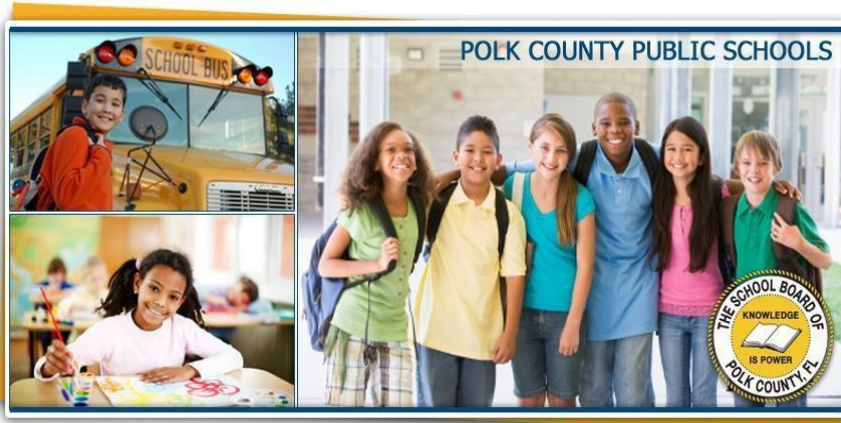




FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



## Polk County Public Schools

### Digital Classroom Plan 2016-17

Post Office Box 391 Bartow, FL 33831 -0391

## **Polk County Public Schools District Digital Classroom Plan**

### **Vision Statement**

Every Polk student will be prepared for success in college or career after graduation.

### **Mission Statement**

To provide a high quality education for all students

### **Core Values**

Collaboration, Teamwork and Accountability  
Ethics, Integrity, Commitment and Dedication  
Service, Dignity and Respect, Safe and Orderly  
Learning, Improvement, High Quality and Excellence

### **Part I. Digital Classroom Plan - Overview**

The Polk County Public Schools Digital Classroom Plan (DCP) is designed to provide technology support for high-speed connectivity to digital content, resources, mobile devices, online learning opportunities and industry standard certifications for preparing students to compete in the global marketplace. Equally critical are tools that provide real-time data for students, teachers and parents to facilitate student learning.

District School Board members, employees, students, parents and visitors, as well as contractors, vendors, and/or agents of the District may use their personal communication

devices (PCD) to wirelessly access the District's technology resources (guest or business networks, servers, printers, smart boards, etc.) while they are on-site at any District facility. For purposes of this policy, a "personal communication device" includes computers, tablets (i.e., iPad-like devices), electronic readers or e-readers (i.e., Kindle-like devices), cell phones, smartphones, and/or other web-enabled devices of any type.

Access to the business/guest network shall require authentication. Additionally, the Information Systems and Technology Division is charged with developing the necessary standards for connecting to the District's technology resources (e.g., servers, networks, printers, projectors, smart boards, etc.). Access to these standards for connecting to the District's technology resources using a personal communication device of any type shall be provided upon request for all to whom this policy applies.

The use of personal communication devices must be consistent with the established standards for appropriate use as defined in Policy 7540.03- Student Network and Internet Acceptable Use and Safety, Policy 7540.04- Staff Network and Internet Acceptable Use and Safety, and Policy 7530.02- Staff Use of Personal Communication Devices. When an individual connects to and uses the District's technology resources, s/he must agree to abide by all applicable policies, administrative guidelines and laws (e.g., the user will be presented with a "splash screen" that will set forth the terms and conditions under which/he will be able to access the District's technology resource(s); the user will need to accept the stated terms and conditions before being provided with access to the specified technology resource(s).

In order to comply with the Children's Internet Protection Act ("CIPA"), the Board utilizes technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful

to minors. The Board also utilizes software and/or hardware to monitor online activity to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors.

Any user who violates the established standards and/or the Board policies identified above, or who accesses the District's technology resources without authorization may be denied access to the District's technology resources. If a contractor, vendor or agent of the District commits the violation, the contract may be subject to cancellation. Further, disciplinary action may be taken if a student or employee commits the violation.

The owner of a Personal Computer Device (PCD) bears all responsibility and assumes all risk for loss, damage or misuse of said property while it is on Board property. This provision applies, without limitation, to students, employees, contractors, vendors, agents, invitees, visitors, and trespassers.

The purpose of following collaborative plan is to prepare teachers for 21st century learning environments and to prepare administrators to recognize that effective technology integration facilitating student learning is imperative. This will be accomplished through collaboration of staff from Curriculum, Information Systems & Technology, Finance Departments; plus, school-based administrators, industry and community representatives.

Polk County School District has a diverse student population with a current student population of 102,500. The District's racial and ethnic student body reflects 41.7 percent white, 20.4 percent black, 32.8 percent Hispanic, 1.6 percent Asian, 0.4 percent Indian, 0.1 percent Pacific Islanders and 3 percent two or more races. There are more than 10,000 students whose primary language is other than English.

**1.1 District Team Profile** - the Digital Classroom Plan was completed with collaboration

between district staff from Curriculum, Information Systems & Technology and Finance Departments as well as school-based administrators, community and industry representatives.

This diverse team is represented in the following chart.

