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 mission of the Bradford County School System is to provide an educational program for our students, which encompasses full access to the technology and skills that they will need to succeed in school and to become productive citizens in the 21st century.

Our vision is that technology will be used throughout our schools as we acquire new and exciting ways to meet the needs of all our students and to enhance student outcomes. In our classrooms, teachers will be confident and knowledgeable about the range of technology tools that can assist them in making effective choices in designing learning experiences. Supported by accessible technology and professional development, teachers will develop and share authentic and engaging learning activities that require students to hone problem-solving skills.

The Bradford County School District believes that educator professional learning is an ongoing and constantly evolving part of teaching in the 21st Century. In order to prepare our students to succeed in school as well as in the workforce, we understand that educators must be prepared to integrate and interact with technology to inspire students to create and learn. We also understand that educators possess different levels of knowledge and integration with technology in their classroom. Leadership for a technology initiative is imperative for the success of this initiative and administrators will have opportunities to participate and lead professional learning with a focus on systemic improvement.

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.

Title/Role	**Name:**	**Email/Phone:**
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District Leadership Contact	LisaPrevatt	Prevatt.lisa@mybradford.us 904-966-6032
Director of Accountability	Carol Clyatt	Clyatt.carol@mybradford.us 904-966-6816
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NEFEC Staff	Ethan Caren Tracy Wilkerson	carene@nefec.org wilkersont@nefec.org

I.2 Planning Process - The Technology Committee developed guidelines for the development, implementation, monitoring and evaluation of the Bradford County School District 2014-2019 Technology Plan. The committee will also assist in the implementation of the activities, goals and objectives of the Digital Classrooms Plan. The plan consists of a comprehensive program that effectively uses technology to help students meet or exceed the state academic content standards in all core content areas including Language Arts, Mathematics, Science and Social Studies along with the English Language Development standards.

The District Lead Team participated in the development of the Digital Classrooms Plan. They support the educational technology goals that provide guidance in addressing the district's technology needs. The plan also provides a clear focus to enhance the district's curricular program and improve school community technology skills needed to effectively implement the use of technology in the classroom, computer labs, and/or library media centers. This will require that we train and empower our teachers in instructional technology methods which will ensure a seamless integration of technology in all curriculum areas. Technology curricular goals are included in each School Improvement Plan for student achievement where parents and community members participate. The plan is also shared with the Board.

I.3 Technology Integration Matrix (TIM) – During the Summer Technology Academy, June 2015, Project Based Learning (PBL) training occurred. NEFEC trained teachers and administrators how to use technology and technology applications to support PBL and how they the classroom could be transformed based on TIM. The information is currently used with BHS administration to monitor the progress of teachers using Chromebooks for assignments this year.

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

Bradford County School District's MTSS is comprised of core principles that represent recommended MTSS practices (Mellard, 2003). These principles represent systems that must be in place to ensure effective implementation of MTSS systems and establish a framework to guide and define the practice.

1. ***Use scientific, research-based interventions/instruction.*** The critical element of MTSS systems is the delivery of scientific, research-based interventions with fidelity in general, remedial and special education. This means that the curriculum and instructional approaches must have a high probability of success for the majority of students. Since instructional practices vary in efficacy, ensuring that the practices and curriculum have demonstrated validity is an important consideration in the selection of interventions. Schools should implement interventions, monitor the effectiveness, and modify implementation based on the results.

2. ***Monitor classroom performance.*** General education teachers play a vital role in designing and providing high quality instruction. Furthermore, they are in the best position to assess students' performance and progress against grade level standards in the general education curriculum. This principle emphasizes the importance of general education teachers in monitoring student progress rather than waiting to determine how students are learning in relation to their same-aged peers based on results of state-wide or district-wide assessments. **DECISION POINTS:** Graphable data determined during the times the team meets to review the progress of the measurable objectives.

   The data collected during **TIER I** progress monitoring of 'at-risk' students helps teams make informed decisions at the classroom and grade group level. This data provides a picture of the students' performance and rate of growth (i.e., progress) so as to identify instructional and curricular changes to be made so that every student reaches proficiency on targeted skills. Students who do not reach a proficiency level at TIER I will need more strategic interventions. Schools shall implement an **early warning system** to identify students who need additional support to improve academic performance and stay engaged in school. The early warning system must include a process to monitor the following early warning signs:

   - **Attendance** Identify students who have the following traits:
     - Have an attendance rate below 90 percent, regardless of whether absence is excused, unexcused or a result of out-of-school suspension;
     - Have 15 or more unexcused absences the prior year;
     - Are absent 5 days per 9-weeks or any 45 day period.

