, student performance outcome improvement and how progress in digital learning will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by s. 1011.62(12)(b), F.S. For additional assistance completing the District DCP, please use the checklist and accompanying instructions to ensure you have included all requested components. The components provided by the district will be used to monitor long-range progression of the District DCP and may impact funding relevant to digital learning improvements.

### **Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW**

The district's overview component of the plan should document the district's overall focus and direction with respect to how the incorporation and integration of technology into the educational program will improve student performance outcomes.

The **general introduction/background/district technology policies** component of the plan should include, but not be limited to:

- I.1 District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:
- The digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in s.1011.62(12)(b), F.S.;
  - Development of partnerships with community, business and industry; and
  - Integration of technology in all areas of the curriculum, English for Speakers of Other Languages (ESOL) and special needs including students with disabilities.

<b>Title/Role</b>	<b>Name:</b>	<b>Email:</b>	<b>Phone:</b>
Information Technology District Contact	Garrett Crosby	<a href="mailto:crosbyg@union.k12.fl.us">crosbyg@union.k12.fl.us</a>	
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Contact			
Finance District Contact	Renee Prevatt	<a href="mailto:prevattr@union.k12.fl.us">prevattr@union.k12.fl.us</a>	
District Leadership Contact	Carlton Faulk	faulkc@union.k12.fl.us	

I.2 Planning Process - The planning process for the 2016 Digital Classroom Program has been structured around last year's DCP and the Union County School Board's technology progression plan. The main objectives of this plan are as follows: Obtain devices that meet state requirements for online testing and ensure that aforementioned devices are HTML5 compliant. Having largely met these goals, we have shifted our focus to the maintenance and expansion of digital culture in the classroom. To further address needs and plan for the continued implementation and maintenance of a digital classroom environment, a team of district level staff was assembled from various fields including technology and curriculum. The team has worked closely with instructional staff through classroom observation and digital surveys to understand technology needs at a foundational level. We have identified several needs, including a disinclination among instructors to the utilization of digital tools, and also a need for a more robust device refresh policy. Our main goals are:

- Roll out LANSchool classroom management software as soon as possible, to give instructors greater control of the digital tools and devices in their classrooms.
- Provide continued professional development opportunities for our instructors, with a focus on utilizing digital tools for student success.
- Begin installation and implementation of interactive projectors at Lake Butler Elementary School by Q1 2017.
- Replace aging fleet of student chromebooks by the beginning of next school year.

I.3 Technology Integration Matrix (TIM) - The Union County School District has provided training to teachers concerning the use of technology in the classroom. The Technology Integration Matrix (TIM) measures the level and effectiveness of technology usage in the classroom. Teachers will be trained by district and/or NEFEC staff on the matrix to gain understanding of it. Further training on using technology in the classroom will also be offered. Implementation of technology in the educational process will be outlined by the principal of each school. A new peer to peer evaluation system is being developed to gauge teachers' level of technology integration (as pertaining to the TIM) both on a functional classroom level and also in regard to their lesson plans.

I.4 Multi-Tiered System of Supports (MTSS) - To support the planning process teachers and students tested multiple platforms to better inform the decision of the technology we would move forward with as a district at all schools. During our weekly staff meetings all district level directors and the superintendent were updated on progression and added direction to what they would like to see moving forward. We held a meeting consisting of school and district level administration to gather input on each school's needs and wants moving forward in technology. Using many in place programs that have been subscribed to (Skyward, Performance Matters, Google Apps) we are able to pull various reports and information on our usage and performance of our students.

I.5 District Policy - The district should provide each of the policies listed below and include any additional digital technology relevant policy in the "other/open" category. If no district policy exists in a certain category, please use "N/A" to indicate that this policy is currently non-applicable. (This does not preclude the district from developing and including a relevant policy in the future.)

