

DISTRICT DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to provide a perspective on what the district considers being vital and critically important in relation to digital learning implementation, the improvement of student performance outcomes, and how this progress 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.

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

1.1 District Mission and Vision statements (Related to Technology)

Information Technology's Mission and Vision

The school district maintains a District Technology Plan. As part of that planning process, the district has set forth a mission and vision focused on creating 21st century learning environments.

Mission

Through the use of resources and technologies that support comprehensive and effective learning, the District will empower our students and inform our communities. Technology competencies and instructional technologies will be infused into the learning environment.

Vision

SDIRC will support schools with the technologies needed to create and maintain a 21st century learning environment. Each learner will have access to the resources needed to excel in today's digital society. The efficient and effective use of technology in the learning environment holds particular promise for developing critical thinking, problem-solving, global communication skills, creativity, and strengthening total learning.

1.2 District Profile

Indian River County is located within the "Treasure Coast" region of Florida. The Treasure Coast is located on the state's Atlantic coast, comprising Indian River, St. Lucie, and Martin counties. The region's name refers to the Spanish Treasure Fleet lost in a 1715 hurricane. The Treasure Coast is bordered on the east by the Atlantic Ocean. Narrow sandbars and barrier islands protect the areas shallow lagoons, rivers, and bays. The Indian River, part of the Indian River Lagoon system, runs through the Treasure Coast. The western portion of the county is a mix of citrus groves, retail and subdivisions.

According to the most recent United States Census (2010 U.S. Census, Quick Facts) Indian River County has a diverse population of 138,028. The county seat is Vero Beach.

The population is 76.7% White, 9.3% Black, 11.7% Hispanic/Latino and 1.4% Asian. The Census data also shows the following demographic profile for Indian River County:

U. S. Census Bureau 2010

Persons below poverty level, percent, 2008-2012	14.8%
Under Age 18 in Poverty, percent 2010	24.2%
Per capita money income in past 12 months (2012 dollars), 2008-2012	\$31,630
Unemployed 7.5%	
Grandparents responsible for grandchildren	37%
High school graduate or higher, percent of persons age 25+, 2008-2012	86.7
Bachelor's degree or higher, percent of persons age 25+, 2008-2012	26.8%
Foreign born persons, percent, 2008-2012	10.5%
Language other than English spoken at home, pct. age 5+, 2008 -12 Census	15%

The School Board of Indian River County is comprised of 5 elected representatives of the community. Board Members are elected to 4-year terms. The Superintendent of Schools is appointed by the Board.

As of September 16, 2014, the student enrollment was approximately 19,195. The racial makeup of the district was 57.36% White, 16.31% Black or African American, 0.25% Native American, 0.27% Asian, 2.15% from other races, and 3.30% from two or more races. 21.24% of the student population were Hispanic or Latino of any race. One thousand four hundred ninety six (1,496) students are identified as current or former English Language Learners. Sixty-percent of the students are economically disadvantaged (2013-2014 school year Survey 3, Free and Reduced Lunch).

District schools:

- 13 Elementary Schools
- 4 Middle Schools
- 2 High Schools
- 1 Alternative Education Center
- 1 Adult Education Center
- 1 Exceptional Student Education Center
- 5 Charter Schools

1.3 District Team Profile

Title/Role	Name:	Email/Phone:
Assistant Superintendent of Curriculum and Instruction/District Leadership Contact	Andrew Rynberg	Andrew.Rynberg@indianriverschools.org
Assistant Superintendent of Technology & Assessment / Information Technology District Contact	Bruce Green	Bruce.Green@indianriverschools.org
Instructional Technology Specialist/District Instructional Technology Contact	Tiffany McKenzie	Tiffany.Mckenzie@indianriverschools.org
Director of Assessment & Accountability/ District Assessment Contact	Christopher Kohlstedt	Christopher.Kohlstedt@indianriverschools.org
District Math Specialist/Instructional District Contact	Laura Lane	Laura.Lane@indianriverschools.org
Director of Elementary Education/Curriculum District Contact	Deborah Berg	Deborah.Berg@indianriverschools.org
Director of Secondary Education/Curriculum District Contact	Deborah Long	Deborah.Long@indianriverschools.org
Coordinator of Professional Development / Professional Development District Contact	Beth Hofer	Beth.Hofer@indianriverschools.org
Budget Analyst/Finance District Contact	Susanne Titus	Susanne.Titus@indianriverschools.org

