DISTRICT
DIGITAL CLASSROOM PLAN

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

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

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

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

I.1 District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:

- The digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in ss.1011.62(12)(b), F.S.;
- Development of partnerships with community, business and industry; and
- Integration of technology in all areas of the curriculum, English for Speakers of Other Languages (ESOL) and special needs including students with disabilities.

Development of a robust and comprehensive DCP required the input of experts and specialists across the district. Plan development was led by the Director for Instructional Technology and the Director of Grants, Acquisitions, and Special Projects. A series of meetings were held to gather input from staff across the district and to formulate goals and strategies. Team members included representation from the Curriculum Division (directors and program area specialists and teachers on special assignment). Membership also included representatives of the Student Services Department and ESOL program coordinator.

Title/Role	Name:	Email:	Phone:
Instructional Technology District Contact	Uma Shankar	shankau@gm.sbac.edu	352-955-6850 x1502
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Instructional District Contact	Mary Hall	hallme@gm.sbac.edu	352-955-6850 x1506
Assessment District Contact	Matt Lynch	lynchmc@gm.sbac.edu	352-955-7628
Finance District Contact	John Kirkpatrick	kirkpajg@gm.sbac.edu	352-955-7586
District Leadership Contact	Karen Clarke	clarkekd@gm.sbac.edu	352-955-7444
Director Grants and Special Projects	Everett Caudle	caudleew@gm.sbac.edu	352-955-7605
Director Staff Development	Isa Carter	carterig@gm.sbac.edu	352-955-7650
Media Services	Debi Bruner	brunerda@gm.sbac.edu	352-955-6860
Instructional Technology Coach	Tami Smith	smithtl@gm.sbac.edu	352-955-6860

I.2 Planning Process - Summarize the process used to write this plan including but not limited to:

- How parents, school staff and others were involved;
- Relevant training and instruction for district leadership and support personnel;
- Development of partnerships with community, business and industry; and
- Integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

Meetings were held to consider plan options and to assess the input that would be needed to write a comprehensive Digital Classroom Plan. A team of individuals was assembled to provide guidance to the process and to assist with plan design and to provide specialized training to personnel not familiar with the DCP. As described above, this team consisted of key leaders at the district level who were charged with collaborating to ensure continued integration of technology across all areas of curriculum and specialists from areas affected by classroom technology integration.

Input and guidance provided at the school level played a role in plan development. Alachua County establishes a School Advisory Council (SAC) in each public school with the purpose of assisting in the annual development and the evaluation of each school's School Improvement Plan (SIP) and the annual school budget. The SAC is responsible for the collection and analysis of both short-term and long-term outcomes for the SIP, the identification of problem areas, the development of improvement strategies and monitoring their implementation. Each council is composed of a principal and an appropriate balanced number of teachers, education support employees, students, parents, and includes business and community partners and citizens. The SAC is also representative of the ethnic, racial, and economic community served by each school.

Data, input, and feedback from each school's SAC is funneled to the district level through principals in monthly meetings with the Executive Directors of Schools, the Assistant Superintendent for Curriculum and Instruction, and with Directors from across the division. Information provided by principals is reviewed and incorporated into the District Improvement and Assistance Plan (DIAP). Both the individual needs and aggregate needs from SIPs and the DIAP were considered by the District DCP Team in development of the plan.

I.3 Technology Integration Matrix (TIM) – Summarize the process used to train, implement and measure classrooms using the TIM.

The following report was prepared by Dr. Kara Dawson from the University of Florida as an external review of the 2014-2015 DCP. The report is part of the Alachua County's *Digital Classroom Plan* funded by the Florida Department of Education and provides district-wide data about factors that contribute to technology use in K-12 schools. In particular, data collected from 1376 teachers using the Technology Uses and Perceptions Survey (TUPS) related to teacher perceptions of access and support, professional development, comfort and confidence with technology, technology skills, and the usefulness of technology. In addition, data about how teachers report they use technology and how students use it in classrooms are provided. Comparisons across responses from elementary, middle, and high school grade level bands are also reported.