**These policy types are suggestions, please complete as they are available or add additional if necessary.**

<b>Type of Policy</b>	<b>Brief Summary of Policy</b>	<b>Web Address</b>	<b>Date of Adoption</b>
Student data safety, security and privacy	All District employees shall: Use a District-provided or supported method whenever possible to communicate with students and their parents/guardians.	<a href="#">Link</a>	08/14/2012
District teacher evaluation components relating to technology (if applicable)			
BYOD (Bring Your Own Device) Policy	N/A		
Policy for refresh of devices (student and teachers)	In Progress		
Acceptable/Responsible Use policy (student, teachers, admin)	Inappropriate use of the Internet by students of district employees may result in disciplinary action and/or cancellation of user's privileges.	<a href="#">Link</a>	08/14/2012
Master Inservice Plan (MIP) technology components			
Other/Open Response		<a href="#">Link</a>	

## **Part II. DIGITAL CLASSROOMS PLAN –STRATEGY**

### **STEP 1 – Needs Analysis:**

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

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

■ **Highest Student Achievement**

Student Performance Outcomes:

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

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

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

<b>A. Student Performance Outcomes (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (Mo/Year)</b>
II.A.1.	ELA Student Achievement	53%	56%	(07/2017)
II.A.2.	Math Student Achievement	69%	72%	(07/2017)
II.A.3.5	Science Student Achievement – 5 <sup>th</sup> Grade	38%	41%	(07/2017)
II.A.3.8	Science Student Achievement – 8 <sup>th</sup> Grade	54%	57%	(07/2017)
II.A.4.	Science Student Achievement – Biology	73%	76%	(07/2017)
II.A.5.	ELA Learning Gains	47%	50%	(07/2017)
II.A.6.	Math Learning Gains	57%	60%	(07/2017)
II.A.7.	ELA Learning Gains of the Low 25%	36%	39%	(07/2017)
II.A.8.	Math Learning Gains of the Low 25%	48%	51%	(07/2017)
II.A.9.	Overall, 4-year Graduation Rate	78%	81%	(07/2017)
II.A.10.	Acceleration Success Rate	60%	63%	(07/2017)

<b>A. Student Performance Outcomes (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (Mo/Year)</b>
II.A.11. (D)	Graduation Readiness – Algebra 1 EOC	74%	78%	2017-2018
II.A.12. (D)	Graduation Readiness – FSA – ELA	62%	65%	2017-2018

II.A.13. (D)	Annual Student Growth - FSA - ELA	62%	65%	2017-2018
II.A.14. (D)	Annual Student Growth - Algebra 1 EOC	74%	78%	2017-2018

■ **Quality Efficient Services**

Technology Infrastructure:

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

For the infrastructure needs analysis, the required data points can and should be pulled from the most recent Technology Resources Inventory (TRI). This information is used to compile data points for Legislative reporting purposes and should be accurate. The baseline should be carried forward from the 2014 plan and targets for full implementation should be identified as current year or extended. Please describe below if the district target has changed. Districts may choose to add any additional metrics that may be appropriate.

<b>B. Infrastructure Needs Analysis (Required)</b>		<b>Baseline from 2014</b>	<b>Actual from Spring 2016</b>	<b>Target For 2016-2017 School Year</b>	<b>Date for Target to be Achieved (Mo/Year)</b>	<b>Gap to be addressed (Actual minus Target)</b>
II.B.1.	Student to Computer Device Ratio	2.5:1	1:1.12	1:1.15	(07/2017)	1:0.15
II.B.2.	Count of student instructional desktop computers meeting specifications	362	231	0	N/A	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	163	30	0	N/A	0
II.B.4.	Count of student web-thin client computers meeting specifications	350	2359	2600	(07/2017)	241
II.B.5.	Count of student large screen tablets meeting specifications	21	8	0	N/A	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	100 %	100%	100%	(07/2017)	0%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100 %	100%	100%	(07/2017)	0%
II.B.8.	District completion and submission of security assessment *	Y/N	N/A	Y/N	N/A	N/A
II.B.9.	District support of browsers in the last two versions	Y	Y	Y	(07/2016)	N

<b>B. Infrastructure Needs Analysis (District Provided)</b>	<b>Baseline</b>		<b>Target</b>	<b>Date for Target to be Achieved (Mo/Year)</b>	
II.B.10.(D)					
II.B.11.(D)					
II.B.12.(D)					

\* Districts will complete the security assessment provided by the FDOE. However, under s. 119.07(1) this risk assessment is confidential and exempt from public records.

