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:

Title/Role	Name:	Email:	Phone:
Assistant Superintendent for Division of Teaching & Learning	Gena Burgans	burgaga@bay.k12.fl.us	(850) 767-4114
Director of Information Management Systems	David Smith	tech@bay.k12.fl.us	(850) 767-4291
Deputy Director of Information Management Systems	Chip Shows	showspa@bay.k12.fl.us	(850) 767-4295
Supervisor of Instructional Technology and Media Services Contact	Tamra Hogue	hoguetm@bay.k12.fl.us	(850) 767-4148
Instructional K-12 & Adult Services for Instructional Technology	Rhonda Sumpter	sumptrw@bay.k12.fl.us	(850) 767-4558
Director of K-12 & Adult Services (elementary)	Denise Kelley	kellecd@bay.k12.lf.us	(850) 767-4324

Director of K-12 & Adult Services (secondary)	Suzanne Fararr	farrash@bay.k12.fl.us	(850) 767-4525
Instructional Specialist K-12 & Adult Services for School Improvement	Ilea Faircloth	fairclm@bay.k12.fl.us	(850) 767-4241
Coordinator of Staff Development	Lisa Churchwell	churcld@bay.k12.fl.us	(850) 767-4266
Director of Exceptional Student Education	Pat Martin	marticp@bay.k12.fl.us	(850) 767-4333
Director of Student Services (MTSS)	Lee Stafford	staffla@bay.k12.fl.us	(850)767-4310
Coordinator of Assessment & Accountability	Camilla Hudson	hudsolc@bay.k12.fl.us	(850)767-4352
Coordinator of Teacher Appraisal	Dawn Capes	capesda@bay.k12.fl.us	(850) 767-5449
Instructional Specialist K-12 & Adult Services for ELL	Sally Gentili	gentisr@bay.k12.fl.us	(850)-767-5403

I.2 Planning Process

The development of this plan was a collaborative effort of departments within the Division of Teaching and Learning. The Division of Teaching and Learning Department provided support for all schools in pursuit of digital learning, served to inform specific sections of the plan and to give insight as well as lend support regarding the choice and implementation of instructional strategies, interventions, supplemental programs, and technology tools that would benefit and address individual students' needs.

The DCP is aligned to the Bay District Schools Strategic Plan. The Bay District Schools Strategic Plan was updated in Spring 2015. Team members for developing the Strategic Plan included community members, parents, teachers, administrators, and district staff.

I.3 Technology Integration Matrix (TIM) (adapted from Escambia)

The District will use the TIM as a framework for defining technology integration and as a vision for effective teaching with technology. District staff members incorporate the definitions of technology integration and examples of technology integration where appropriate in training. Implementation and measurement will be done using Bay District Schools Teacher Appraisal System (from *Enhancing Professional Practice: A Framework for Teaching*; 2nd Edition, ASCD: 2007). The following tables show the alignment of the Bay District's Teacher Appraisal System and TIM.

Bay District Schools will begin with a TIM baseline of zero for all categories. We will use the TIM to survey at least 100 teachers in the 2015-2016 school year. As a measure until the TIM is fully implemented, we will rely on the current Bay District Schools Teacher Appraisal System and department surveys for evaluating technology integration.

Alignment for Teacher Technology Integration (II.C.1)		
TIM Characteristics of the Learning Environment	Bay District Schools Teacher Appraisal System Components	Description of Alignment **Danielson Domain 3 Instruction**
Active	3c: Engaging Students in Learning	Students are intellectually active in learning content. Students develop their understanding through their use of technology.
Collaborative	3a: Communicating with Students	Students choose tools to collaborate, communication, and accomplish their work based on the expectations for learning, directions, procedures, and explanations from the teacher.
Constructive	3e: Demonstrating Flexibility and Responsiveness	Students are encouraged to explore the use of technology tools in unconventional manners. These tools ensure successful learning to meet instructional goals, answer questions, and meet individual learner needs and interests.
Authentic	3b: Using Questioning and Discussion Techniques	Students explore the use of technology tools to problem solve and complete higher order learning activities.
Goal Directed	3d: Using Assessment in Instruction	Students are encouraged to self-assess and monitor their progress thus giving them greater ownership and responsibility for their learning.
Alignment for Teacher Lesson Plans (II.C.2)		
TIM Characteristics of the Learning Environment	Bay District Schools Teacher Appraisal System Components	Description of Alignment: **Danielson Domain 1 Planning and Preparation**