Major findings related to technology use include:

- Teachers report overall positive perceptions about technology use, but reported much less confidence and comfort in actually using technology.
- Teachers report employing limited instructional methods involving technology in their teaching with using technology for instructional delivery and communication as the most common.
- Teachers report they regularly use a limited range of technology including word processors, email, web browsers and desktop computers.
- Teachers report that their students rarely use technology in the classroom with only web browsers, desktop computers and interactive whiteboards reported as being used on a semi-frequent basis.
- There is a discrepancy between the low levels of student use of technology in the classroom and the overwhelmingly positive perceptions reported about the value and importance of technology.
- Although teachers report low levels of use, they perceive the utility of and their skill level with technology positively.
- Teachers perceived some technology tools as very useful (i.e. word processors, web browsers, desktop computers, and interactive white boards) but had very low perceptions of the utility of others (i.e. databases, desktop publishing programs, web publishing programs, draw and paint programs, photo editing, sound editing, video editing, authoring tools, animation, and video conferencing technologies).

Major finding related to professional development and support include:

- Teachers report acquiring most of their technology skills from interaction with peers, friends, and family; and through independent learning. They report acquiring fewer skills through in-service professional development.
- Teachers report being most interested in receiving professional development on applications used by students, instructional applications and specialized training on the pedagogy of technology integration. Most report being less interested in receiving professional development on introductory technology skills or productivity applications.
- Teachers reported that the technology specialist assisted them with using technology, but much less in supporting their instructional strategies for technology integration. But, these results are difficult to interpret because the term "technology specialist" was not defined in the survey. It is unclear whether teachers were thinking about district level technology integration coaches or school level teachers who serve, formally or informally, as technology specialists.
- Teachers overall do not feel they have adequate opportunities for technology professional development within their schools.

Based on these results, recommendations were developed in four areas:

1. Using research to inform practice
   1.1 Use TUPS survey results to inform practice
   1.2 Provide schools with data to inform digital learning
   1.3 Analyze professional development plans from current grants
   1.4 Understand what students do with technology outside of school
2. Visioning and planning for digital learning
   2.1 Identify school leaders to represent digital learning on the Superintendent's advisory board
   2.2 Develop guiding principles for digital learning
   2.3 Identify how digital learning and literacy aligns with the standards across elementary, middle and high school grades.
3. Support
   3.1 Ensure support is adequate at both the district and school levels
   3.2 Scaffold support for digital leadership at all schools
   3.3 Leverage library and media centers as hubs for promoting technology use
4. Professional Development
   4.1 Identify professional development for digital learning most relevant for teachers
   4.2 Provide district level support for digital learning professional development

I.4 Multi-Tiered System of Supports (MTSS) - By using an MTSS in the planning process, the district will provide a cohesive and comprehensive approach to meeting the needs of all learners. The DCP requires districts to summarize the process used to write this plan including but not limited to:

- Describe the problem-solving process based on available district-specific data which were used for the goals and needs analysis established in the plan;

- Explain the existing system used to monitor progress of the implementation plan; and
- How the district intends to support the implementation and capacity described in the plan.

The Alachua County DCP District Team (as outlined in District Team Profile section above) met to review the DCP requirements and guidelines. The District Team utilized the MTSS problem solving process to develop and refine the Alachua County DCP.

First, the District Team analyzed student assessment data, technology resources, and collected observation evidence (or lack thereof) of technology integration in the learning environment, specifically with the intent of identifying trends and patterns in both district-wide and grade-level data. Specific data collected from 1,376 teachers using the Technology Uses and Perceptions Survey (TUPS) related to teacher perceptions of access and support, professional development, comfort and confidence with technology, technology skills, and the usefulness of technology was also analyzed and was considered. In addition, the DIAP, staff development survey data, and technology survey data from teachers were used for analysis.

The DCP Team also examined barriers that might be affecting student achievement, particularly in the areas of ELA and Math. Barriers identified include a continued lack of sufficient teacher support for the use of technology tools to bolster ELA and math skills in the classroom environment and the need to build additional capacity, through a continued program of robust professional development and teacher support, for educator skills aligned to digital integration.

Progress monitoring of DCP implementation will be overseen by specific members of the District Team, to include periodic data analysis of both student and teacher data. Particular attention will be given to analysis of TIMs Tool data. Data outcomes will be fed back into the MTSS process to evaluate effectiveness and/or to refine the DCP.

