Digital Classroom Plan

Executive Summary:
As required by s. 1011.62(12)(b), Florida Statutes (F.S.) each District School Board shall submit to the department a Digital Classrooms Plan (DCP) that has been adopted by the District School Board. The District plan shall meet the unique needs of students, schools and personnel in the district. A DCP allocation has been established to assist districts in this effort under s. 1011.62(12)(c), F.S.

Collier County Public Schools will utilize the DCP funds to reimburse the District for software purchases made for FY16. Although mentioned in the DCP, HP Stream tablets will not be funded through this plan but rather funded through capital funds to support Math Techbook implementation. Mention of this activity fulfills requirements to demonstrate how the District continues to move forward with integrating digital teaching and learning in the classroom environment. Lastly, three charter schools submitted plans that were reviewed and approved by the school district. Those charter schools include Gulf Coast Academy, Immokalee Community School, and Mason Classical Academy. Charter schools' respective deliverables and funding strategies are not identified (nor required) in school district's overall Digital Classroom Plan.

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	*Estimated Cost or a Portion thereof	School/ District	(Outcome from Section A)
D.1.	All algebra students will use adaptive questioning mathematics software to scaffold student learning.	2015-Ongoing	$70,000	Collier County Public Schools	Integrate digital instructional materials for all Algebra students to increase pass rate on FSA Algebra EOC.
D.2.	All secondary students in targeted programs will use personalized learning software to support online learning.	2015-Ongoing	$136,000	Collier County Public Schools	Integrate digital instructional materials to increase rigor and provide online learning opportunities to improve learning gains in the areas of Math and ELA.
D.3.	All elementary students will use adaptive diagnostic software for reading assessment to support personalized instruction.	2015-Ongoing	$298,620	Collier County Public Schools	Integrate digital instructional materials to provide rigorous, on-grade level instruction to target individualized student needs.

D.4.	All fluent and disfluent readers who are enrolled in an intensive reading class coupled with ELA will use literacy software to support differentiation in reading and writing.	2015-Ongoing	$399,225	Collier County Public Schools	Integrate digital instructional materials to build familiarity with content so that secondary students can work towards reading at grade level.
D.5.	All staff will use enhanced features of a learning management system to support curriculum and instruction activities.	2015-Ongoing	$142,000	Collier County Public Schools	Supply teachers and students with an enhanced platform to access high-quality digital content aligned to the Florida Standards to improve learning gains in the area of Math and ELA.

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. 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

Collier County Public Schools

Mission and Vision Statement
By providing exceptional educational opportunities that motivate and engage each student, all students will complete school prepared for ongoing learning as well as community and global responsibilities.

Our district technology plan was written to support our core values mentioned in the district's mission and vision statement. Our belief is that technology, when properly integrated, can provide exceptional educational opportunities for all students.

Technology Strategic Plan Vision Statement
All students will have access to technology and will effectively utilize that technology to complete school prepared for ongoing learning as well as community and global responsibilities.

Technology Strategic Plan Mission Statement
Infuse technology throughout the school system to provide exceptional educational opportunities that motivate and engage each student.

Technology Strategic Plan Essential Strategies

- Technology access and availability for all students and staff
- Acquisition of appropriate technologies to create sound educational forums
- Technology infrastructure to enable connectivity between and within buildings for video, voice and data communication
- Effective and efficient technology standards, policies and procedures
- Appropriate human resources to maintain and support curriculum initiatives
- Adequate financial support to secure the necessary technologies to sustain ongoing and new initiatives

Technology Strategic Plan Supporting Strategies

- Establishment of staff and student technology competency goals
- Appropriate staff development training that will ensure current and future uses of technology in education
- Advanced technology related courses for those who desire greater academic challenge
- Development of minimum technological standards to assure that all purchases support future expansion of the infrastructure
- Communication systems to inform all stakeholders of ongoing technology initiatives
- Development of business, government and education partnerships to support technology initiatives
- Establishment of short and long term maintenance, upgrading and acquisition plan for all technology equipment and support materials
- Ongoing assessment of technology implementation, involving students, teachers, administrators, support staff, parents and community members