Active	1e: Designing Coherent Instruction	The teacher uses a variety of technology tools to design a series of learning experiences aligned to instructional outcomes.
Collaborative	1a: Knowledge of Content and Pedagogy	The teacher has an understanding of the appropriate technology resources (current and emerging) available to enhance their own knowledge and collaborate with others.
Constructive	1b: Demonstrating Knowledge of Students	The teacher provides a variety of appropriate technology tools to meet the individual needs of students.
Authentic	1a: Knowledge of Content and Pedagogy	The teacher has an understanding of the appropriate technology resources (current and emerging) available to enhance their own knowledge and collaborate with others.
Goal Directed	1c: Setting Instructional Outcomes	Teacher instructional outcomes are stated as goals, reflecting high-level learning, aligned to curriculum standards. Teachers design appropriate assessments for monitoring student progress.

Alignment for Levels of Technology Integration into the Curriculum (II.C.1 & II.C.2)		
TIM Levels	Bay District Schools Teacher Appraisal System Ratings	Description of Alignment
Entry	Unsatisfactory	The teacher's use of technology tools has not reached the degree to enable students to make academic gains. The use of technology tools is unsuccessful.
Adoption	Needs Improvement	The teacher's use of technology tools is guided and conventional providing limited student success. Implementation is uneven.
Adaptation	Effective	The teacher's implementation is successful with teacher providing some student choice. The teacher's role is primarily instructive. The percentage of teachers with an effective rating will be split between TIM Adaptation and Infusion levels.
Infusion		
Transformation	Highly Effective	Students and teachers demonstrate innovative use of technology tools. The teacher's role is primarily facilitative.

I.4 Multi-Tiered System of Supports (MTSS)

Bay District Schools is dedicated to the successful implementation of the MTSS problem solving process in all of our schools. Data is monitored by several district

level teams. The DAT (District Assistance Team), MTSS District Leadership Team and several other district level teams analyze all data collected to appropriately provide funding, staffing, resources including digital resources, teacher support and intervention materials for small groups and individual students. Resources are allocated based on FSA data, NWEA MAP scores, and various forms of academic and behavioral progress monitoring data of all our students. (Tier 1, Tier 2, and Tier 3) The Title 1 supervisor reviews data to determine district level initiatives for Title 1 schools. Title 1, Title 11, and IDEA funds are coordinated to provide service to meet the social, emotional, physical, and academic needs of the students. Currently, funds are coordinated to provide all schools with a part-time math coach and Staff Training Specialist support for behavior and attendance.

At this time, Bay District Schools utilize numerous digital resources to provide interventions for our students. They include SuccessMaker, FastForWord, Earobics, Go Math Soar to Success, Voyager Ticket to Read, Read 180, Math 180, Pearson Reality Central, Khan Academy, Dreambox, and HMH Personal Math Trainer. Currently, there are five MTSS Staff Training Specialists who assigned to all Bay District Schools. The MTSS Staff Training Specialist facilitate monthly data chats at each of the assigned schools to monitor the fidelity of the implementation of digital interventions.

I.5 District Policy

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	The District complies with the Family Educational Rights and Privacy Act.	School Board Policy Chapter 7	December 2014
District teacher evaluation components relating to technology (if applicable)	The Bay District Teacher Appraisal(from *Enhancing Professional Practice: A Framework for Teaching*; 2nd Edition, ASCD: 2007) contains components that relate to technology.	Teacher Appraisal	January 2015
BYOD (Bring Your Own Device) Policy	The District allows students to use their own devices at school.	BYOD Policy	July, 2012
Policy for refresh of devices (student and teachers)	N/A	N/A	
Acceptable/Responsible Use policy (student, teachers, admin)	The District has an Employee Responsible Use Guidelines for Technology and a Student Responsible Use Guidelines for Technology.	School Board Policy Chapter 7	July 2011
Master Inservice Plan (MIP) technology components	The District has an Master Inservice Plan and technology components are included where appropriate		September 2015