1.4 Planning Process

As required by 1011.62(12)(b), F.S., input from the district’s instructional, curriculum, and information technology staff was used to develop Indian River’s Digital Classroom’s Plan (DCP). The DCP team met frequently to discuss our goal of providing more digital tools and resources to our students and teachers. While planning and reviewing student performance data, it became evident that mathematics should be our focus. The curriculum and instruction department, in collaboration with schools, recently adopted new digital math curricula at the secondary level. Unfortunately, due to funding, the district was not able to purchase the new curriculum for the 2014 – 2015 school year. Understanding that transforming classrooms from traditional instructional delivery models to digital learning environments requires planning, support, and professional development, the DCP team decided to pilot the new digital curriculum prior to full implementation and purchase in the 2015 – 2016 school year. This pilot will allow for two math teachers at every middle school and four to six teachers at each of our two high schools to pilot the newly adopted digital math curriculum, as well as provide each student with access to a device and the digital resources needed to interact with this digital curriculum. These transformational pilot teachers will then be prepared to help support other teachers during the 2015 – 2016 school year when full implementation of the math digital curriculum occurs.

1.5 Multi-Tiered System of Supports (MTSS)

During the 2013 – 2014 school year, the Information Technology department conducted a district-wide technology needs assessment. Data collected from these needs assessments identified specific areas for improvement. The needs were then consolidated and prioritized to help establish the Information Technology (IT) departmental goals for the 2014 – 2015 school year. These goals were then aligned to the areas outlined in the Digital Classrooms Plan and were ultimately adopted by the superintendent and school board as part of the superintendent’s high impact goals. By aligning the IT departmental goals with the mission and vision in the District Technology Plan, the areas outlined in the Digital Classrooms Plan, and the superintendent’s high impact goals, we hope to create a high level of consistency and accountability for supporting and meeting our goals. Through this multilevel alignment of goals there will be multiple checks and balances to monitor progress and success along the way, while still allowing for mid-course corrections based on data.

Part II. DIGITAL CLASSROOMS PLAN – STRATEGY

STEP 1 – Needs Analysis:

Districts should identify 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.

Student Performance Outcomes (Required)		Baseline	Target	Target Date to be Achieved
1.	ELA Student Achievement	59%	65%	2014 - 2015
2.	Math Student Achievement	54%	60%	2014 - 2015
3.	Science Student Achievement	56%	60%	2014 - 2015
4.	ELA Learning Gains	67%	75%	2014 - 2015
5.	Math Learning Gains	61%	65%	2014 - 2015
6.	ELA Learning Gains of the Low 25%	67%	75%	2014 - 2015
7.	Math Learning Gains of the Low 25%	60%	65%	2014 - 2015
8.	Overall, 4-year Graduation Rate	80%	85%	2014 - 2015
9.	Acceleration Success Rate	90%	90%	2014 - 2015
Student Performance Outcomes (District Provided)		Baseline	Target	Target Date to be Achieved
1.	Secondary Math Student Achievement (Proficiency)	58%	64%	2014 - 2015

■ **Quality Efficient Services**

Technology Infrastructure:

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

Infrastructure Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Student to Computer Device Ratio The Technology Readiness Inventory indicates a ratio of 2:1. This ratio includes all computers on campus that are available for student use, such as the Media Center and Computer Labs.	6:1 – High Schools 5:1 – Middle Schools 4:1 – 4 th & 5 th 3:1 – Pk – 3 rd	1:1	2017 - 2018
2.	Count of student instructional desktop computers meeting specifications The district’s goal is to move away from desktop computers to mobile devices	7069	0	2017 - 2018
3.	Count of student instructional mobile computers (laptops) meeting specifications	1556	15710	2017
4.	Percent of schools meeting recommended bandwidth standard	80	100	Current
5.	Percent of wireless classrooms (802.11n or higher)	67	100	2015

■ 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 5 categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

Professional Development Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Average Teacher technology integration via the TIM	Entry - 51% Adoption - 28% Adaption - 10% Infusion - 6% Transformation - 4%	Entry - 34% Adoption - 36% Adaption - 14% Infusion - 10% Transformation - 6%	June 2016
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Entry - 60% Adoption - 25% Adaption - 8% Infusion - 5% Transformation - 2%	Entry - 44% Adoption - 35% Adaption - 12% Infusion - 8% Transformation - 4%	June 2016
3.	Average Teacher technology integration via the TIM (Middle Schools)	Entry - 47% Adoption - 34% Adaption - 9% Infusion - 6% Transformation - 4%	Entry - 33% Adoption - 40% Adaption - 12% Infusion - 9% Transformation - 6%	June 2016
4.	Average Teacher technology integration via the TIM (High Schools)	Entry - 41% Adoption - 23% Adaption - 17% Infusion - 11% Transformation - 8%	Entry - 21% Adoption - 30% Adaption - 22% Infusion - 15% Transformation - 12%	June 2016