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

Type of Policy	**Brief Summary of Policy (limit character)**	**Web Address (optional)**	**Date of Adoption**
Student data safety, security and privacy	2416 – Student Privacy and Parental Access to Information 7530.01 – Staff	http://neola.com/alachua-fl/	2012-2015 Revisions are on-going

	Use of Board-Owned Wireless Communication Devices 7540.02 – District Web Sites 7540.03 – Use of Technology by Students 7540.04 – Use of Technology by Board Employees 7540.05 – Staff Use of Electronic Mail 7540.06 – Internet Safety Measures 7540.07 – Student Use of Electronic Mail 8330 – Student Records		
District teacher evaluation components relating to technology (if applicable)	1220 – Evaluation of Administrative Personnel 3220 – Evaluation of Instructional Personnel Instructional Collective Bargaining Agreement	http://neola.com/alachua-fl/	2012-2015 Revisions are on-going

BYOD (Bring Your Own Device) Policy	5136 – Student Use of Personally-Owned Wireless Communication Devices 7540.03 – Use of Technology by Students 7542 – Use of Personally-Owned Wireless Communication Devices 7543 – Remote Access to the District's Resources/Network Codes of Student Conduct	http://neola.com/alachua-fl/	2012-2015 Revisions are on-going
Policy for refresh of devices (student and teachers)	2520 – Instructional Materials and Equipment 2530 – Educational Media Materials Selection 2252 – Digital Classrooms 7530.01 – Staff Use of Board-Owned Wireless Communication Devices 7540 – Computer and Technology	http://neola.com/alachua-fl/	2012-2015 Revisions are on-going

	Networks		
Acceptable/Responsible Use policy (student, teachers, admin)	7540 – Computer Technology and Networks 7540.03 – Use of Technology by Students 7540.04 – Use of Technology by Board Employees Codes of Student Conduct	http://neola.com/alachua-fl/	2012-2015 Revisions are on-going
Master Inservice Plan (MIP) technology components	3242 – Professional Development	http://neola.com/alachua-fl/	2012-2015 Revisions are on-going
Other/Open Response	DCP Policy		

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

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

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

- **Highest Student Achievement**

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

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

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

A. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.1.	ELA Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.2.	Math Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.3.	Science Student Achievement – 5th and 8th Grade	60% 5th 50% 8th	65% 5th 55% 8th	2016

II.A.4.	Science Student Achievement – Biology	71%	75%	2016
II.A.5.	ELA Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
B. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.A.9.	Overall, 4-year Graduation Rate	79%	81%	2016
II.A.10.	Acceleration Success Rate	85% High 44% Middle	88% High 48% Middle	2016
A. Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.A.11. (D)				
II.A.12. (D)				
II.A.13. (D)				
II.A.14. (D)				

- **Quality Efficient Services**

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

For the infrastructure needs analysis, the required data points can and should be pulled from the Technology Readiness Inventory (TRI). The baseline should be carried forward from the 2014 plan. Please describe below if the district target has changed. Districts may choose to add any additional metrics that may be appropriate.

B. **Infrastructure Needs Analysis (Required)**		**Baseline from 2014**	**Actual from Spring 2015**	**Target**	**Date for Target to be Achieved** ***(year)***	**Gap to be addressed** ***(Actual minus Target)***
II.B.1.	Student to Computer Device Ratio	2.27:1	2.23:1	1:1	2020	1.23:1
II.B.2.	Count of student instructional desktop computers meeting specifications	9,583	9,858	10,000	2016	142
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	1,758	2,122	2500	2016	378
II.B.4.	Count of student web-thin client computers meeting specifications	43	138	0	2016	0
II.B.5.	Count of student large screen tablets meeting specifications	236	148	0	2016	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	100%	100%	100%	NA	0%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	100%	NA	0%

B. Infrastructure Needs Analysis (Required)		Baseline from 2014	Actual from Spring 2015	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
II.B.8.	District completion and submission of security assessment *	N/A	N/A	N/A	N/A	N/A
II.B.9.	District support of browsers in the last two versions	N/A	Yes	Yes	2015	0

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved *(year)*	
II.B.10. (D)	No funds from DCP will be used at this time.					
II.B.11. (D)	No funds from DCP will be used at this time.					
II.B.12. (D)	No funds from DCP will be used at this time.					