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 AVERAGE	47%	53%	2019-2020
II.A.4.	Science Student Achievement – Biology	68%	70%	2019-2020
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	71.4%	81.4%	2019-2020
II.A.10.	Acceleration Success Rate	75 %	78 %	2019-2020
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	2.41:1	2.19:1	2:1	2016-2017	.19*
II.B.2.	Count of student instructional desktop computers meeting specifications	8220	8,653	8753	2015-2016	100
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	1913	3605	4348	2015-2016	**743**
II.B.4.	Count of student web-thin client computers meeting specifications	390	377	2377	**2015-2020**	2000 **Half Cent Funding**
II.B.5.	Count of student large screen tablets meeting specifications	170	134	0	2015-2016	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	77.27%	72.73%	80%	2016-2017	7.27% **District Funding**
II.B.7.	Percent of wireless classrooms (802.11n or higher)	91.91%	92.77%	95%	2016-2017	2.23% **District Funding**

***Some computers may meet state requirements for testing, but may not run our current digital content (video, graphic, audio, speed and mobility). Some computers in the TRI count may be located in a classroom setting that does not provide a high stake testing environment (lighting, noise, temperature, device age). If we pull these out for testing, they are not available for instruction.**

Many computers in the TRI count are 8-9 years old. As a district we are adding computers, but we are also replacing and refreshing older models that appear on our TRI and CBT certification tool. Future targets may need to be adjusted due to technology costs, trends and advancements.

Computers purchased with DCP have help our students preparation for mastery of Florida Standards and has allowed students to experience the computer functions on a daily basis, before the day of CBT. The DCP has had a BIG impact on instruction delivery for our students.

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	Y	Y	2015-2016	N/A

* 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: .1% Adoption: 3% Adaption: 22% Infusion: 22% Transform: 52%	Entry: 0% Adoption: 1% Adaption: 5% Infusion:34 % Transform: 60%	2019-2020
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: .1% Adoption: 3% Adaption: 22% Infusion: 22% Transform: 52%	Entry: 0% Adoption: 1% Adaption: 5% Infusion: 34% Transform: 60%	2019-2020

C. Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
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.

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. CPALMS	100%	10%	100%	2015-2016
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	0%	0%	100%	2019-2020
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100%	50%	100%	2019-2020
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.	0%	0%	100%	2019-2020
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100%	50%	100%	2019-2020

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**	2019-2020
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.CPALMS	100%	70%	100%	2015-2016
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	0%	0%	100%	2019-2020
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	0%	0%	100%	2019-2020
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%	75%	100%	2019-2020
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.	30%	30%	100%	2019-2020
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to	0%	0%	100%	2019-2020

	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.	0%	0%	100%	2019-2020
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.	0%	0%	100%	2019-2020
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%	95%	100%	2019-2020

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.	30%	30%	95%	2019-2020

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)	100%	100%	2015 -2016
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	85%	100%	2019-2020
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	30%	100%	2019-2020
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	70%	100%	2019-2020
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	60%	100%	2019-2020
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.]	0%	100%	2019-2020
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	5438	8938 ** Estimated total at the end of 5 years	2019-2020
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	20 %	100%	2019-2020
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)				

***Some computers may meet state requirements for testing, but may not run our current digital content (video, graphic, audio, speed and mobility). Some computers in the TRI count may be located in a classroom setting that does not provide a high stake testing environment (lighting, noise, temperature, device age). If we pull these out for testing, they are not available for instruction.**

Many computers in the TRI count are 8-9 years old. As a district we are adding computers, but we are also replacing and refreshing older models that appear on our TRI and CBT certification tool. Future targets may need to be adjusted due to technology costs, trends and advancements.

Computers purchased with DCP have help our students preparation for mastery of Florida Standards and has allowed students to experience the computer functions on a daily basis, before the day of CBT. The DCP has had a BIG impact on daily instruction delivery for our students.

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: (See <u>BDS Strategic Plan</u> and goals below)

- Highest Student Achievement: Improve the graduation rate by 10% over the next 5 years.

- Seamless Articulation and Maximum Access: Provide all stakeholders with equitable access to data, digital curriculum content, and assessments aligned with current web standards in order to increase student achievement.

- Quality Efficient Services: Develop a plan to increase the number of mobile devices in every classroom.