■ **Skilled Workforce and Economic Development**

Professional Development:

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

Professional Development should be evaluated based on the level of current technology integration by teachers into classrooms. This will measure the impact of the professional development for digital learning into the classrooms. The Technology Integration Matrix (TIM) can be found at: <http://fcit.usf.edu/matrix/matrix.php>. Average integration should be recorded as the percent of teachers at each of the five categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

<b>C. Professional Development Needs Analysis (Required)</b>		<b>Baseline (established in 2016)</b>	<b>Target</b>	<b>Date for Target to be Achieved (Mo/Year)</b>
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 57% Adoption:33% Adaption:10 % Infusion: 0% Transform: 0%	Entry: 53% Adoption:36% Adaption:10 % Infusion: 1% Transform: 0%	(09/2017)
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 0% Adoption: 0% Adaption: 0% Infusion: 0% Transform: 0%	Entry: 53% Adoption:36 % Adaption: 10% Infusion: 1% Transform:0 %	(09/2017)

<b>C. Professional Development Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (Mo/Year)</b>
II.C.3. (D)	Implementation of the TIM into the Union County Evaluation System. This is a bargained action with our Teacher’s Union.	Currently there are few standards aligned with the TIM.	Creation of indicators aligned with the TIM.	(06/2017)
II.C.4. (D)				

■ **Seamless Articulation and Maximum Access**

**Digital Tools:**

Districts shall continue to implement and support a digital tools system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

Please complete the chart below to indicate the digital tool components your district currently has access to and utilizes. Districts may also add metrics for the measurement of CAPE (Career and Professional Education) digital tools.

<b>D. Digital Tools Needs Analysis Students (Required)</b>		<b>Access</b>		<b>Utilization</b>	
		<b>Baseline % of students with access to this type of tool</b>	<b>Target % of students with access to this type of tool by 2017-2018</b>	<b>Baseline % of students who use this type of tool on a regular basis</b>	<b>Target % of students who use this type of tool on a regular basis by 2017-2018</b>
II.D.1. (S)	A system that supports student access to online assessments and personal results.	100%	100%	47%	50%
II.D.2. (S)	A system that houses documents, videos, and information for students to access.	100%	100%	75%	78%
II.D.3. (S)	A system that supports student access to individualized instruction.	95%	98%	60%	63%

<b>D. Digital Tools Needs Analysis Teachers (Required)</b>		<b>Access</b>		<b>Utilization</b>	
		<b>Baseline % of teachers with access to this type of tool</b>	<b>Target % of teachers with access to this type of tool by 2017-2018</b>	<b>Baseline % of teachers who use this type of tool on a regular basis</b>	<b>Target % of teachers who use this type of tool on a regular basis by 2017-2018</b>
II.D.1. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	100%	70%	73%
II.D.2. (T)	A system that houses documents, videos and information for teachers to access.	100%	100%	76%	79%
II.D.3. (T)	A system that provides teachers with the ability to individualize instruction.	100%	100%	76%	79%
II.D.4. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	100%	100%	100%
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%	80%	83%
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%	70%	73%

<b>D. Digital Tools Needs Analysis Parents (Required)</b>		<b>Access</b>		<b>Utilization</b>	
		<b>Baseline % of parents with access to this type of tool</b>	<b>Target % of parents with access to this type of tool by 2017-2018</b>	<b>Baseline % of parents who use this type of tool on a regular basis</b>	<b>Target % of parents who use this type of tool on a regular basis by 2017-2018</b>
II.D.1. (P)	A system that includes comprehensive student information to inform parents about instructional decisions, classroom activities, and student progress.	100%	100%	60%	63%