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

- **Skilled Workforce and Economic Development**

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

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

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

C. **Professional Development Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 57% Adoption: 23% Adaption: 13% Infusion: 5% Transform: 2%	Entry: 20% Adoption: 25% Adaption: 30% Infusion: 10% Transform: 15%	2016
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	N/A Entry: 80% Adoption: 12% Adaption: 8% Infusion: 0% Transform: 0%	N/A Entry: 70% Adoption: 20% Adaption:10% Infusion: 0% Transform: 0%	2016

C. Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.3. (D)	Use TUPS survey results to inform practice	20%	40%	Ongoing

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.

A key component to digital tools is the implementation and integration of a digital tool system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance. Districts may also add metrics for the measurement of CAPE (Career and Professional Education) digital tools. For the required metrics of the digital tool system need analysis, please use the following responses:

D. **Digital Tools Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved *(year)***
	Student Access and Utilization (S)	**% of student access**	**% of student utilization**	**% of student access**	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum. (Just4Students/EduTone)	100%	1%	100%	2016-2017
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans. (Edutone)	100%	35%	100%	2016-2017
II.D.3. (S)	A system that supports student access to online assessments and personal results. (PCG)	100%	0%	100%	2016-2017
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	100%	35%	100%	2016-2017
II.D.5. (S)	A system that provides secure, role-based access to its features and data. (IC)	100%	19%	100%	2016-2017

D. **Digital Tools Needs Analysis (Required)**		**Baseline** (to be established in 2015)	**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved** *(year)*
	Teachers/Administrators Access and Utilization (T)	**% of Teacher/ Admin access**	**% of Teacher/ Admin Utilization**	**% of Teacher/ Admin access**	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100 CF %	20%	100%	School Year
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	20%	100%	School Year
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	0%	100 %	School Year
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100%	85%	100%	2016-2017
II.D.5. (T)	A system that includes comprehensive student information that is used to inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress.	100%	87%	100%	2016-2017
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and	100%	15%	100%	2016-2017

	instructional resources to provide new ways of viewing and analyzing data.				
II.D.7. (T)	A system that houses documents, videos and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	100%	35%	100%	2016-2017
II.D.8. (T)	A system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents and district administrators to use data to inform instruction and operational practices.	100%	15%	100 %	2016-2017
II.D.9. (T)	A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	100%	75%	100%	2016-2017

D. **Digital Tools Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
	Parent Access and Utilization (P)	**% of parent access**	**% of parent utilization**	**% of parent access**	
II.D.1. (P)	A system that includes comprehensive student information which is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	100%	12%	100%	2016-2017

D. **Digital Tools Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
(IM)	**Instructional Materials**	**Baseline %**	**Target %**	**School Year**
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	75%	90%	2016-2017
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	65%	65% Older materials cannot be made digital.	2016-2017
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	65%	65% Older materials cannot be made digital.	2016-2017
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	70%	80%	2016-2017
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	35%	50%	2016-2017
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students instructional materials [ss. 1006.283(2)(b)11, F.S.]	100%	100%	2016-2017
D. **Digital Tools Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.D.7. (IM)				
II.D.8. (IM)				
II.D.9. (IM)				

- **Quality Efficient Services**

  Online Assessment Readiness:
  Districts shall work to reduce the amount of time used for the administration of computer-based assessments.

Online assessment (or computer-based testing) will be measured by the computer-based testing certification tool and the number of devices available and used for each assessment window.

E. **Online Assessments Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved *(year)***
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	4579	5179	N/A
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	100%	100%	N/A
E. Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.E.3. (D)				
II.E.4. (D)				
II.E.5. (D)				

STEP 2 – Goal Setting:

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

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

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

Goals Examples:

EXAMPLES

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

Enter district goals below:

Highest Student Achievement:

- The District will meet or exceed the state average for student performance on all state-tested curriculum areas.
- The District will meet or exceed the state average for student performance on all state-administered EOC assessments.
- The District will meet or exceed the state average for graduation rate among all subgroups.
- The District dropout rate will be less than the state average across all subgroups.

Qualified and Effective Staff:

- Build capacity across the district with teachers, administrators, and other instructional staff for continuously improving their professional practice by promoting and demonstrating effective use of digital tools and resources.
- Provide teachers with opportunities to learn new skills designed to promote digital learning and technology integration across the curriculum.