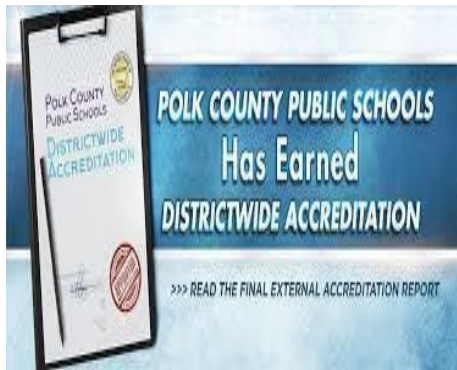
<b>Title/Role</b>	<b>Name:</b>	<b>Email/Phone:</b>
Associate Superintendent, Chief Academic Officer	Ann Tankson	<a href="mailto:ann.tankson@polk-fl.net">ann.tankson@polk-fl.net</a> (863) 534-0521
Assistant Superintendent, Information Systems & Technology	Dr. Tina Barrios	<a href="mailto:tina.barrios@polk-fl.net">tina.barrios@polk-fl.net</a> (863) 534-0708
Assistant Superintendent, Multiple Pathways	Marc Hutek	<a href="mailto:Marc.hutek@polk-fl.net">Marc.hutek@polk-fl.net</a> (863) 519-8437
Assistant Superintendent – Learning Support	Kimberly Steinke	<a href="mailto:Kimberly.steinke@polk-fl.net">Kimberly.steinke@polk-fl.net</a> (863) 534-0930
Senior Director, K-12 Literacy	Ann Everett	<a href="mailto:ann.everett@polk-fl.net">ann.everett@polk-fl.net</a> (863) 534-0623
Senior Director, K-12 Science	Jackie Speake	<a href="mailto:jackie.speake@polk-fl.net">jackie.speake@polk-fl.net</a> (863) 534-0632
Senior Director, K-12 Mathematics	Joseph McNaughton	<a href="mailto:joseph.mcnaughton@polk-fl.net">joseph.mcnaughton@polk-fl.net</a> (863) 534-0956
Sr. Director, Professional Development	Cheryl Joe	<a href="mailto:cheryl.joe@polk-fl.net">cheryl.joe@polk-fl.net</a> (863) 647-4270
Sr. Director, School Improvement	Aaron Smith	<a href="mailto:aaron.smith@polk-fl.net">aaron.smith@polk-fl.net</a> (863) 647-4808
Sr. Director, Federal Programs & Grant Management	Maria Longa	<a href="mailto:maria.longa@polk-fl.net">maria.longa@polk-fl.net</a> (863) 534-0647
Sr. Director, Assessment, Accountability & Evaluation	Heather Wright	<a href="mailto:heather.wright@polk-fl.net">heather.wright@polk-fl.net</a> (863) 534-0691
Director, Finance	Jason Pitts	<a href="mailto:jason.pitts@polk-fl.net">jason.pitts@polk-fl.net</a> (863) 519-4704
Director of Discipline	Brett Butler	<a href="mailto:brett.butler@polk-fl.net">brett.butler@polk-fl.net</a> (863) 668-3045
Director, ESOL	Juan Seda	<a href="mailto:juan.seda@polk-fl.net">juan.seda@polk-fl.net</a> (863) 647-4700
Director, ESE	Diane Taylor	<a href="mailto:diane.taylor@polk-fl.net">diane.taylor@polk-fl.net</a> (863) 534-0966
Director, School Technology Services	Cristie DeVane	<a href="mailto:cristie.devane@polk-fl.net">cristie.devane@polk-fl.net</a> (863) 647-4245
Director, Software Development	Diane Rivera	<a href="mailto:diane.rivera@polk-fl.net">diane.rivera@polk-fl.net</a> (863) 534-0709
Director, Measurement, Evaluation and Research	Brandon, Craig	<a href="mailto:craig.brandon@polk-fl.net">craig.brandon@polk-fl.net</a> (863) 534-0736
Director, Fine Arts	Beth Cummings	<a href="mailto:Beth.cummings@polk-fl.net">Beth.cummings@polk-fl.net</a> (863) 647-4729

Sr. Manager, Electronic Equipment Repair & Service	Sid Lee	<a href="mailto:sid.lee@polk-fl.net">sid.lee@polk-fl.net</a> (863) 534-0860
Sr. Manager, WAN/LAN	John Mullen	<a href="mailto:John.mullen@polk-fl.net">John.mullen@polk-fl.net</a> (863) 519-8119
Polk County Council of PTAs	Janet Lamoureux	<a href="mailto:janetl@tampabay.rr.com">janetl@tampabay.rr.com</a> (863) 688-7367
Analyst, Grants, E-rate, School Technology Services	Dell Quary	<a href="mailto:dell.quary@polk-fl.net">dell.quary@polk-fl.net</a> (863) 647-4253
Sr. Technician IT Help Desk Trainer, Online Learning	Jonathan Newman	<a href="mailto:jonathan.newman@polk-fl.net">jonathan.newman@polk-fl.net</a> (863) 519-8092
Sr. Manager, School Technology Services	Kitty Sawyer	<a href="mailto:kitty.sawyer@polk-fl.net">kitty.sawyer@polk-fl.net</a> (863) 647-4251
TRST, School Technology Services	Laura Sawyer	<a href="mailto:laura.sawyer@polk-fl.net">laura.sawyer@polk-fl.net</a> (863) 647-4252
TRST, Career, Technical, Adult & Multiple Pathways	Serena Peeler	<a href="mailto:serena.peeler@polk-fl.net">serena.peeler@polk-fl.net</a> (863) 519-8274
Sr. Coordinator - WAN	Tim Emmons	<a href="mailto:Tim.emmons@polk-fl.net">Tim.emmons@polk-fl.net</a> (863) 519-3927
Principal, Auburndale Senior	John Hill	<a href="mailto:John.hill@polk-fl.net">John.hill@polk-fl.net</a> (863) 965-6200
Principal, Dixieland Elementary	Dawn Mulder	<a href="mailto:dawn.mulder@polk-fl.net">dawn.mulder@polk-fl.net</a> (863) 499-2930
Principal, Daniel Jenkins Academy of Technology	Brad Tarver	<a href="mailto:Brad.tarver@polk-fl.net">Brad.tarver@polk-fl.net</a> (863) 421-3267

**1.2 Planning Process** - the Digital Classroom Plan (DCP) committee was charged with developing the DCP to support district/school efforts and strategies to improve outcomes related to student performance by integrating technology in classroom teaching and learning. The DCP will provide a transformation roadmap to move instructional learning environments at all levels to the digital world and prepare students for the global workforce. Polk County Public Schools will continue to develop partnerships with community, business and industry that help foster and support the mission and vision of the Digital Classroom Plan.