Technology Strategic Plan Values

- All students can utilize technology to exceed high performance standards and must be provided with opportunities to meet this challenge
- All use of technology must be focused on supporting student success
- We must use technology to promote understanding about our students' diverse cultures and learning styles and to provide essential support to meet students' unique needs
- Technology should be used to promote effective collaborative work, both within the school community and with the wider community, which will produce success for students
- All decision-making regarding the procurement and use of technology must be based on evidence and the best interest of students
- We have the ability to meet all state and federal government requirements with regard to technology

I.1 District Team Profile

Collier County Public Schools is dedicated to the learning of individual perspectives and positively contributing to a diverse global community. The following data is updated daily, enabling all stakeholders to select different Report Types, Survey Periods, Grade Levels, and compare theses results to the data below to discover the diversity with which Collier County Public Schools system is made.

http://collierschools.com/about/fastfacts.aspx

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Tom Petry	petryth@collierschools.com	(239) 377-0442
Curriculum District Contact	Luis Solano	solanl@collierschools.com	(239) 377-0021
Instructional Technology District Contact	Dr. Traci Kohler	kohlet@collierschools.com	(239) 377-0020
Assessment District Contact	Dr. Cheng Ang	angch@collierschools.com	(239) 377-0010
Finance District Contact	Robert Spencer	spencero@collierschools.com	(239) 377-0041
District Leadership Contact	Dr. Shari Huene-Johnson	huenejsh@collierschools.com	(239) 377-0011

I.2 Planning Process

Our district technology plan served as a guide when framing the Digital Classroom Plan (DCP) plan and is accessible at http://www.collierschools.com/technology/docs/techplan.pdf.

In an effort to reach all stakeholders and gain multiple perspectives, the district formed a District Technology Committee. The committee is comprised of parents, administrators, instructional staff and representatives from various operational departments. The Committee meets quarterly to review operational technology and the proper integration of that technology in order to support instruction. Most recently, the District Technology Committee met to gather input and framework actionable items for the DCP. The DCP was subsequently reviewed at school-based, School Advisory Council (SAC) meetings in an effort to include parental input. Once the DCP is approved, the document along with the digital learning outcomes will be communicated through the Superintendent's District Advisory Council (SDAC) which is broadcast live throughout the community at feeder pattern high schools. The DCP will continue to be monitored through the District Technology Committee and Administrator meetings (principals/assistant principals) to assess the positive impact on student learning and progress towards the actionable deliverables.

In an effort to develop partnerships with the community, business and industry leaders, the school district created advisory boards for all high school academies and Science, Technology, Engineering and Mathematics (STEM) competitions. One such advisory board is the Collier Area STEM Teaching and Learning Environment (CASTLE). This advisory board includes representatives from post-secondary institutions, business leaders, non-profit groups, and the school district. CASTLE also reviewed the DCP from a business and industry perspective to ensure students are offered opportunities to develop 21st century workforce skills to be productive citizens in a global economy.

Specific partnerships are highlighted below.

- 4th annual STEM Conference highlights
  - https://www.youtube.com/watch?v=Znz5DyuxDm8
- 2nd Annual STEM Competition highlights

        - http://www.collierschools.net/site/Default.aspx?PageID=3363
        - http://www.naplesnews.com/opinion/perspectives/guest-commentary-the-sun-shines-brighter-on-collier-county-schools_02307393
        - http://www.naplesnews.com/news/education/collier-students-learn-their-stem-lessons-at-florida-southwestern-college-competition
    - 5th annual STEM Conference information
        - https://apps.collierschools.com/events/Pages/Guest/Event.aspx?eventid=15

In terms of technology integration with English for Speakers of Other Languages/English Language Learners (ESOL/ELL) and students with disabilities (SWD), all students have equal access to all software programs. Collier County Public Schools (CCPS) utilizes an Immersion Model for ESOL/ELL students. The Immersion Model is utilized for all ELLs in the district due to the Consent Decree. All teachers must make their content comprehensible for their students and adhere to the State Standards and CCPS' standards-aligned, curriculum guides. Teachers are required to complete specified hours of ESOL training in order to be in compliance with the state. The district follows the same teaching and learning processes used for non-ELL students with ELL students to verify that the instruction provided to the ELLs is equal in amount, sequence, and scope to that provided to non-ELLs. All teachers must utilize ELL strategies to make their instruction comprehensible for all students.