- Create a training infrastructure that supports the learning needs of teachers as it relates to digital learning, implementation of digital tools, and online assessments**.**
- Implement and expand professional development programs that provide teachers with support needed to learn and implement digital learning.

Infrastructure that Promotes Up-to-Date Technology Resources and Creates an Effective Environment to Support Students:

- Refresh technology at the rate of 15%-20% yearly.
- Increase opportunities for students to use computers and digital tools and materials in the learning environment daily.
- Develop and propose a plan to provide dedicated technology support across the district in order to provide "just-in-time" support of labs and classroom technology, computer based testing, and the network**.**
- Continue to expand capabilities of an integrated digital tool system.

Support for Families and Family Involvement:

- Engage community partners and resources to empower families/caregivers and to reduce and/or eliminate the digital divide.
- Train principals and teachers to maximize interactive opportunities with families/caregivers via face-to-face meetings as well as communication through technology.

STEP 3 – Strategy Setting:

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

Examples of Strategies:

EXAMPLES			
Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	• Purchase Instructional Materials in digital format	50% of purchases in 2015-16
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	• Fully implement system across nine components • Integrate instructional materials into system	2014 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	• Bandwidth amount • Wireless access for all classrooms	2014-2019

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Highest Student Achievement	Extend the use of EduTone for access to digital tools and resources that support student success and innovation.	Usage reports.	2015 and ongoing
Highest Student Achievement	Provide support for further development of project-based learning and	• Student work portfolios • Usage reports	2015 and ongoing

	development of 21st century skills.		
Highest Student Achievement	Supply teachers and students with electronic and digital tools for hands on use.	Purchase records and student projects	2015 and ongoing
Highest Student Achievement	Supply teachers and students with high-quality digital content aligned to the Florida Standards	Purchase records	2015 and ongoing
Highest Student Achievement	Provide expanded support for an integrated digital tool system to aid teachers	Fully implement across all components	2015 and ongoing
Effective Environment to Support Students	Continue to build capacity for use of computers and digital tools in the learning environment.	• Purchase records • Usage reports • Bandwidth	2015 and ongoing
Effective Environment to Support Students	Support and expand access to digital tools for students using their own device.	• Usage reports • Bandwidth	2015 and ongoing
Effective Environment to Support Students	Expand infrastructure and build knowledge among staff to facilitate and support 1:1 device use by students.	• Purchase records • Training logs • Usage reports	2015 and ongoing
Qualified and Effective Staff	Increase teacher knowledge of technology tools and systems in needed areas (e.g., SIS) to improve collaboration with students, colleagues, parents, and	• Training logs • Attendance records. • Usage reports	2015 and ongoing

	community.		
Qualified and Effective Staff	Expand existing training supports for teachers via embedded PD, on-line training opportunities (including iLearning courses), workshops, conferences, etc.	• Training logs • Training attendance. • Follow-up activities • Teacher PDPs	2015 and ongoing
Qualified and Effective Staff	Expand support for classroom implementation of newly acquired technology skills through embedded training support, follow-up coaching and mentoring, and classroom walkthroughs.	• Teacher lesson plans. • Coaches and support personnel logs. • Classroom walkthrough reports. • Appraisal instruments	2015 and ongoing
Infrastructure that Promotes Up-to-Date Technology Resources and Creates an Effective Environment to Support Students	Upgrade existing wireless, increase bandwidth, and refresh hardware and software.	• Purchase records • Bandwidth reports	2015 and ongoing
Infrastructure that Promotes Up-to-Date Technology Resources and Creates an Effective Environment to Support Students	Increase the level of support at the school level for system deployment and usage and in order to provide "just-in-time" support.	• Status forms • Work order reports • Training and coaching logs	2015 and ongoing
Infrastructure that Promotes Up-to-Date Technology Resources and Creates an Effective Environment to Support Students for expansion of	Purchase additional digital tools and content as needed to support instruction.	• Purchase records	2015 and ongoing

district STEM initiatives.			
Support for Families and Family Involvement	Promote digital resources that support expanded involvement by parents and community.	• Parent meeting logs • Promotional materials	2015 and ongoing
Support for Families and Family Involvement	Continue and expand collaboration with the community to address the digital divide.	• Training logs • Meeting schedules, agendas, and attendance • Promotional materials	2015 and ongoing

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

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

Districts may also choose to provide funds to schools within the school district through a competitive process as outlined in ss. 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 a 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 2015-16 school year.