   Schools will contact any student who misses two consecutive days,

- Identify students who have one or more **suspensions**, whether in school or out of school, and two or more **referrals**

- Identify students who have a **Course failure** (including Ds) in English Language Arts or mathematics,

- Identify students who have a **Level 1** score on the statewide, standardized assessments in English Language Arts or mathematics. Also track those scoring level 2.

When a student exhibits two or more early warning indicators a school-based MTSS team formed for the purpose of implementing the requirements of this paragraph shall convene to determine appropriate intervention strategies for the student. The school shall provide at least 10 days' written notice of the meeting to the student's parent, indicating the meeting's purpose, time, and location, and provide the parent the opportunity to participate.

The decision to advance to TIER II is based upon an analysis of the progress monitoring data and a determination of a lack of progress at TIER I. **Lack of progress** is defined as the rate of improvement, that is not sufficient for the student to become proficient with state standards by the end of the school year without provision of additional interventions. This is why accurate data collection and graphing is essential to track the rate of a student's progress. A holistic approach is needed when determining possible causes of the failure to progress such as medical conditions, family crisis, or other traumatic life changes that may impact the student's classroom performance. If these events are short-term, the team may decide to keep the student in TIER I and provide other supports to address the immediate needs of the student. In very rare cases, some students are significantly below TIER I and TIER II peers, indicating a need for **TIER III** intensity in order for the student to make progress. The Student Success Team will make this determination when reviewing the student's individual needs. The use of Performance Matters is a digital tool that support data analysis of students in all tiers.

3. Conduct universal screening/benchmarking. School staff conducts universal screening in all core academic areas. Screening data on all students can provide an indication of an individual student's performance and progress compared to the peer group's performance and progress. These data form the basis for an initial examination of individual and group patterns on specific academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) as well as behavior skills (e.g., attendance, cooperation, tardiness, truancy, suspensions, and/or disciplinary actions). Universal screening is the least intensive level of assessment completed within a MTSS system and helps educators and parents identify students who might be "at-risk." Since screening data may not be as reliable as other assessments, it is important to use multiple sources of evidence in reaching inferences regarding students "at risk."

4. Use a multi-tier model of service delivery. A MTSS approach incorporates a multi-tiered model of service delivery in which each tier represents an increasingly intensive level of services associated with increasing levels of learner needs. The School Board of Bradford County has adopted a three-tier approach.

In a MTSS system, all students receive instruction in the core curriculum, supplemented by strategic and intensive interventions when needed. Therefore, all students, including those with disabilities, may be found in TIER I (with the exception of profoundly disabled students). Important features, such as universal screening, progress monitoring, fidelity of implementation and problem solving occur within each tier. The use of Performance Matters is the digital tool that support data analysis of students in all tiers.

5. Ongoing Professional Development. The Bradford County school District Professional Development System supports lesson study. Lesson Study is conducted in all schools with an embedded focus on data analysis and differentiated instruction.

6. Resources Specific to Students with Disabilities (SWD). The Bradford County School District is committed to reaching all learners, regardless of their abilities. Students with disabilities require accommodations and modifications, and our staff is devoted to utilizing flexible ways to present information such as digital books (using I-Pads), text-to-speech applications, and specialized software. They also provide students with various ways to express themselves in order to increase active engagement in different settings and situations. In addition, assistive technology devices are available for students with disabilities to participate, communicate, and learn more effectively in the classroom. An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The district employs a variety of assistive technology devices to augment, supplement and compliment the educational process for students with special needs. The Local Assistive Technology Team identifies assistive technology needs on a case-by-case basis, and teachers have access to a laptop or desktop computer in the classroom, which in many cases is connected to an interactive board. All computers have the ability to activate the "Accessibility Options" built in to the Microsoft and Mac operating system. On the higher-grade levels, students have access to a collaborative global community of learners, using tools such as online learning, podcasts, wikis, social networking, etc. Some of the most common hardware assistive technologies that you will find in the classroom include: iPads, timers, switches, large screen monitors, track balls, SOLO program, and Earobics program.