Additionally, ELLs in elementary and secondary reading classes have access to the Reading Horizons software. There are trainings provided for the resource teachers so that they can utilize the program with fidelity. The ELL department offers the ESOL mandated courses throughout the school year in a blended model. The courses are offered face to face with assignments submitted on-line. This ESOL endorsement plan is state-approved.

Students with disabilities have access to technology to assist with their learning needs. The present research (www.cast.org) emphasizes the importance of a barrier free, Universal Design for Learning (UDL) educational environment, ensuring accessibility of curriculum and instructional offerings for all students. With 86% of students with disabilities receiving instruction in general education core content, elective or special areas, educators on all levels are provided professional learning that emphasize the numerous ways in which technology can enhance the performance capabilities of students with disabilities. All of our schools are experiencing academic success including students with disabilities in general education classes.

Even though technology increases independence, it also enables the kinds of interactions of fixed curriculum resources into flexible digital media and tools. Technology tools and software solutions serve to supplement or transform the curriculum itself into instant accessible text for students with disabilities to access materials in a variety of formats. Our range of technology solutions varies widely, from individualized communication devices (assistive technologies) to personal computers with designed-in-accessibility features. Our teachers support much of the effort toward curriculum access, participation and progress by using the three technology tools in place at schools, such as LiveScribe Pens, Scanners, text-to-speech software, and Pearle Scanning cameras. As our district moves forward in strengthening our digital classroom, it is imperative that new adopted curriculum embeds accessible text that instantly integrates with assistive technology and software devices.

I.3 Technology Integration Matrix (TIM)

The TIM provides a means for collecting and analyzing data in five specific categories regarding classroom technology integration. The TIM is a free resource located at MyTechMatrix.org and offers a description of each category with video examples by grade and subject.

The five categories of the TIM that are required to be analyzed within each district's Digital Classrooms Plan are listed below:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

The FDOE and the Florida Center for Instructional Technology (FCIT) offer all Florida school districts an optional year-long subscription to the TIM Tools. Introduced in 2006, the TIM Tools were developed at the University of South Florida in cooperation with the FDOE and Florida school districts and has been used in classrooms around the world to describe technology integration rooted in an understanding of pedagogy and the characteristics of meaningful learning. Collier County Public Schools have applied to receive limited, free licenses of the TIM to use during professional learning sessions, such as the Digital Leaders of Collier (DLC) program, to train teacher leaders as well as administrators and to measure the level of technology integration in model, site-based classrooms.

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

Collier County Public Schools tiers the schools by three levels based on their academic need. School support provided by the district is tiered by school need to ensure the professional development and assistance is prioritized. All district staff record their school visits and reflections in a platform entitled "iSupport" to provide a consistent message of district expectations and support.

The Building Capacity for Sustained Student Academic Growth Plan (BCS Plan) provides for tiered support to schools in reading, mathematics, writing and science. This tiered approach allows us to meet the needs of low-performing schools as well as schools that do not perform equal to their demographic. School tiering provides a fair and transparent measure for all stakeholders to understand the performance of our schools, as well as to mobilize district resources, talent and innovation toward improving our schools. School tiers are determined annually based on student performance and growth, as measured by Florida's school grading models (Elementary, Middle, Secondary, and Combined). After the publishing of school grades, schools are tiered based on their levels of demonstrated need.

The BCS Plan is administered and monitored through the Department of Continuous Improvement Initiatives. Coordinators from the department work closely with school-based leadership teams to conduct monthly data chats that include a review of MTSS data derived from on-going progress monitoring assessments, review of School Improvement Plan action plans, as well as classroom observations and planning.