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	Utilize online blended learning or virtual model to increase number of students earning high school credit	Number of courses completed through Edgenuity and increased graduation rate	2015 - ongoing
Quality Efficient Services	Increase the number of mobile computers/devices meeting specifications for digital learning	Technology Readiness Inventory device ratios	2015-2016

	and use with integrated digital tool system		
Quality Efficient Services	Develop and implement a district technology plan that maintains up-to-date technology infrastructure (wireless and wired) and devices.	Technology Readiness Inventory wireless classrooms and bandwidth measurements	2015-2016
Seamless Articulation and Maximum Access	Purchase and implement integrated digital tool systems to provide all stakeholders with equitable access to data, digital curriculum content, and assessments aligned with current web standards in order to increase student achievement.	Systems Analytics Reports; Increase number of stakeholders using the digital tool systems.	2015-2016 & ongoing

Bay District Schools participates in the E-Rate program and utilizes reimbursement from E-Rate eligible priority one services to provide adequate connectivity to each school and within each school. The District contracts with a consultant to manage our E-Rate program. The District and consultant review program requirements annually and participate in training provided by Florida Department of Management Services. The consultant also participates in training provided by the Universal Services Administrative Company Schools and Libraries Program to ensure that all priority one reimbursements and requirements are met.

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:

A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.3.	Improve the graduation rate by 10% over next 5 years.	71.4%	81.4%
III.A.4.			
III.A.5.			
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.	Purchase 743 additional student computers/devices in order to access digital tools and digital content	2015-2016	$371,240	District Wide	II.B.3
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**
Bay District Schools will use other funding sources to fund this area.	E-rate; Half cent sales tax; capital project 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.	Devices will be purchased by Nov 1, 2015. Devices will be distributed and prepared for use by Dec 1, 2015. Technology Resource Inventory (TRI) as well as district level inventory	2015-2016
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.

Bay District School used the current TRI, CBACT and district computer inventory to identify needs as well as third party vendor recommendation. (Third Party evaluation submitted with submission.)

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.*

***C.* Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	Host Bay Technology Expo that will include congruent sessions from experts that address Student Digital Learning Practices, Instructional	April 2016	$8000.00	District	II.C.1, II.C.2

	Lesson Planning using Digital Resources, Educator Capacity to use available technology systems, and "look fors on Quality digital learning processes in the classroom (TIMS).				
III.C.2.					
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**
Professional Development is offered in a variety of ways including the use of technology such as Adobe Connect Webinars, Google Hangouts, and online communities.	Federal through State Funds (primarily Title I and/or Title II), Vendor provided.

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.	TIMS – Survey only 2015-2016	A minimum of 100 Teachers will complete the TIM survey. District Instructional Technology staff will complete TIMS training. Scheduled for January 2016
III.C.2.		
III.C.3.		
III.C.4.		

D) Digital Tools

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

Digital tools may also include purchases and activities to support CAPE digital tools opportunities and courses. A list of currently recommended certificates and credentials can be found at: http://www.fldoe.org/workforce/fcpea/default.asp. Devices that meet or exceed minimum requirements and protocols established by the 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.2.	Purchase digital tool systems that provide access and the ability to create instructional materials and/or resources and lesson plans as well as supports the assessment life cycle from item creation, to assessment authoring and administration and scoring.	2015-2016	$125,500	District Wide	II.D.2 (T) II.D.3 (T) II.D.6 (IM) II.D.7 (T) II.D.8 (T) II.D.1 (P)
III.D.3.	Purchase a digital tool system that provides students and	2015-2016	$70,000	District Wide	II.D.2 (S) II.D.3 (IM)

	teachers the ability to access instructional materials and/or resources and lesson plans via Single Sign On.				

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.2.	Digital Tools System will be purchased by Oct 2015.	The District will monitor usage reports and analytics data from digital tools system.
III.D.3.	Digital Tools System Single Sign On will be renewed by March 2016	Usage and number of log ins from digital tools system; teacher survey
III.D.4.		

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.	N/A				
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.

Brief description of other activities	**Other funding source**
Online assessment tools for progress monitoring and teacher appraisal for grades K – 10 were purchased through half cent sales tax. We are currently working to	Half cent sales tax

refresh outdated classroom computers so students can access standards based digital content.	

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.	N/A	
E.2.		