7. Other Federal Resources – iReady Math, Discovery Streaming, and Achieve 3000

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	Records procedure comply with State and FERPA requirements	n/a	Revised 8-22-14
District teacher evaluation components relating to technology (if applicable)	Marzano Domain 2 - Use of Technology in Classroom	http://www.bradfordschools.org/human-resources/InstructionalContract15-16.pdf Page 101	March 2014

BYOD (Bring Your Own Device) Policy	None		n/a
Policy for refresh of devices (student and teachers)	None	BCSD supports the 4 year technology industry standard.	n/a
Acceptable/Responsible Use policy (student, teachers, admin)	Outlines expectation for all	http://www.bradfordschools.org/2015CodeofConduct Page 42-43	July 2015
Master Inservice Plan (MIP) technology components	●Technology in the Classroom 3-007-001 ●Technology Applications 3-404-001 ●Assistive Technology in the Classroom 3-100-001 ●Technology for Student Success - Assistive Technology 3-100-003 ●Technology for Student Success - An Introduction 3-100-004 ●Instructional Technology in the ESE Classroom 3-105-001	http://www2.nefec.org/mip/	July 2015
Other/Open Response			

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 2014-2015**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.1.	ELA Student Achievement (% level 3 and above 2014-2015)	Median 38.5	Median 46.5	2016
II.A.2.	Math Student Achievement (% level 3 and above 2014-2015)	Median 27	Median 35	2016
II.A.3.	Science Student Achievement – 5th Grade (% 3 and above)	33 %	38 %	2016
II.A.3.	Science Student Achievement – 8th Grade (% 3 and above)	34%	39%	2016
II.A.4.	Science Student Achievement – Biology (% 3 and above)	55 %	60 %	2016
II.A.5.	ELA Learning Gains (Average 14-15 School VAM Evaluation Score HE-UN)	2.6 – Needs Improvement	3.0 - Effective	2016
II.A.6.	Math Learning Gains (Average 14-15 School VAM Evaluation Score HE-UN)	2.1 – Needs Improvement	3.0 - Effective	2016
II.A.7.	ELA Learning Gains of the Low 25%	n/a		
II.A.8.	Math Learning Gains of the Low 25%	n/a		
B. **Student Performance Outcomes (Required)**		**Baseline 2013-2014**	**Target**	**Date for Target to**

				be Achieved *(year)*
II.A.9.	Overall, 4-year Graduation Rate	71.3 %	72 %	School Year 2015 -16
II.A.10.	Acceleration Success Rate (Acceleration Performance)	42 %	50 %	School Year 2015-16
A. Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.A.11. (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	1.9: 1	2.3: 1	1.3:1	School Year 2017	1.0
II.B.2.	Count of student instructional desktop computers meeting specifications	1,066	1,028	1,028	School Year N/A	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications. (Chromebooks and carts)	343	164	1014 (850 BHS), 1314 (300 BMS)	School Year 2015-2016 2016-2017	1150
II.B.4.	Count of student web-thin client computers meeting specifications	0	75	75	School Year N/A	0
II.B.5.	Count of student large screen tablets meeting specifications	40	25	25	School Year N/A	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	75%	100% (TRI) 20% (Actual)	100%	School Year 2016-2017	200 Mb into district To 1Gb
II.B.7.	Percent of wireless classrooms (802.11n or higher)	27%	74% (TRI) 100% (Actual)	Met	School Year N/A	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	Dec 30, 2015	N/A	N/A
II.B.9.	District support of browsers in the last two versions	N/A	Y	Y	School Year n/a	N

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved *(year)*	
II.B.10. (D)	Increase district bandwidth from 200 Mg to 1 Gb	200 Mg		1 Gb	2016-2017	
II.B.11. (D)						
II.B.12. (D)						

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

- **Skilled Workforce and Economic Development**

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

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

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

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: 80% Adoption: 20% Adaption: % Infusion: % Transform: %	Entry: 20% Adoption: 40% Adaption: 40% Infusion: % Transform: %	School Year 2019
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 0% Adoption: 0% Adaption: 0% Infusion: 0% Transform: 0%	Entry: 20% Adoption: 40 % Adaption: 40% Infusion: % Transform: %	School Year 2019

C. Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.3. (D)	TIMs for Leaders	100% Entry	30% Adoption	2017
II.C.4. (D)	Blended Learning	80% Entry	40% Adoption	2017
II.C.5. (D)	Using Digital Instructional Materials	6% Entry (17-5 SS, 5ELA, 2 M, 5 m/j S of 245)	12% Adoption	2017
II.C.6. (D)	Google Training	50% Adoption	40% Adaption	2017
II.C.7. (D)	Stoneware Training	1% Entry	30% Adoption	2017

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 %	20%	50%	School Year 2016-2017
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans. Google	0 %	25 % (BHS)	20%	School Year 2016-2017
II.D.3. (S)	A system that supports student access to online assessments and personal results. Focus	50 % (BHS, BMS)	25 %	50 %	School Year 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. Focus University	50 % (BHS, BMS)	20 %	40 %	School Year 2016-2017
II.D.5. (S)	A system that provides secure, role-based access to its features and data. Active Directory, Google	100 %	100%	Maintain 100%	School Year Annually