<b>D. Digital Tools Needs Analysis Instructional Materials (Required)</b>		<b>Baseline % established in 2016</b>	<b>Target % by 2017-2018</b>
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2016-17)	56%	60%
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	60%	80%
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	60%	80%
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.]	30 %	34 %

<b>D. Digital Tools Needs Analysis Instructional Materials (District Provided)</b>		<b>Baseline % established in 2016</b>	<b>Target % by 2017-2018</b>
II.D.7. (IM)			
II.D.8. (IM)			
II.D.9. (IM)			

■ **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.

<b>E. Online Assessments Needs Analysis (Required)</b>		<b>Baseline established in 2016</b>	<b>Target</b>	<b>Date Target to be Achieved (Mo/Year)</b>
II.E.1. (D)	Computers/devices available for statewide FSA/EOC computer-based assessments	2620	2700	(07/2017)
II.E.2. (D)	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	100%	100%	(07/2016)

<b>E. Online Assessments Needs Analysis (District Provided)</b>		<b>Baseline established in 2016</b>	<b>Target</b>	<b>Date Target to be Achieved (Mo/Year)</b>
II.E.3. (D)	Number of thinclient testing devices approaching End-of-Life	919	0	07/2018
II.E.4. (D)				
II.E.5. (D)				

**STEP 2 – Goal Setting:**

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

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

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

Goals Examples:

**EXAMPLES**

- Highest Student Achievement: All schools will meet AMO benchmarks and meet expected growth on state assessments.
- Seamless Articulation and Maximum Access: All students will have opportunities for industry certifications and are prepared to enter postsecondary with the skills necessary to succeed.
- Skilled Workforce and Economic Development: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.
- Quality Efficient Services: All school sites will be safe and effective environments to support developing students.

Enter district goals below:

**STEP 3 – Strategy Setting:**

Districts will outline high-level digital learning and technology strategies that will help achieve the goals of the district. Each strategy will outline the districts theory-of-action for how the goals in Step 2 will be addressed. Each strategy should have a measurement and timeline estimation.

Examples of Strategies:

<b>EXAMPLES</b>			
<b>Goal Addressed</b>	<b>Strategy</b>	<b>Measurement</b>	<b>Timeline</b>
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	<ul style="list-style-type: none"> <li>• Purchase Instructional Materials in digital format</li> </ul>	50% of purchases in 2016-17
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	<ul style="list-style-type: none"> <li>• Fully implement system across nine components</li> <li>• Integrate instructional materials into system</li> </ul>	2016 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	<ul style="list-style-type: none"> <li>• Bandwidth amount</li> <li>• Wireless access for all classrooms</li> </ul>	2016-2020

**Enter the district strategies below:**

<b>Goal Addressed</b>	<b>Strategy</b>	<b>Measurement</b>	<b>Timeline</b>
Reading Achievement	Continue support of an integrated digital tool system to aid teachers in providing ways to integrate technology creatively into daily teaching practice in meaningful ways that increase student achievement. Shifting	Union County High School will meet the AMO benchmarks set for the 2015-16 school year for Reading. <ul style="list-style-type: none"> <li>• Fully implement reading content.</li> <li>• Professional Development for</li> </ul>	2016-2017

	of teacher and student roles	teachers. • Increased teacher training on UDL/DI	
Math Achievement	MAFS Implementation. Increasing access to learning resources. Shifting of teacher and student roles.	•Union County High School and Lake Butler Middle School will increase the percentage of students within the bottom quartile in math making learning gains by 10%. • Fully implement math content. • Professional Development for teachers. • Increased teacher training on UDL/DI.	2016-2017
Parent Awareness and Training	Provide presentations and technology training sessions.	Hosting parent and student sessions at night for technology training.	continual
Technology Infrastructure	Maintain an infrastructure that supports the needs of digital learning and online assessments	Continual updating of wired and wireless infrastructure and devices to support the online testing environment and student achievement.	continual

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

### **Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL**

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

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.