The above referenced team met as a whole group and in component area teams. They collaborated face- to-face and virtually to complete the Digital Classroom Plan's template.

Date	GOAL
8/1 through 8/25/2016	Virtual and Face-to-Face Team meeting to share status of component templates
8/1 – 24/2016	Teams meet virtually to draft component area templates
8/25/2016	Digital Classroom Plan (DCP) submitted Thursday, August 25, 2015 for Board approval.
9/6/2016	PCPS Board Approval



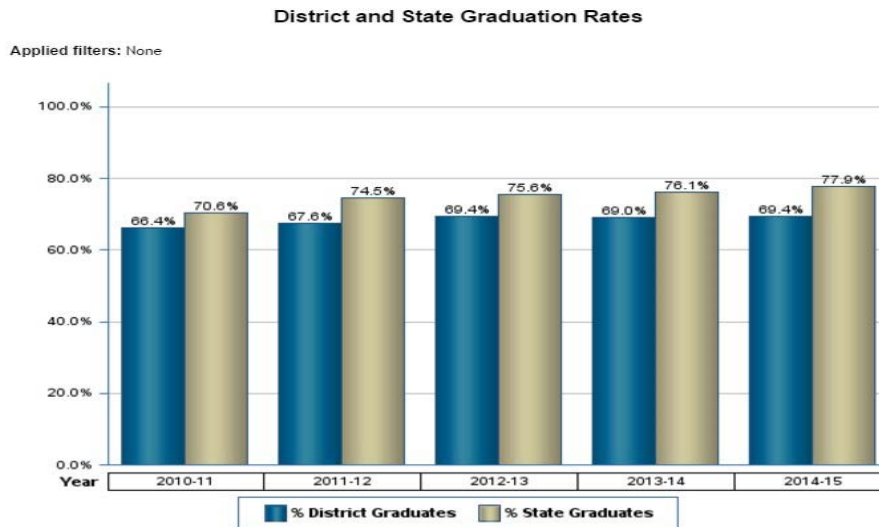
Polk County Public Schools received District-wide Accreditation status by AdvancED Accreditation

Commission during 2015-16 school year, opened a new K-8 school, Citrus Ridge: A Civics Academy this fall and 10 of Polk’s students are 2016 National Merit Scholarship semi-finalists. In addition, Polk recognized 117 Teacher-

of-the-Year nominees and 116 School-Related Employee nominees, of which, were applauded 14 finalists and “crowned” the 2016 Teacher of the Year and School-Related Employee of the Year. Also, sixty-two (62) of Polk County’s teachers earned the State’s 2015-2016 Best and Brightest Scholarship award!

**Polk Graduation Rate** —in 2010-11, Polk County had a graduation rate of 66.4 and in 2014-15 the rate had risen to 69.4, for a rise of 3.0 percentage points. For the seven benchmark districts, the average graduation rate in 2010-11 was 70.8, and had risen to 78.5 by 2014-15, for a gain of 7.76 percentage points; See Chart B below. The Florida average for 2014-15 was 77.9 percent. Polk’s graduation rate ranked 57th out of 67 districts.

## Graduation Rate Chart A



**Note:** As defined in 34 C.F.R. §200.19(b)(1)(i)-(iv), graduates are students who graduate in four years with a regular high school diploma (standard diploma).

Long-range (2020-21)—by 2020-21, Polk County will have a graduation rate at least as high as the average for the benchmark districts. Short-range (2016-17)—by 2016-17, Polk County will close the gap between its current graduation rate and the average for the benchmark districts ( $78.5 - 69.4 = 9.1$ ) by at least 2 percentage points. Polk is one of 27 Florida districts that earned a “C” grade for 2015-16. See the following chart.

## Graduation Rate Chart B

District Name	2010-11 Graduation Rate	2014-15 Graduation Rate	Change from 2010-11 To 2014-15
Broward	71.6	76.6	5.0
Dade	71.3	78.1	6.8
Duval	63.3	76.6	13.3
Orange	71.4	77.6	6.2
Osceola	76.1	80.6	4.5
Collier	72.5	84.3	11.8
Hillsborough	69.3	76.0	6.7
<b>Average</b>	<b>70.8</b>	<b>78.5</b>	<b>7.76</b>
Polk	66.4	69.4	3.0



**The Advanced Placement Program** – this program is sponsored by the College Board, and it



allows students to take college-level studies while they are still in high school. Scores are reported on a scale of 1 to 5. Many colleges and universities – including colleges and universities in Florida – grant credit, advanced placement, or both, to students obtaining scores of 3 or higher.

During the 2014-15 school year there were 5,295 students who took at least one AP Examination in May 2015. A total of 8,956 AP Exams were taken, of which 2,894 exams received a score of 3 or better during 2014-15.