EXAMPLES			
A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.1	Increase percent of fourth grade mathematics students performing at Sunshine Elementary school.	45%	48%
III.A.2	Improve graduation rates at Sandy Shores High school.	78%	80%

Enter the district student performance outcomes for 2015-16 that will be directly impacted by the DCP Allocation below:

In keeping with the district mission and strategic plan goals and objectives, all learning initiatives, including digital learning, are geared toward improved student achievement across all subject areas. Strategic plan objectives include commitments to meet or exceed state average performance targets across all tested areas and across subgroups. Specific student performance objectives related to the DCP are listed below.

A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.3.	Science Student Achievement – 5th and 8th Grade	60% 5th 50% 8th	65% 5th 55% 8th
III.A.4.	Overall, 4-year Graduation Rate	79%	81%
III.A.5.	Acceleration Success Rate	85% High 44% Middle	88% High 48% Middle
III.A.6.			
III.A.7.			

B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf. These specifications are recommendations that will accommodate the requirements of state supported applications and assessments.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

EXAMPLES					
B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.X.	Purchase and implement wireless access points	May 2015	$4,000	All fourth grade classes at Sunshine Elementary school.	II.B.7
III.B.X.	Purchase and implement 100 new student laptop devices	February 2015	$6,000	All fourth grade classes at Sunshine Elementary school.	II.B.3

B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.					
III.B.2.					
III.B.3.					
III.B.4.					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Brief description of other activities	**Other funding source**
Maintain existing wireless, increase bandwidth, and refresh hardware and software.	Voter-approved one-mill funding, existing district technology funds.

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. **Infrastructure Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.		
III.B.2.		
III.B.3.		
III.B.4.		

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

C) Professional Development

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

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

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

Please insert links to the district MIP to support this area, 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.

EXAMPLES					
C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.X.	X# high school teachers participate in professional development aligned with MIP.	May 2015	$X	Sandy Shores High School	II.C.1.
III.C.X.	X# teachers participate in book study and lesson studies on digital learning	May 2015	$X	Sandy Shores High School	II.C.2.

The Alachua County Public School District is fortunate to have a robust digital equipment and technology support hardware infrastructure. A continued identified priority is building educator capacity to effectively integrate and utilize existing technology and digital tools and content that is available while also preparing staff to meet the challenges that will result from movement from traditional (printed) to digital curriculum support materials, assessment in a digital environment, support for other initiatives that directly place technology in the hands of students as a part of the learning process.

Professional development initiatives will include developing and facilitating High Quality Master In-service Plan (MIP) Components that address leadership "look-fors" on quality

digital learning processes in the classroom, building educator capacity for using available (and future) technology, conducting lesson planning and other teacher administrative functions using digital resource, and on improving student digital learning practices. MIP components will include participant implementation agreements that incorporate needs analyses and will be supported by school-level monitoring and feedback processes supporting educator growth related to digital learning.

The district recently implemented a FLDOE Digital Learning Grant. The grant included support for the evaluation of classroom integration using the Technology Integration Matrix (TIMs Tools). The DCP team used and will continue to use data from this survey and the TIM-O tool to determine key PD needs common to staff at identified schools.

Curriculum teachers on special assignment (TSAs), the Director of Professional Development, and district Technology Coaches will continue to deliver PD to administrators and teachers on utilizing the TIM matrix as both a road map and tool to support the shift in the use of technology in the classroom from teacher-driven to student-centered, and from content to concept. PD opportunities will be aligned with moving teachers through the matrix with the express goal of maximizing student learning and acquiring 21st Century skills.

Alachua will, thus, continue to use part of its DCP allocation to provide implementation support, professional development, and facilitation of skill acquisition for our teachers, aligned to the district MIP and guided by use of the TIM tools, in the areas of:

- Effective strategies for teaching students how to create high quality student work using digital tools.
- Strategies to further place technology tools directly in the hands of students as a common part of the learning process.
- Effective utilization of digital tools in the education support environment (includes using the LIIS, student information system, staff development management system, etc.)
- Managing a digital workflow in the classroom (includes effective integration of digital curriculum resources and hardware)
- Determining what high-quality student work looks like
- Professional Development aligned with developing digital content, using technology in the content areas, and educational technology leadership and management.