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 % CPalms, Google	70 %	77 %	2017-2018
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 % Google Plans, Google Classroom, CPalms	80 %	84 %	2017-2018
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 % Performance Matters	40 %	44 %	2017-2018
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 % TRACK	50 %	55 %	2017-2018
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 % FOCUS	100 %	100 %	2014-2015
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses,	100 % Performance Matters	40 %	44 %	2017-2018

	assessments and 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 % Focus University, Google Help Center	40 %	44 %	2017-2018
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.	100 % CPalms, Focus	100%	100%	School Year
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 % Focus	60 %	70 %	2017-2018

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.	80% (No Focus if no internet or smartphone)	30 %	50 %	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)	50% (Ag, Spanish)	50 %	2015-2016
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	10 %	30% (BMS increases in math and science)	2016- 2017
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System (Stoneware).	0%	100 %	2016- 2017
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	80 % (Currently 5 ELA, 2 Math, 1 science, 2 Ag)	88 %	2016- 2017
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	80 %	88 %	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.]	0 % (BHS ELA Google Classrooms)	10 % (BMS math and science Google)	School Year 2016- 2017
D. **Digital Tools Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.D.1. (IM)	Compatible Document Cameras and Chromecast	0%	100	2016-2017
II.D.7. (IM)	Teachers utilization of Stoneware	1%	50%	2016-2017

- **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	1570 (includes BHS)	1870 (BMS Carts from current funds) 2220 (Elem Carts from future funds)	2016-2017 2017-2018
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	0%	25 % (BHS and BMS Chromebooks)	2016-2017

STEP 2 – Goal Setting:

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

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

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

Enter district goals below:

- **Highest Student Achievement:** All schools will maintain (E/HE) or increase (N, UN) VAM scores by 20%.

GOAL 1: Effectively plan lessons that are aligned to the Florida Standards, test specifications and performance standards at the appropriate level of complexity. Monitor results of instruction through formative and summative assessments.

STRATEGY: Deepen teachers understanding of effective planning and higher order thinking to increase student achievement through:

- District-Wide Lesson Study to support teachers in the planning for and use of higher order thinking strategies and summarizing.

- District-Wide Data Meetings with a focus on progress monitoring data.

GOAL 2: Create an infrastructure that supports the needs of digital learning and online assessments.

STRATEGY: Increase bandwidth into the district from 200 Mg to 1 Gb.

GOAL 3: Increase access of student and teachers to appropriate digital devices.

STRATEGY: Provide and maintain teachers' and students' digital devices and accessories to support effective instruction.

- Purchase of Chromebooks for Bradford Middle School math and science classrooms.

- Purchase of Chromebooks devices for teachers who did not receive a device last summer.
- Purchase of document cameras, projectors and Chromecast for secondary classrooms.
- Purchase of repair parts for Chromebooks.

- **Skilled Workforce and Economic Development**: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.

  GOAL 3: Provide ongoing staff development for the implementation and use of technology.

  STRATEGIES: To develop requisite instructional capabilities for effective use of technology tools to deliver and evaluate instruction through implementation of professional development activities that:
  - Supports teachers in the use of digital devices to teach using digital instructional materials,
  - Supports development of digital content using instructional design techniques with digital devices,

• Supports employment of technology in the content areas using production, communications, and assessment software,
• Develops educational technology leadership emphasizing school level evaluation of digital instruction.

1) Instructional Technology Specialists
-Provide training and coaching for teachers in the classroom

2) Training for leaders TIM matrix
- NEFEC to provide TIM training

3) Summer Digital Academy:
-Blended Learning
- Using Digital Instructional Materials
-Google Training
-Technology in the K-3 Classroom
-Stoneware (NEFEC)
-Developing Digital Content

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:

DISTRCIT			
Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Highest student achievement	Deepen teachers understanding of effective planning and higher order thinking to increase student achievement through District-Wide Lesson Study to support teachers in the planning for and use of higher order thinking strategies, including review of student work and assessment results, by providing 3 half days of release to participate in lesson study.	• Schools Agendas and Sign-In Sheets	Completion by March 2016
Highest student achievement	Monitor student achievement progress through school data meetings.	• District observation of meetings. • Review of action plans resulting	2014 and ongoing