**Polk Summer Reading Program** — Summer Program Helped All Students With Reading and Writing—According to Just Read! Florida (2016), “Students can lose up to three months’ worth of reading progress over one summer.” Without intervention during the summer months, this relates to 1.5 years of possible reading loss throughout a student’s elementary career. More than nearly 1,800 students across Polk County participated in Power Up Polk, a summer learning program for students in kindergarten through third grade. Polk’s high school students had the unique opportunity to participate in a program geared toward college readiness and/or credit recovery. Students attending the summer program receive individualized instruction in an effort to improve their skills and master necessary concepts.

**Polk Career Academies**—Polk Academies promotes and facilitates partnerships with a community stakeholder group led by an executive committee, which represents the school district, postsecondary education, chambers of commerce, economic development agencies, and businesses. The committee directs the development of effective and sustainable career-themed

educational programs that provide students with the opportunity to achieve their highest academic potential while developing a foundation for lifelong learning. Polk Academies has a very strong network of industry and businesses involved in the academy development and support process.

### **POLK ACADEMIES AT A GLANCE**

- More than 130 career academies including high school level academies and middle school pre- academies.
- Every high school in Polk County has at least one academy.
- Approximately 10,000 (36%) of high school students are enrolled in an academy.
- Approximately 5,000 (20%) of middle school students are enrolled in a pre-academy.

“Polk Academies provides career pathways to the students of Polk County where they can explore individual areas of interest. These pathways are nationally recognized as unique opportunities for in-depth, real world learning experiences.” \_Marc Hutek, Assistant Superintendent, Multiple Pathways Education

Additionally, Polk is supported by world-class educational institutions like Florida Polytechnic University and the Polk State Clear Springs Advanced Technology Center. Both institutions offer rigorous, industry- focused courses of study that leave students fully prepped for career success.

Polk County Public Schools Pre-school Programs —Polk Schools offer prekindergarten programs in addition to basic K-12 educational programs for (1) the children of teen parents who are working towards obtaining their high school diplomas, (2) parenting education for parents of infants and toddlers under the age of three, (3) three, four and five year old students

with identified disabilities, (4) eligible low income and/or at high risk students, (5) voluntary prekindergarten programs both during the school year and through summer programming and (6) fee for service pre-kindergarten programs for staff and interested community members.

Polk County Public Schools Pre-school Programs - Polk provide school-day prekindergarten services to approximately 2,000 children through various funding sources. Head Start serves 942 children in 54 classrooms at 23 locations including two community centers. Head Start's comprehensive program is funded by the federal Head Start grant, local in-kind and Voluntary Prekindergarten (VPK) funding. Over 750 students are served in our School Readiness classrooms based in 30 elementary schools using funding from state subsidized childcare, VPK funds, and parent payments. Title 1, Pre-K classrooms are located in 16 Title 1 elementary schools serving 288 students. These classrooms are funded through Title 1 and VPK dollars. Florida First Start programs serve 90 families through a home visitation and parent education program for infants through age three based at two elementary schools and one community center. Haines City High and Winter Haven High Schools host child care centers and training classrooms for teen parents who are students.

The Exceptional Student Education (ESE) – program serves approximately 600 identified disabled preschool aged children. Exceptional student education programs provide free and appropriate public education for approximately 12,000 students ages 3 until the end of the school year in which the student turns 22 years of age. A continuum of services is provided in the Least Restrictive Environment (LRE) to meet the needs of our students with disabilities as determined by the Individual Education Plan (IEP). Additionally, ESE provides services for approximately 4,700 gifted students in grades 1-12 as determined by the Educational Plan (EP). Our current numbers for Pre-K would be 483, and gifted is up to 4,500. Also, there are 3,036

students registered in the Home Education program. The School Board's policy allows home school students to access the curriculum to supplement their home school program. For additional information about our schools, visit the school district's web site <http://www.polk-fl.net>.

Polk County Public Schools (PCPS) Lunch Program—there will be 117 schools participating in the Community Eligibility Provision (CEP) for School Year 2016-2017. Community Eligibility Provision: Making High-Poverty Schools Hunger free—Polk County Public Schools was one of the first districts in Florida to participate in CEP. Additionally, Polk was the third largest in total number of participating schools in 2014-2015 with 77 locations and approximately 48,000 students. The Community Eligibility Provision allows participating schools to provide healthy breakfasts and lunches each day at no charge for ALL students.

### **Other pertinent information**

#### **Technology and Professional Development**

- PCPS has developed an Administrator Tech Proficiency Program
  - o Admin Technology Proficiency I: Required to join AP Pool
  - o Admin Technology Proficiency II: Required to join Principal Pool
- June 2012: 83 teachers attended FDE
- June 2013: 58 teachers attended FDE
- June 2014: 69 teachers attended Polk Digital Educators (patterned after FDE)
- June 2015: 61 teachers attended a 4-day Peer Coaching workshop to become school-based Technology Integration Coaches
- June 2016: 83 teachers attended a 4-day Peer Coaching workshop to become school-based Technology Integration Coaches
- During the 2014-2015 school year, 1,349 teachers successfully completed online technology professional development courses.

- During the 2015-2016 school year, 1,022 teachers successfully completed online technology professional development courses.
- During the 2015-2016 school year, approximately 57374 participants including staff and students accessed courses through the district learning management system (LMS). This included over 40815 elementary, middle and/or high school classes plus over 12445 staff professional development classes.
- Currently, the DOE Technology Resource Inventory (TRI) shows the district computer device count of 61,775 and a student to computer device ratio of 1.54:1.
- During the 2015 – 2016 school year, ITV workshops participants took part in 66 hours of professional development, i.e., 87 teachers training in the use of TV Production equipment and software.
- During 2015-2016 school year, there were 4,492 successful Polk Virtual School half-credit completions.