Districts will complete 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.

Districts are not required to include in the DCP the portion of charter school allocation or charter school plan deliverables. In s. 1011.62(12)(c), F.S., charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in s. 1002.33(17)(b).

Districts may also choose to provide funds to schools within the school district through a competitive process as outlined in s. 1011.62(12)(c), F.S.

## A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP allocation. These outcomes can be specific to an individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP allocation for the 2016-17 school year.

EXAMPLES			
A. Student Performance Outcomes		Baseline	Target
III.A.X	Increase percent of fourth grade mathematics students performing at Sunshine Elementary school.	45%	48%
III.A.X	Improve graduation rates at Sandy Shores High school.	78%	80%

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

A. Student Performance Outcomes		Baseline (2013 Data)	Target
III.A.1.	Improved Graduation Rate at UCHS	79%	83%
III.A.2.	UCHS will increase the percentage of students within the bottom quartiles in math and reading by making learning gains of 10%	Math 74% Reading 61%	Math 84% Reading 71%
III.A.3.	LBES will increase the percentage of students within the bottom quartiles in math and reading by making learning gains of 10%	Math 77% Reading 59%	Math 81% Reading 69%

## B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at <http://www.fldoe.org/core/fileparse.php/5658/urlt/0097849-device-bandwidthtechspecs.pdf>. These specifications are recommendations that will accommodate the requirements of state supported applications and assessments.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

EXAMPLES					
<b>B. Infrastructure Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.B.X.	Purchase and implement wireless access points	May 2017	\$4,000	All fourth grade classes at Sunshine Elementary school.	II.B.7
III.B.X.	Purchase and implement 100 new student laptop devices	February 2017	\$6,000	All fourth grade classes at Sunshine Elementary school.	II.B.3

<b>B. Infrastructure Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.B.1.	Classroom Presentation Devices.	(03/2017)	\$133,000	Union	II.D.2 (IM)
III.B.2.	Windows desktops for student computer labs	(07/2017)	\$31,720	Union County High School, Lake Butler Middle School	II.D.1 (IM)
III.B.3.	Interactive Projectors	(05/2017)	\$157,032	Lake Butler Elementary School	II.D.1 (IM)

III.B.4.	Support for installation of Interactive Projectors and presentation devices.	07/2017	\$50,000	Union	II.D.1
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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.

<b>B. Infrastructure Implementation</b>			
<b>Brief description of other activities</b>	<b>Other funding source</b>	<b>Estimated Amount</b>	<b>Estimated Completion Date Mo/Year</b>
Upgrade edge switching infrastructure	Erate	Pending	07/2017

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

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

<b>B. Infrastructure Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	IT Director will assemble and oversee a team to tag, inventory, deploy and support devices.	More effective collaboration in the classroom, higher scores on the Technology Integration Matrix.
III.B.2.	IT Director will assemble and oversee a team to tag, inventory, deploy and support devices.	Increased access to digital tools for students.
III.B.3.	IT Dept will work with maintenance crews to create a timeline for rollout of projectors, and ensure timeline is adhered to.	More effective collaboration in the classroom, higher scores on the Technology Integration Matrix.
III.B.4.	Support service will work with IT department to install and support new classroom devices.	Devices deployed successfully.

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

State recommendations for digital learning professional development include at a minimum, High Quality Master In-service Plan (MIP) components that address:

- School leadership “look-fors” on quality digital learning processes in the classroom
- Educator capacity to use available technology
- Instructional lesson planning using digital resources; and
- Student digital learning practices

These MIP components should include participant implementation agreements that address issues arising in needs analyses and be supported by school level monitoring and feedback processes supporting educator growth related to digital learning.

Please use this section to describe how the TIM is used in your district, schools and classrooms. The districts are encouraged to review teacher classroom observations and submitted lesson plans for best examples of an individual performance, rather than concentrate on a cumulative score.