		from data meetings	
Highest student achievement	Increase bandwidth into the district from 200 Mg to 1 Gb.	• Bandwidth amount at 1Gb	2014-2019
Highest student achievement	Provide and maintain teachers' and students' digital devices and accessories to support effective instruction.	• 12 Chromebook Carts for BMS math and science • Purchase additional teacher Chromebooks	May 2016
Highest student achievement	Provide and maintain teachers' and students' digital devices and accessories to support effective instruction.	• Purchase of document cameras, projectors and Chromecast	May 2016
Highest student achievement	Provide and maintain teachers' and students' digital devices and accessories to support effective instruction.	• Purchase of repair parts for Chromebooks.	May 2016
Skilled Workforce and Economic Development	Hire an Instructional Technology Specialists to provide training and coaching for teachers in the classroom	• ITS hired and coaching as seen in plans and coaching log.	March 2016
Skilled Workforce and Economic Development	Training for leaders TIM matrix - NEFEC to provide TIM training	• Agenda, Sign-In Sheets	July 2016
Skilled Workforce and Economic Development	Provide a Summer Digital Academy: -Blended Learning - Using Digital Instructional Materials -Google Training -Technology in the K-3 Classroom	• Agendas, Sign-In Sheets, Consultant Invoices	July 26-27, 2016

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.

SEEC/TIF funds used to support the highest student achievement. Deepen teachers understanding of effective planning and higher order thinking to increase student achievement by providing teachers with 3 half-days of release to participate in lesson study to support teachers in the planning for and use of higher order thinking strategies. This includes the review of student work and assessment results. SEEC will provide stipends for the Summer Academy.

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.

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.	Increase Bradford High School Algebra I percent proficient	40%	48%
III.A.4.	Bradford Middle School Algebra 1 percent proficient	45%	80%
III.A.5.	Bradford Middle School Schoolwide VAM	Unacceptable growth	Effective growth
III.A.6.	Bradford Middle School Math SSA percent proficient	25%	35%

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:

B. **Infrastructure Implementation (FLDOE and equipment)**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	Purchase and implement 300 new student laptop devices and 12 carts in science and math classrooms	June 2016	$190,659	All math and science classes at Bradford Middle School.	III.A.4 III.A.5 III.A.6
III.B.2.	Chromebook repair parts	March 2015	$10,000	BHS/BMS	II.E.1.

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**
Increase bandwidth to 1Gb	E-Rate

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.	Laptops purchased and in classrooms.	Invoices and inventory.
III.B.2.	Repair parts purchased	Invoices

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.

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	Instructional Technology Specialists	January 2016	$55,000	District-Secondary Focus	II.C.1
III.C.2.	TIMs Administrator/Leaders Training ($60ea)	March 2016	$900	District	II.C.1
III.C.3.	Google Training (UDT)	July 29, 2016	$2,600	District	II.B.3.
III.C.4.	Blended Instruction Training (NEFEC)	July 29, 2016	$450	District	II.D.4
III.C.5.	Online Curriculum Training <u>for texts with online resources</u>	July 29, 2016	$3000	District	II.D.4
III.C.6	Developing Digital Content (NEFEC)	July 29, 2016	$900	District	II.D.4
III.C.7	Stoneware (NEFEC)	July 29, 2016	N/A	District	II.D.3, 7

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**
Summer Academy July 2016 (above)	Stipends for above training from SEEC grant funds

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.	Instructional Tech Specialists hired and coaching	Plans for work with teachers, Weekly log of work with teachers
III.C.2.	TIMs Administrator Training	Agenda, Sign-In sheets
III.C.3.	Google Academy	Agenda, Sign-In sheets
III.C.4.	Blended Instruction Training	Agenda, Sign-In sheets
III.C.5.	Online Curriculum Training	Agenda, Sign-In sheets
III.C.6	Stoneware	Agenda, Sign-In sheets

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:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	Add additional programs/tools to Stoneware	June 30, 2016	N/A	District	II.D.3.
III.D.2.	Stoneware Training (NEFEC)	July 26-27, 2016	NEFEC – No Cost	District	II.D.3, 7
III.D.3.	Purchase compatible document cameras and Chromecast for classrooms	June 2016	70 @ $290 =$20,300	BHS/BMS	II.D.2. (S)
III.D.4.	Purchase of Chromebooks for new teaching staff	June 2016	25@$430= $10,750	District	II.D.2. (T)

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.	MIS installs programs in Stoneware	IM and Programs in Stoneware
III.D.2.	Training conducted	Agenda, Sign-In sheets
III.D.3.	Document cameras and Chromecast purchased and installed in classrooms	Invoices and work order completions
III.D.4.	Chromebooks purchased	Invoice

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:

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II

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**
Working to get increased bandwidth into the county. Currently limited to 200mg.	E-Rate

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.	Contract with provider	1 Gb of bandwidth
E.2.	Increased CBT capability	Able to test students on Chromebooks