### **English for Speakers of Other Languages**

- More than 74 native languages
- Over 10,369 current English language learners (ELLs)
- Over 13,251 current and former English language learners (ELLs)

### **Current School Year Budget**

- Technology Budget for 2016-17 is \$ 24,598,429.
  - \$ 11,641,502. In function 6500, Instructional Technology Support
  - \$ 7,992,425. In function 8200, Administrative Technology Support
  - \$ 4,964,502. In GLs 4643, 4644, 4691, & 4692 other than 6500 or 8200.
    - \$0 in funds 98\*
- The School District Budget for 2016-17 is \$ 1,289,974,290.
- Technology Budget equates to approximately 1.9% of total budget
- Of the total Technology Budget:
  - General Fund provides 89%
  - Capital Projects Funds provides 1%
  - Special Revenue Funds provide 10%

- Total Tax Levy for school for 2016-17 is nearly \$ 6.80 per \$ 1,000 of appraised taxable property value (6.797 mills) and is expected to raise \$ 160,738,441.
- Of that Tax Levy, \$ 1.50 per \$ 1,000 is for Local Capital Outlay (1.500 mills) and is expected to raise \$ 45,527,776.

### **Community Involvement**

- During the 2015-2016 school year, over 3,500 volunteers provided more than 220,000 volunteer hours to our schools.
- There are 35 community technology center partnerships across the district.

### **Demographics and other facts**

- During 2015-16, 43 schools received a letter grade improvement
- 51.2% of students are males and 48.8% of students are females
- 41.7% of students are White, 20.4% are Black, 32.8% are Hispanic, 0.4% are Indian, 1.6% are Asian, and 0.1 are Pacific Islanders and 3% more than one race.
- During 2014-15 the dropout rate was 3.3%.
- A 69.4% graduation rate for 2014-15.
- 52% Middle School Acceleration rate for 2015-16
- 54% College and Career Acceleration for 2015-16

**1.3 Technology Integration Matrix (TIM)** – Technology Integration Matrix (TIM) – During the 2014-15 school year, approximately 200 school-based technology coaches attended one Saturday "train-the-trainer" workshop on the Technology Integration Matrix (TIM). The coaches then evaluated lesson plans using the TIM to determine the level and environment. All new Technology Integration Coaches are introduced to the TIM and are thoroughly educated on utilizing the tool to analyze lessons for integration in the classroom. The TIM is used

extensively while all of our Technology Integration Coaches work through the peer coaching process with the collaborating teacher selected each year.

District staff has reviewed the Florida Center for Instructional Technology (FCIT) TIM tools and have determined the tools are a valuable resource when working with teachers and administrators to enhance technology integration in the classroom. A workshop will be developed for administrators to learn how to use the selected tool to better equip them for determining the integration level and environment of each lesson plan on the TIM.

**1.4 Multi-Tiered System of Supports (MTSS)** – Schools use two teams, the leadership and problem solving team, to analyze data and develop supports. The leadership team is responsible for identifying difficulties at the systems level and developing strategies to address the issues. Most leadership teams are using the eight step problem solving process at this level of analysis. In Polk County focus is on the effectiveness of instruction and curriculum at the core level, including alignment to Florida standards. Membership of the leadership team is determined by the school principal, depending on the resources available at the school. Generally, administration, curriculum interventionist and coaches, school counselor, school psychologist, and classroom teachers are involved.

The problem solving team addresses individual student issues of those students who have not been successful at Tier 1 and Tier 2 levels. The four step problem solving process is used in developing highly individualized interventions addressing core foundation skills. Parents are always involved in this problem solving process by direct participation or by other methods of communication (emails, sending home the problem solving plan form, etc.)

The problem solving team develops the intervention plan and progress monitoring for students identified as having a deficiency in reading, writing, math, or behavior. Plans identify: specific areas of deficiency or skill gaps; desired level of performance; instructional support services to be provided; success based intervention strategies to be used; how, when, how often, by whom and how long remedial instruction will be provided; and monitoring and reevaluation activities.

At the district level, the district-wide plan and data informing that plans are included in the District Improvement and Assistance Plan (DIAP). Each school implements, within guidelines, according to the issues specific to the school. Monitoring is done at the district level in a number of ways: schools are monitored through data meetings, walkthrough observations, and other outcome results of problems identified through collaborative planning. There is also a district MTSS and a district PBIS facilitator. These personnel assist schools by providing district planning, training, and school monitoring.

**1.5 District Policy** – The School Board of Polk County is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of Board operations. However, the use of the District's network and technology resources by students is a privilege, not a right.