To support this area, please insert links to the district MIP, attach a draft as an appendix to the district DCP or provide deliverables on how this will be addressed.

Implementation Plan for C) Professional Development:

The plan should include process for scheduling delivery of the district’s MIP components on digital learning and identify other school based processes that will provide on-going support for professional development on digital learning.

<b>EXAMPLES</b>					
<b>C. Professional Development Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.C.X.	X# high school teachers participate in professional development aligned with MIP.	May 2017	\$X	Sandy Shores High School	II.C.1.
III.C.X.	X# teachers participate in book study and lesson studies on digital learning	May 2017	\$X	Sandy Shores High School	II.C.2.

<b>C. Professional Development Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.C.1.					
III.C.2.					
III.C.3.					
III.C.4.					

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.

<b>C. Professional Development Implementation</b>			
Brief description of other activities	Other funding source	Estimated Amount	Estimated Completion Date Mo/Year

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.

<b>C. Professional Development Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.		
III.C.2.		
III.C.3.		
III.C.4.		

## D) Digital Tools

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

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

Implementation Plan for D) Digital Tools:

EXAMPLES					
<b>D. Digital Tools Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.D.X.	Integrate X sets of instructional materials into the digital tools system	September 2016	\$X	Sunshine Elementary school	II.D.2 (S)
III.D.X.	Offer X additional CAPE digital tool certifications from approved list	2015-16	\$X	Sandy Shores High School	II.D.1 (D)

<b>D. Digital Tools Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.D. 1.	District License- Tenmarks Math Software	05/2017	\$29,500	Union	II.D.3(S)
III.D. 2.	Achieves software license	05/2017	\$44,625	Union	II.D.3(S)
III.D. 3.					
III.D. 4.					

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.

<b>D. Digital Tools Implementation</b>			
<b>Brief description of other activities</b>	<b>Other funding source</b>	<b>Estimated Amount</b>	<b>Estimated Completion Date Mo/Year</b>

Evaluation and Success Criteria for D) Digital Tools:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

<b>EXAMPLES</b>		
<b>D. Digital Tools Evaluation and Success Criteria</b>		
<b>Deliverable (from above)</b>	<b>Monitoring and Evaluation and Process(es)</b>	<b>Success Criteria</b>
III.D.X.	Integrate instructional materials into district platform (LMS) and roster students; monitoring student access and usage	All (100%) applicable staff and students have access to and utilize the instructional materials; materials are available to parents and at least 50% of parents regularly access the materials
III.D.X.	Software usage and monitoring of students attending	70% of students will earn a CAPE digital tools certification

<b>D. Digital Tools Evaluation and Success Criteria</b>		
<b>Deliverable (from above)</b>	<b>Monitoring and Evaluation and Process(es)</b>	<b>Success Criteria</b>
III.D.1.	Monitoring of data provided by software by instructors, and district teams.	Continued attainment of targeted growth for students using the software.
III.D.2.	Monitoring of data provided by software by instructors, and district teams.	Continued attainment of targeted growth for students using the software.

III.D.3.		
III.D.4.		

## 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:

EXAMPLES					
<b>F. Online Assessment Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.E.X.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	September 2017	\$X	Sandy Shores High School	II.E.1
III.E.X.	Purchase 100 additional student devices for assessments	February 2017	\$X	Sandy Shores High School	II.E.1 and II.E.2

<b>E. Online Assessment Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.E.1.	Chromebooks - 425	07/2017	\$89,675	Union	II.E.3 (D)
III.E.2.					
III.E.3.					
III.E.4					

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.

<b>E. Online Assessment Implementation</b>			
Brief description of other activities	Other funding source	Estimated Amount	Estimated Completion Date Mo/Year

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.

<b>E. Online Assessment Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	IT team will tag, inventory and distribute devices where need arises.	End of life devices are refreshed before support is dropped. All testing devices meet FSA standards.
E.2.		