The district also involves school leadership using a variety of mechanisms, including monthly Principals meetings, monthly Assistant Principals meetings, monthly Curriculum and Instruction

professional learning meetings for Principals, quarterly Data Dialogues between District Leadership, School Leadership and Curriculum Coordinators, monthly iCasts to share information and engage in Q&A. Additionally, administrators from the Department of Differentiated Accountability visit low-performing schools weekly to plan with and support building administrators.

Collier County Public Schools utilizes the 8-step problem-solving model to identify barriers, strategies and action steps to support improved learning for all students. The district's Multi-Tiered System of Supports (MTSS) Steering Committee oversees the implementation of MTSS and is composed of district leaders from multiple departments. The committee meets regularly to review a variety of data points to monitor MTSS implementation. Specifically, the committee reviews student academic and behavioral data related to core and tiered instruction. They also review MTSS implementation fidelity data, teacher beliefs, and professional learning needs, among others. As data is reviewed, implementation strategies are adjusted and monitored at future meetings. The process is recursive and is mirrored at individual schools as well.

Members of the district leadership team meet weekly to provide data and support district-wide implementation of core and intervention programs. The district leadership team provides guidance to ensure the implementation of instructional programs and MTSS plans with fidelity along with providing resources and staff development based on the needs of the schools. The district leadership team includes key stakeholders from various departments in the district. Members assist with the development of the MTSS district manual, Strategic Plan, and the District Improvement and Assistance Plan (DIAP). The district leadership team works in conjunction with school-based teams to create and peer-review School Improvement Plans (SIPs). The team provides data on instructional targets based upon analysis of data. The team helps define clear expectations for instruction; facilitate the development of strategies to meet those goals; and align processes and procedures.

The Leadership team monitors the fidelity of the school's instructional programs, MTSS and SIP through collection of data based on the district's Strategic Plan and quarterly data dialogues between the Superintendent, key instructional leaders and school-based administrators. Preparatory to data dialogues, data are analyzed based on the School Improvement Plan goals, the district's Strategic Plan Key Performance Indictors, and supporting strategies. The District Leadership team reviews, discusses, and monitors student academic and/or behavioral procedures and data while working in conjunction with schools to support identified needs. The team focuses on implementation, data collection, interventions, and supports needed by the instructional staff. Members of the district based MTSS leadership team meet regularly to provide data and support to the schools' problem-solving teams and review school wide MTSS issues.

Data sources and management systems used to access and analyze data are available at each tier through an extensive Data Warehouse maintained by district staff. All State, benchmark, and formative assessments upload automatically to the Data Warehouse for tracking and decision making purposes. Data are disaggregated, graphed, and analyzed for trends. These data illustrate the effectiveness of core instruction. Progress of students placed on Tier 2 or Tier 3 Progress Monitoring Plans (PMPs) is tracked through the Response to Intervention (RtI) process in Data Warehouse. Data are entered for individual students or small groups of students with like needs.

Each PMP generates a graph that includes individual student response to instruction, trend line, and comparison to peer groups. Data are reviewed at monthly Professional Learning Communities (PLCs) and with parents through conferences. Lastly, data are reviewed with the Superintendent and her cabinet members five times a year through a structured data dialogue protocol.

School administrators and teachers from the school-based MTSS team participate in grade level PLCs to facilitate the MTSS process at each grade level. Each team has an MTSS lead teacher and an Intervention Support Specialist (InSS). Together, they support the MTSS process through their roles. Universal screening and progress monitoring data are analyzed. The effectiveness of the core instruction, as well as targeted and more intensive interventions, is monitored, and the team collaborates to evaluate effectiveness, problem-solve, and make instructional decisions. Additionally, the District provides for two teachers-on-special-assignment to assist schools struggling with effectiveness of core instruction or the intervention/RtI process. These TSAs work directly with teams in collaborative planning to assist with data analysis, interventions, and building capacity of teachers.