Type of Policy	Brief Summary of Policy	Web Address	Date of Adoption
Student data safety, security and privacy	8405 - SCHOOL SAFETY;8330 - STUDENT RECORDS  TABLE USE AND SAFETY& 7540.01 - TECHNOLOGY PRIVACY	<a href="http://www.neola.com/polk-fl/">http://www.neola.com/polk-fl/</a>	November 12, 2013
District teacher evaluation components relating to technology (if applicable)	3242 - PROFESSIONAL DEVELOPMENT; 1242 - PROFESSIONAL DEVELOPMENT & 1220 -EVALUATION OF ADMINISTRATIVE PERSONNEL	<a href="http://www.neola.com/polk-fl/">http://www.neola.com/polk-fl/</a>	November 12, 2013



BYOD (Bring Your Own Device) Policy	5136 - PERSONAL COMMUNICATION DEVICES & 7540.03 - STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY	<a href="http://www.neola.com/polk-fl/">http://www.neola.com/polk-fl/</a>	November 12, 2013
Policy for refresh of devices (student and teachers)	7542 - ACCESS TO TECHNOLOGY RESOURCES FROM PERSONAL COMMUNICATION DEVICES & 7540 - COMPUTER TECHNOLOGY AND NETWORKS	<a href="http://www.neola.com/polk-fl/">http://www.neola.com/polk-fl/</a>	November 12, 2013
Acceptable/Responsible Use policy (student, teachers, admin)	7540.03 - STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY & 7540.04 - STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY	<a href="http://www.neola.com/polk-fl/">http://www.neola.com/polk-fl/</a>	November 12, 2013
Master In-service Plan (MIP) technology components	3242 - PROFESSIONAL DEVELOPMENT & 1242 - PROFESSIONAL DEVELOPMENT	<a href="http://www.neola.com/polk-fl/">http://www.neola.com/polk-fl/</a>	November 12, 2013
Other/Open Response	2370.01 - VIRTUAL INSTRUCTION & 2520 - INSTRUCTIONAL MATERIALS AND EQUIPMENT	<a href="http://www.neola.com/polk-fl/">http://www.neola.com/polk-fl/</a>	November 12, 2013

## 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.

#### 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	46%	Num%	August, 2017
II.A.2.	Math Student Achievement	44%	Num%	August, 2017
II.A.3.5	Science Student Achievement – 5 <sup>th</sup> Grade	45%	Num%	August, 2017
II.A.3.8	Science Student Achievement – 8 <sup>th</sup> Grade	39%	Num%	August, 2017
II.A.4.	Science Student Achievement – Biology I	51%	Num%	August, 2017
II.A.5.	ELA Learning Gains	49%	Num%	August, 2017
II.A.6.	Math Learning Gains	44%	Num%	August, 2017
II.A.7.	ELA Learning Gains of the Low 25%	41%	Num%	August, 2017
II.A.8.	Math Learning Gains of the Low 25%	36%	Num%	August, 2017
II.A.9.	Overall, 4-year Graduation Rate	69.4%	Num%	August, 2017
II.A.10.	Acceleration Success Rate Middle School College and Career	52% 54%	Num%	August, 2017

*\*Targets are To Be Determined. Upon completion of the District Strategic Plan revision, targets will be added to the DCP.*

<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)	Increase use of digital devices and applications in 30 Model Instructional Classrooms (MIC) to engage students in learning. Increase student achievement as evidenced on statewide assessments.	8 of 18 Model Instructional Classrooms showed student gains, 1 school showed no gains and 9 schools did not have 2 consecutive years of FSA data.	30 Model Instructional Classrooms will show growth on the Technology Integration Matrix. 100% of the classrooms with 2 consecutive years of FSA data will show positive gains.	August, 2017

II.A.12. (D)	Increase percent of students earning at least one CAPE Digital Tool Certificate on the Recommended CAPE Digital Tool List.	52.56%	91.74%*	August, 2017
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*\*Target listed is from 2015-16. Upon completion of the District Strategic Plan revision, target will be added to the DCP.*

□ **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	1.74:1	1.54:1	1:30:1	August, 2017	.24:1
II.B.2	Count of student instructional desktop computers meeting specifications	29,836	27,001	24,000	August, 2017	0, decrease desktops as district moves to mobile devices
II.B.3	Count of student instructional mobile computers (laptops) meeting specifications	17,550	25,849	34,148	August, 2017	8,299
II.B.4	Count of student web-thin client computers meeting specifications	337	1,773	1,000*	August, 2017	0, Decrease number of thin-client computers
II.B.5	Count of student large screen tablets meeting specifications	6,116	7,152	8,500	August, 2017	1,348
II.B.6	Percent of schools meeting recommended bandwidth standard	73.91 %	91.20 %	100 %	August, 2017	8.8 %
II.B.7	Percent of wireless classrooms (802.11n or higher)	38.12 %	76.63 %	100 %	August, 2017	23.37%

II.B.8	District completion and submission of security assessment *	Yes	N/A	Yes	N/A	N/A
II.B.9	District support of browsers in the last two versions	Yes	Yes	Yes	August, 2016	No

\*Reducing the number of web thin-client devices.

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

□ **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: 29% Adoption: 25% Adaption: 30% Infusion: 11% Transform: 5%	Entry: 25% Adoption: 20% Adaption: 35% Infusion: 14% Transform: 6%	(5/2017)
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 35% Adoption: 30% Adaption: 25% Infusion: 5% Transform: 5%	Entry: 30% Adoption: 25% Adaption: 32% Infusion: 7% Transform: 6%	(5/2017)

*\*This data changed as a result of the 2016 Spring District TRI data and ongoing professional development for teachers and administrators on the Technology Integration Matrix.*

<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)				
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 %	50 %	60 %
II.D.2. (S)	A system that houses documents, videos, and information for students to access.	100 %	100 %	50%	60%
II.D.3. (S)	A system that supports student access to individualized instruction.	100 %	100 %	50 %	55 %

<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 %	100 %	100 %

II.D.2. (T)	A system that houses documents, videos and information for teachers to access.	100 %	100 %	100 %	100 %
II.D.3. (T)	A system that provides teachers with the ability to individualize instruction.	100 %	100 %	50 %	55 %
II.D.4. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	100 %	70 %	73 %
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 %	100 %	100 %