■ **Seamless Articulation and Maximum Access**

Digital Tools:

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

For the required metrics of the digital tool system need analysis, please use the following responses:

Baseline Response:	Target Response:
Fully implemented	Will continue to support and employ in classrooms
Partially implemented	Will work to implement and employ
Partially implemented	Maintain system
No system in place	Will work to implement and employ
No system in place	No plans to address at this time

Digital Tools Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Implementation status of a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Partially implemented	Will work to implement and employ	2016 - 2017
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Partially implemented	Will work to implement and employ	2016 - 2017
3.	Implementation status of a system that supports the assessment lifecycle from item creation to assessment authoring, administration, and scoring.	Fully implemented	Will continue to support and employ in classrooms	System in place, support on-going
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Partially implemented	Will work to implement and employ	2014-2015
5.	Implementation status of 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.	Fully implemented	Will continue to support and employ in classrooms	Transitioning to a new system in 2015 - 2016
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	Partially implemented	Will work to implement and employ	August 2015

7.	Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	Fully implemented	Will continue to support and employ in classrooms	System in place, support on going
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	Fully implemented	Will continue to support and employ in classrooms	System in place, support on going
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Fully implemented	Will continue to support and employ in classrooms	System in place, support on going

■ **Quality Efficient Services**

Online Assessment Readiness:

Districts shall work to reduce the amount 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.

Online Assessments Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	100%	Spring 2014
2.	Computers/devices required for assessments (based on schedule constraints) 1:1 – Our target goal is for all students to be able to test on their own district provided device.	2,023	15,710	2017 - 2018

STEP 2 – Goal Setting:

Goal 1. Upgrade technology infrastructure at schools and District facilities to provide for greater internal bandwidth and reliability.

Goal 2. Provide students with the digital tools and applications necessary to be successful in a 21st Century classroom that meet or exceed the State’s minimum requirements and protocols.

Goal 3. Expand the capacity to administer online assessments that tie to measurable student outcomes and that are compatible and meet the State’s minimum assessment protocols and requirements.

Goal 4. Provide professional development to enhance and increase the use of technology in the classroom.

STEP 3 – Strategy Setting:

Goal Addressed	Strategy	Measurement	Timeline
Upgrade technology infrastructure at schools and District facilities to provide for greater internal bandwidth and reliability.	Increase the number of wireless access points necessary to support Bring Your Own Device (BYOD) and district provided digital devices	Number of wireless access points added	2014 - 2015
	Provide guest wireless access at all schools that will allow students and staff to utilize their personal devices in the learning environment (BYOD)	Number of schools with “guest wireless”	2014 - 2015
	Upgrade all schools to from 1 Gbps internal connection speed to 10 Gbps to support increased use of digital content	Number of schools at 10 Gbps internal connection speed	2014 - 2015
	Upgrade obsolete district servers to enhance performance of network applications	Number of servers upgraded	2014 - 2015
	Upgrade and expand network storage capacity to support the increased file sizes of digital content, videos, and other types of multimedia files	Amount of network storage capacity added	2014 - 2015
	Begin the upgrade of school MDFs (main network wiring rooms) in order to replace old wiring, support the expansion of wireless devices, and to upgrade central switches at schools	Number of MDFs upgraded	2014 – 2015