Alignment with Florida Standards is key to improving academic performance as measured by state assessments. CCPS addresses this alignment in multiple ways. First, the Collier Teacher Evaluation Model, based on Marzano's methodologies, requires that lessons feature a learning goal with scales. Learning goals are developed from the standards and typically match the wording of benchmarks. Scales are used to identify students' individual progress toward attaining the goal, i.e., the standard. During observations, a key data element is derived from the teachers' use of learning goals and scales. Ongoing progress-monitoring assessments are also designed to demonstrate students' progress toward attaining the goal or standard. Consequently, data chats are standards-driven and serve to maintain a focus on instruction, assessment and achievement built around Florida Standards.

I.5 District Policy – The list of required policy information is detailed below.

Type of Policy	**Brief Summary of Policy (limit characters)**	**Web Address (optional)**	**Date of Adoption**
Student data safety, security and privacy Policy 7540.01 – Technology Privacy	All computers and any information or software contained therein are property of the District. Staff members shall not remove or communicate any such information in any form for their personal	www.neola.com/collier-fl/	2008

	use or for the use of others.		
District teacher evaluation components relating to technology (if applicable) Policy 3220I – Evaluation of Instructional Staff (not applicable to technology specifically)	The continuing evaluation of staff is necessary to enable the Superintendent to monitor their effectiveness and competence.	www.neola.com/collier-fl/	2012
BYOD (Bring Your Own Device) Policy Policy 5136 – Electronic Devices	The requirement that electronic devices must be turned off will not apply in the following circumstances when the student obtains prior approval from the building principal: The student has a special medical circumstance. The student is using the electronic device for an educational or instructional purpose with the teacher's permission.	Responsible Use Agreement (RUA) www.collierschools.com/byod	Policy 2011 RUA 2013

Policy for refresh of devices (student and teachers) Policy 7540 – Computer Technology and Networks	The Superintendent shall develop and implement a written District Technology Plan (DTP). Procedures for the proper acquisition of technology shall be set forth in the DTP.	www.neola.com/collier-fl/	2010
Acceptable/Responsible Use policy (student, teachers, admin) Policy 7540.04 – Staff Network and Internet Acceptable Use and Safety Policy 7540.03 – Student Network and Internet Acceptable Use and Safety	The District has the right to place restrictions on its network use to assure that use of the District's Internet system is in accord with its limited educational purpose. Users have a limited privacy expectation in the content of their personal files and records of their online activity while on the network.	www.neola.com/collier-fl/	Staff 2014 Student 2012
Master Inservice Plan (MIP) technology components Policy 3242 – Professional Development for Administrative and Instructional Staff	The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that	www.neola.com/collier-fl/ Master Inservice Plan http://www.collierschools.net/Page/4596	2009 2015

(not applicable to technology specifically)	promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.		

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**

Collier County Public Schools student performance outcomes, based on FLDOE school grade data, are located at http://fcat.fldoe.org/resultsFCAT2/default.asp.

***A.* Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.A.1.	ELA Student Achievement	FY14 - 59%	Pending FSA release: 1% increase in proficiency	SY16
II.A.2.	Math Student Achievement	FY14 - 64%	Pending FSA release: 1% increase in proficiency	SY16
II.A.3.	Science Student Achievement – 5th and 8th Grade	FY15 5th – 52 % 8th – 52 %	5th – 55 % 8th – 55 %	SY16
II.A.4.	Science Student Achievement – Biology	FY15 70%	73%	SY16
II.A.5.	ELA Learning Gains	FY14 - 69%	Results not provided from FSA	
II.A.6.	Math Learning Gains	FY14 - 72%	Results not provided from FSA	
II.A.7.	ELA Learning Gains of the Low 25%	FY14 - 65%	Results not provided from FSA	
II.A.8.	Math Learning Gains of the Low 25%	FY14 - 67%	Results not provided from FSA	
***B.* Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.A.9.	Overall, 4-year Graduation Rate	82 %	83 %	SY16
II.A.10.	Acceleration Success Rate	76 % (FY13)	77 %	SY16

■ **Quality Efficient Services**

Technology Infrastructure:
Required data points were pulled from the Technology Readiness Inventory (TRI). The baseline was carried forward from the 2014 plan.