<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 %	40 %	45 %

<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)	100 %	100 %



II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	100 %	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	60%	75 %
II.D.5. (IM)	Percentage of the materials in answer II.D.2. that are accessible and utilized by students	60%	75 %
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%	75%

<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)	Percentage of secondary schools with access to CAPE certifications	100%	100%
II.D.8. (IM)	Percentage of schools with a Model Instructional Classroom on campus.	16%	24%
II.D.9 (IM)	Storage/charging carts for student devices	46%	100%
II.D.10	District Video Streaming Content System	Replacing existing system	100%
II.D.11	Video retrieval & storage licenses	Price adjustment	100%
II.D.12	24/7 Human monitoring safety management system for student Google Apps documents	Added Google Apps to existing monitoring	100%
II.D.13	Data Loss Protection system	Renewal	100%

■ **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	23,901	26,541*	December, 2016
II.E.2 (D)	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	46%	100%	January, 2017

*\*This number does not include charter devices.*

<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)				
II.E.4. (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.

Enter district goals below:

**District Established Strategic Plan Goal: Increase Achievement for All Students Priority**

**Area A: Student Achievement**

A.1 To prepare all students to meet or exceed appropriate grade level proficiency preparing them to be College and Career Ready (CCR).

- Increase the District Federal Uniform Graduation Rate from 69.4% (2015-16) to 74.5% in 2016-17.\*

District Name	2010-11 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	Target for 2016-17
Polk	66.4	69	69.4	74.5*

\*Polk Strategic Plan is currently being revised and target will be updated in DCP when Strategic Plan finalized.

- Increase the percent of students passing industry certification exams.

Career and Technical Education (CTE) Students Passing Industry Certification Exams	2014-15	2015-16	Target for 2016-17**
Polk	67%	52.56%*	94.24%

Source: Reported by PCPS Office of Workforce Education.

\*The number of students taking certification exams increased however, the pass rate decreased.

\*\*Polk Strategic Plan is currently being revised and target will be updated in DCP when Strategic Plan finalized.

**Priority Area E – Support and Resources**

E.4 Deploy Information Technology that supports the academic and business needs of students, teachers and staff.

- Increase the bandwidth of Internet access from 700MB to 7G.

2012-13	2013-14	2014-15	2016-17	Target for 2016-17
700 MB	2G	4G	5G	7G

- Increase the number of Technology Integration Coaches at the schools through summer workshops and professional development.

2012-13	2013-14	2014-15	2015-16	Target for 2016-17
386	424	463	502	540

**STEP 3 – Strategy Setting:**

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

**Enter the district strategies below:**

<b>Goal Addressed</b>	<b>Strategy</b>	<b>Measurement</b>	<b>Timeline</b>
Increase student achievement	Develop infrastructure to effectively support access to & management of digital learning and online assessments.	<ul style="list-style-type: none"> <li>• Evaluate and purchase video streaming content solution</li> <li>• Usage reports from video retrieval &amp; storage system</li> <li>• Follow up on safety management system notifications</li> <li>• Reduction in data loss</li> <li>• Annual DOE TRI Survey Reports</li> </ul>	2016-2018
Increase student achievement	Continue to provide web resources, digital content and industry standard certification opportunities for students.	<ul style="list-style-type: none"> <li>• Online Instructional applications</li> <li>• Amount of industry standard certification exams completed</li> </ul>	2016 and ongoing
Increase student achievement; Provide technology support and resources	Provide professional development for seamless integration of digital learning by instructional staff to engage students in learning.	<ul style="list-style-type: none"> <li>• District Instructional Coaches will model technology integration with content in classrooms</li> <li>• School-based Technology Integration Coaches (TIC) will Peer Coach and collaborate with one teacher selected and approved by site administration. (coaching logs)</li> <li>• List of online technology courses and tutorials offered to all staff.</li> <li>• Sign-in sheets for TIC workshops</li> <li>• Technology Integration Matrix (TIM) Admin survey for levels of tech integration and Tech integrated lesson plans</li> </ul>	2016 and ongoing

Increase student achievement; Provide technology support and resources	Increase access to & utilization of digital devices for classroom instruction and online assessments	<ul style="list-style-type: none"> <li>• Increased access to digital devices by students</li> <li>• Submission of DOE CBT Certification</li> <li>• Tool</li> <li>• Reduction in testing time.</li> <li>• Annual DOE TRI Report</li> </ul>	2016 and ongoing
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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.

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

<b>A. Student Performance Outcomes (District Provided)</b>		<b>Baseline</b>	<b>Target</b>
III.A.11	Increase use of digital devices and applications in 30 Model Instructional Classrooms (MIC). Increase student achievement as evidenced on statewide assessments.	8 of 18 Model Instructional Classrooms showed student gains, 1 school showed no gains and 9 schools did not have 2 consecutive years of FSA data.	30 Model Instructional Classrooms will show growth from Entry to Transformation on the Technology Integration Matrix. 100% of the classrooms with 2 consecutive years of FSA data will show positive gains.
III.A.12	Increase percent of students earning at least one CAPE Digital Tool Certificate on the Recommended CAPE Digital Tool List.	52.56%	91.74*

*\*Target listed is from 2015-16. Upon completion of the District Strategic Plan revision, target will be added to the DCP.*

## 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:

<b>B. Infrastructure Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.10					

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>			
Brief description of other activities	Other funding source	Estimated Amount	Estimated Completion Date Mo/Year
P.O.E Switches for elementary schools	E-rate and local capital improvement funds	\$1,375,025	6/30/2017
Core router switch	E-rate and local capital improvement funds	\$661,271.60	6/30/2017

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.10.		