District instructional technology specialists will play an important role in facilitating all aspects of the DCP, but in particular, those associated with staff development. Utilization of an embedded "coaching" approach continues to yield good results in moving teachers from entry level to adaptation and beyond. Up to three FTE technology specialist position may be funded from the DCP allocation. In addition to embedded training and modeling by coaches, a mix of other training strategies will be used including self-paced individual training delivered via Internet, face-to-face small group training, vendor-provided computer-based training, and limited conference attendance for trainers who will then return to deliver new content to staff.

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	40% teachers participate in digital tools training	May 2016	$88,537	District	A.1 A.2 A.3 A.4
III.C.2.	40% teachers receive embedded training support via coordination and delivery of trainings. (FTE positions)	May 2016	$170,000	District	A.1 A.2 A.3 A.4
III.C.3.					
III.C.4.					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Brief description of other activities	**Other funding source**

Evaluation and Success Criteria for C) Professional Development:

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

C. **Professional Development Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	The Director of Staff Development, the Directors for Elementary and Secondary Curriculum, and the Instructional Technology Director will monitor and evaluate professional development that establishes and/or enhances teacher and instructional staff knowledge	By May 2016, 40% of district teachers and instructional staff will participate in digital tools trainings/workshops/online consultations.

	and use of digital tools in the classroom.	
III.C.2.	The DCP Co-Chairs will monitor and evaluate embedded training support to teachers and instructional staff.	By May 2016, 40% of district teachers and staff will have the opportunity to work with district digital technology specialists to integrate technology use in curriculum instruction delivery.
III.C.3.		
III.C.4.		

D) Digital Tools

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

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

Implementation Plan for D) Digital Tools:

EXAMPLES					
D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.X.	Integrate X sets of instructional materials into the digital tools system	September 2014	$X	Sunshine Elementary school	II.D.2 (S)
III.D.X.	Offer X additional CAPE digital tool certifications from approved list	2014-15	$X	Sandy Shores High School	II.D.1 (D)

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	LIIS update/modification	Ongoing	$70,000	District	A.3 A.4
III.D.2.	Purchase of hands on tools for increased achievement in 5th 8th grade science scores: - Robotics Kits: Hands on science kits to build robots - Robot C from Robomatter: digital tool to increase achievement scores in STEM/engineering. -DELL Laptops and Desktops to support research and	May 2016	$300,000	District	A.3 A.4

	programming access to increase the incorporation of digital learning.				
III.D. 3.	Alachua County school district purchase a universal license for Certiport which will allow testing for CAPE digital tools – Word and Excel – at the middle school level. May be expanded to elementary level (IC3 Spark).	Ongoing	$50,000	District	A.3 A.4
III.D. 4.					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Brief description of other activities	**Other funding source**

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.

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	The IT Director will monitor and evaluate tools annually.	Purchase records and usage reports
III.D.2.	The IT Director will monitor and evaluate tools annually.	Purchase records and usage reports
III.D.3.	The IT Director will monitor and evaluate tools annually.	Purchase records and usage reports
III.D.4.	The IT Director will monitor and evaluate tools annually.	Purchase records and usage reports

E) Online Assessments

Technology infrastructure and devices required for successful implementation of local and statewide assessments should be considered in this section. In your analysis of readiness for computer-based testing, also examine network, bandwidth, and wireless needs that coincide with an increased number of workstations and devices. Districts should review current technology specifications for statewide assessments (available at www.FLAssessments.com/TestNav8 and www.FSAssessments.com/) and schedule information distributed from the K-12 Student Assessment bureau when determining potential deliverables.

Implementation Plan for E) Online Assessments:

EXAMPLES					
E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.X.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	September 2014	$X	Sandy Shores High School	II.E.1
III.E.X.	Purchase 100 additional student devices for assessments	February 2015	$X	Sandy Shores High School	II.E.1 and II.E.2

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.					
III.E.2.					
III.E.3.					
III.E.4					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

DCP funds are not being allocated to On-line Assessment Implementation. Race to the Top Funds were utilized effectively to build both infrastructure and hardware capacity for Computer-Based Testing (CBT) across the district. Currently, most district CBT upgrade needs are being met though a one-mill, voter-approved funding source, which includes support for technology.