Provide students with the digital tools and applications necessary to be successful in a 21 st Century classroom that meet or exceed the State's minimum requirements and protocols.	Provide a portal for teachers and students to access multiple resources using a single username and password (Single Sign-on)	Number of applications accessible through district's SSO portal	2014 - 2015
	Implement the FOCUS integrated Student Information System (SIS) and gradebook	Implementation of new SIS	2014 - 2016
	Implement the FOCUS Parent Portal for increased communication with parents	Implementation of Parent Portal	2014 - 2016
	Implement the Canvas Learning Management System district wide	Implementation of LMS	2014 - 2015
	Research, plan, evaluate, and implement a successful 1:1 program	Number of classrooms at a 1:1	2014 - 2018
	Integrate Office 365 for Education providing student email, cloud storage, collaborative tools, and Microsoft Office home access for all students	Number of students using Office 365	2014 - 2015
	Implement digital device management software necessary for monitoring student use of 1:1 devices in classrooms district wide	Implementation of management software	2014 - 2015
Expand the capacity to administer online assessments that tie to measurable student outcomes and that are compatible and meet the State's minimum assessment protocols and requirements.	Utilize Performance Matters Platform (SAM) to administer locally created assessments	Number of online assessments delivered using SAM	2014 - 2015
	Begin a process to use UNIFY, a Performance Matters integrated item bank, to develop and share quality items with other Districts for the sake of creating Assessments at multiple levels with applied securities at each level	Utilization of UNIFY	2014 - 2015
	Use a combination of Item Banks and test platforms from the State, selected vendors, and consortiums to develop hard-to-measure EOC Assessments	Number of hard-to-measure EOC assessments created	2014 - 2015
	Utilize technology to deliver locally created on-line assessments in alignment with State developed FSA and EOC assessments	Administration of FSA and EOC assessments	2014 - 2015
	Utilize the NWEA test item bank to develop Florida Standards-based, locally created assessments	Number of assessments using NWEA	2014 - 2015

Provide professional development to enhance and increase the use of technology in the classroom.	Provide ongoing training for eSembler, the district's teacher gradebook	Trainings offered	2014 - 2015
	Provide training on the newly purchased Learning Management System, Canvas	Trainings offered	2014 - 2015
	Provide training on the newly purchased FOCUS Gradebook in preparation for the 2016 implementation	Trainings offered	2014 - 2015
	Provide training for staff and administrators on the newly purchased FOCUS Student Information System in preparation for a Spring of 2015 implementation	Trainings offered	2014 - 2015
	Provide training on each of the Performance Matters platforms and data storage programs being used in the District	Trainings offered	2014 - 2015
	Provide Differentiated Accountability Training in relation to School Improvement Plans to promote Standard Based Instruction in the classrooms	Trainings offered	2014 - 2015
	Provide on-going support for data analysis via phone calls, personal and group trainings and scheduled professional development	Trainings offered	2014 - 2015
	Provide ongoing support for new and existing instructional technology applications through classroom visits, tickets, and phone support	Trainings offered Tickets closed	2014 - 2015

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

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).

A) Student Performance Outcomes

Enter the district student performance outcomes for 2014-15 that will be directly impacted by the DCP Allocation below:

Student Performance Outcomes		Baseline	Target
1.	Increase percentage of secondary students scoring “proficient” on the Florida state assessments in mathematics.	58%	64%

B) Digital Learning and Technology Infrastructure

No district DCP Allocation funds will be spent in this category. However, the district has many infrastructure needs. To meet these needs the district was successful in securing a four year voter approved millage specifically for technology.

Brief description of other activities	Other funding source
Increase the number of wireless access points, upgrade obsolete software applications, upgrade outdated servers, increase district bandwidth, and upgrade outdated network wiring/data closets.	2014 – 2017 Voter approved millage for technology

C) Professional Development

No district DCP Allocation funds will be spent in this category. However, the district has professional development needs in the area of technology. The district is also applying for the Digital Learning Grant. The grant includes support for the evaluation of classroom integration using the Technology Integration Matrix (TIM), school-based book studies on Digital Learning, student projects using Digital Resources, Professional Development aligned with developing Digital Content, employing technology in the content areas, and educational technology leadership and management.

D) Digital Tools

Implementation Plan for D) Digital Tools:

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	Schools/District	Outcome from Section A
D.1.	Integrate 18 classroom sets of tablet PC's and lockable charging stations (27 devices per cart) to be used to deliver the newly adopted digital math curriculum at secondary schools.	2014 - 2015	\$344,346	Middle and high schools	Increased proficiency on state math assessments at secondary schools

Evaluation and Success Criteria for D) Digital Tools:

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	Administrative Classroom walk-throughs / observations Marzano Indicator: Planning and Preparing for Use of Resources and Technology 46.Use of Available Technology	% of observation scores, for the 18 teachers selected, at the Applying level or higher on element number 46 of the Marzano teacher evaluation system.

E) Online Assessments

No district DCP Allocation funds will be spent in this category. The district has been addressing online assessment needs through other funding sources, such as the American Recovery & Reinvestment Act (ARRA) and the voter approved millage for technology. However, it is the goal of the district to purchase devices for each individual student, rather than increasing the number of hardwired testing labs.