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.

A third party evaluation was completed for the core infrastructure. See attached the results of this evaluation. This year the district is implementing a redesign based on these results.

### 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>C. Professional Development Implementation</b>					
	<b>Deliverable</b>	<b>Estimated Completion Mo/Year</b>	<b>Estimated Cost</b>	<b>School/ District</b>	<b>Gap addressed from Sect. II</b>
III.C.1.	Purchase TIM Tools license for school- based administrators and teacher workshops on the effective use of TIM. (\$9,600 for large district from FCIT)	June 2017	\$9,600	Polk	II.C.2.



III.C.2.	Substitutes for 30 Model Instructional Classroom (MIC) teachers to attend approximately 5 technology integration workshops	May 2017	\$15,000	Polk	II.C.2.
III.C.3.	Enhanced Technology Integration workshops (2 four day summer workshops for approximately 130 coaches and approximately 4 Saturdays) for both new and continuing school-based Technology Integration Coaches, after hours online course facilitation and after hours course development (6 district TRSTs, 7 monthly online courses & Aspiring Leaders' 3 courses).	July 2017	\$115,675	Polk	II.C.1.
III.C.4.	Instructional Television Teacher Workshops: Student produced videos (119 participants)	June 2017	\$15,000	Polk	II.C.2.
III.C.5.	One month extended contract for five 11-mo district Teacher Resource Specialist Trainers	July 2017	\$20,000	Polk	II.C.1. II.C.2.

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>			
<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 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.	School-based administrators will use the TIM Tools to evaluate and level lesson plans for technology integration.	Lesson plans that are leveled according to the TIM
III.C.2.	Review initial MIC teacher developed lesson plans and compare to post lesson plans based on Technology Integration Matrix (TIM) levels.	Lesson plans evidencing growth in the level of technology integration.
III.C.3.	Technology Integration Coaches will demonstrate increased technology integration as evidenced on Teacher Evaluation EPC 1.d.	Increase in effective classroom technology integration
III.C.4.	ITV Teacher Workshops: Student produced videos	Video Awards Ceremony
III.C.5.	Online course revisions, July Tech Coach workshop, online course facilitation	Updated online technology courses, enhanced online Technology Integration Courses, successful completion of online courses

### **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:

<b>D. Digital Tools Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.D.1.	CAPE digital tool certifications annual subscription includes access for 5,995 students (12% of middle and high school enrollment)	June/2016	\$178,354	Polk County Schools	II.D.7. (IM) II.A.12
III.D.2.	Projection hardware to connect iPads in ten Model Instructional Classroom to projector	Jan/2016	\$700	Polk County Schools	II.D.8. (IM)
III.D.3.	Carts for student devices (106)	December, 2017	\$133,401	Polk County Schools	II.D.9 (IM) II.E.1. II.E.2.
III.D.4.	New district video streaming content system	May, 2017 Purchase, August, 2017 implement	\$166,475	Polk County Schools	II.D.10
III.D.5.	Video retrieval & storage subscriptions	May, 2017 Purchase, August, 2017 implement	\$48,000	Polk County Schools	II.D.11
III.D.6.	24/7 Human monitoring safety management system for 6-12 student Google Apps documents	November, 2017 purchase & implement	\$44,000	Polk County Schools	II.D.12
III.D.7.	Data Loss Protection system	May, 2017, renew and implement	\$63,467	Polk County Schools	II.D.13

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>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.	Monthly reports from Certiport on exams taken and passed at each participating school.	Increase percent of student candidates earning a minimum of one CAPE Digital Tool certification on the recommended CAPE Digital Tool list.
III.D.2.	Ordering, delivery and setup projection devices to the ten selected Model Instructional classrooms.	Enhanced technology integration modeled for teachers.
III.D.3.	Delivery and setup of carts housing devices for FSA/EOC statewide computer- based assessments	All carts are setup and storing/charging devices ready for administration of state assessments. When not used for testing, may be used for instruction.
III.D.4.	Completed P.O. and installation, Review of monthly usage reports and feedback	Full implementation and enhanced district video streaming content
III.D.5.	Completed P.O. and installation, Review of monthly usage reports and feedback	Full implementation and use of video retrieval and storage system across all curriculum areas

III.D.6.	Completed P.O. and implementation, Review of Questionable Content Reports and Possible Student situations	Full implementation and follow up on all student questionable content and possible student situation notifications
III.D.7.	Completed P.O. and implementation, Review of monthly reports and feedback	Full implementation and reduced data loss

### 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:

<b>E. Online Assessment Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.	Purchase 2,640 additional student devices for assessment & instruction.	December, 2016	\$976,800	Polk County Schools	II.E.1 & II.E.2
III.E.2.					

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>			
<b>Brief description of other activities</b>	<b>Other funding source</b>	<b>Estimated Amount</b>	<b>Estimated Completion Date Mo/Year</b>
Supplement cost of student digital devices for online assessment.	District Local Capital Improvement	Approximately \$100,000	December, 2016
Additional assessment devices (279) for charter sites to comply with state testing requirements.	Combination of Charter DCP funds and other Charter School funds.	Approximately \$63,891	January, 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.

<b>E. Online Assessment Evaluation and Success Criteria</b>		
<b>Deliverable (from above)</b>	<b>Monitoring and Evaluation and Process(es)</b>	<b>Success Criteria</b>
III.E.1	Delivery of additional student devices for assessment	Each grade level at each school will be able to test their entire grade level simultaneously therefore reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments. When not used for testing, may be used for instruction.
III.E.2		