Brief description of other activities	Other funding source
The Alachua County school district plans to refresh computer labs as needed with the purchase of replacement computers and/or the digital infrastructure necessary for providing a seamless online assessment environment.	Voter-approved one-mill funding, existing district technology funds.

Evaluation and Success Criteria for E) Online Assessments:

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

E. **Online Assessment Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.		
E.2.		

Job Description

Title: STEM Coordinator (Science, Technology, Engineering, Mathematics)

Classification: Teacher

Immediate Supervisor: Director of K-12 Curriculum

Job Summary: This position is responsible for coordinating the development, delivery, implementation and monitoring of STEM curriculum, initiatives, events and projects.

Essential Functions:

- Coordination, development, implementation of STEM curriculum and programs K-12

Hiring Specifications:

Education

- Bachelor's degree from an accredited educational institution with an emphasis in:

Certification

- Teacher

Experience

- Five years classroom teaching experience in STEM related areas and/or experience.

Skills, Knowledge & Abilities

- Knowledge of the current theories, techniques and methodologies of STEM
- Knowledge in the development of K-12 STEM curriculum design
- Ability to analyze data from multiple sources to design, implement, monitor and evaluate successful STEM initiatives and curriculum
- Ability to function as a member of a team and to work as a team member, harmoniously and cooperatively with professional staff and the school community
- Ability to work effectively, cooperatively and respectfully with staff, parents, students and community members regardless of race, creed, color, gender, sexual orientation, gender identity, ethnic/national origin, religion, marital status, age, socio-economic status or disability
- Ability to recognize sensitive issues and maintain confidentiality
- Knowledge of processes to address cultural diversity and associated issues related to student performance and instructional methodology
- Demonstrated record of commitment and sensitivity to affirmative action, equal opportunity and human rights
- Ability to meet deadlines in a timely manner
- Excellent interpersonal skills
- Effective oral and written communication skills

Technology Requirements

- Word processing skills
- Spreadsheet skills
- Electronic presentation skills
- Web navigation skills
- E-mail management skills
- Computer network knowledge applicable to the position
- Knowledge of computer-related storage devices
- Ability to effectively use PDAs (personal digital assistants) for communication and scheduling
- Knowledge of instructional technology integration
- Knowledge of educational copyright laws
- Knowledge of computer security expectations

Personal Contacts:

- All district personnel
- Community businesses

Job Duties:

1. Develops, evaluates and recommends new or expanded programs and curricula in STEM education for K-12
2. Assists in the development of STEM curriculum aligned with career pathways that ensure integration of academic and career technical education with 21st century skills.
3. Provide plans to implement STEM curricula into existing courses or develop new courses.
4. Ensures initiatives are directly connected to the district's vision.
5. Works directly with school administrators and staff in the development, implementation and evaluation of STEM initiatives and curriculum.
6. Analyzes current best practices in STEM education
7. Organizes, develops, coordinates and provides trainings for administrators and professional staff related to STEM integration in the classroom.
8. Creates a follow-up plan to ensure implementation and best practices in classroom implementation
9. Shares/presents information and best practices and implementation plans for district staff.
10. Schedules/coordinates or provides training for educators for pilots and follow-up.
11. Provides technical assistance/ follow-up in the implementation phase.
12. Plans/coordinates partnership activities for STEM content area teachers.
13. Integrates and expands STEM awareness with educators through the website, meetings, and print materials.
14. Coordinates and helps organize any special STEM events/activities
15. Promotes and models continuous professional development.

16. Maintains current knowledge of district, state and federal laws, regulations and policies affecting STEM education.
17. Coordinates and articulates STEM services and programs with all district divisions.
18. Promotes activities related to STEM education and legislative issues.
19. Assembles and delivers reports to the Board of Education.
20. Understands the profile of the community, responding to and influencing the larger political, social, economic, legal and cultural context.
21. Communicates and works effectively with a variety of audiences.
22. Adheres to high ethical standards and demonstrates professionalism when acting as an agent of the district.
23. Works closely with the Executive Director of PK-12 Career Technical Education.
24. Supports efforts in the development and implementation of STEM initiatives.
25. Builds STEM capacity regarding all curriculum, initiatives, projects among staff and administrators.
26. Performs other duties as may be assigned.

Terms of Employment: Twelve-month contract per Board policy