A. **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 : 1	1.8 : 1	1.7 : 1	SY16	Improve ratio by 0.1
II.B.2.	Count of student instructional desktop computers meeting specifications	17,233	18,971	19,300	SY16	329
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	4,916	5,042	6,000	SY16	958
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	0	SY16	0
II.B.5.	Count of student large screen tablets meeting specifications	1,661	1,985	2,300	SY16	315
II.B.6.	Percent of schools meeting recommended bandwidth standard	100%	100%	100%	SY16	Remain at 100%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	90%	99%	100%	SY16	Improve by 1%

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 (Internet Explorer, Chrome and Safari)	N/A	Yes	Yes	SY16	Continue to support identified browser versions

* 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.

Through the Master Inservice Plan (MIP), all staff have access to opportunities and professional learning to assist with the integration of technology into classroom teaching. The MIP addresses instructional technology sessions and supporting State components. As mentioned previously, Collier County Public Schools have applied to receive limited, free licenses of the TIM to use during professional learning sessions, such as the Digital Leaders of Collier (DLC) program, to train teacher leaders as well as administrators and to measure the level of technology integration in model, site-based classrooms.

***B.* 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 through Collier Teacher Evaluation Model (CTEM)]	Entry (14.4%) Adoption (25.6%) Adaptation (21.2%) Infusion (28.2%) Transformation (9.7%)	Entry (4.4 %) Adoption (29.6 %) Adaption (24.2 %) Infusion (31.2 %) Transformation (9.7 %)	SY16
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM (Elementary Schools)	Entry (14.5%) Adoption (24.2%) Adaptation (22.4%) Infusion (30.2%) Transformation (7.8%)	Entry (4.4%) Adoption (28.2%) Adaptation (23.4%) Infusion (34.2%) Transformation (7.8%)	SY16
	Percentage of total evaluated teacher lessons plans at each level of the TIM (Middle Schools)	Entry (14.1%) Adoption (22.0%) Adaptation (24.1%) Infusion (22.7%)	Entry (4.4%) Adoption (26.0%) Adaptation (27.1%) Infusion (25.7%)	SY16

		Transformation (15.1%)	Transformation (15.1%)	
	Percentage of total evaluated teacher lessons plans at each level of the TIM (High Schools)	Entry (12.8%) Adoption (24.2%) Adaptation (32.0%) Infusion (29.0%) Transformation (9.2%)	Entry (2.8%) Adoption (27.2%) Adaptation (35.0%) Infusion (29.0%) Transformation (9.2%)	SY16

C. Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.C.3. (D)	Expand Digital Leaders of Collier (DLC) professional learning opportunities	40 participants	120 participants	SY16

■ **Seamless Articulation and Maximum Access**

Digital Tools:
Collier County Public Schools implements and supports digital tool systems that assist instructional personnel and staff in the management, assessment and monitoring of student learning performance. Examples of digital tools include the district's Data Warehouse, SharePoint, eSembler gradebook, CCPS Portal and ANGEL/Blackboard Learning Management System.

***C.* 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.	100 %	50 %	100 %	Continue support
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100 %	50 %	100 %	Continue support
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100 %	90 %	100 %	Continue support
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	100 %	40 %	100 %	Continue support
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100 %	100 %	100 %	Continue support

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**	**School Year**
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100 %	100 %	100 %	Continue support
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	80 %	100 %	Continue support
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 %	90 %	100 %	Continue support
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 %	100 %	100 %	Continue support
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 %	100 %	100 %	Continue support
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	100 %	90 %	100 %	Continue support
II.D.7. (T)	A system that houses documents, videos and information for teachers,	100 %	50 %	100 %	Continue support

	students, parents, district administrators and technical support to access when they have questions about how to use or support the system.				
II.D.8. (T)	A system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents and district administrators to use data to inform instruction and operational practices.	100 %	90 %	100 %	Continue support
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 %	100 %	100 %	Continue support

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**	**School Year**
II.D.1. (P)	A system that includes comprehensive student information which is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	100 %	80 %	100 %	Continue support

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)	80 %	100 %	SY17
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	80 %	100 %	SY17
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	80 %	100 %	SY17
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	70 %	100 %	SY17
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	70 %	100 %	SY17
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students instructional materials [ss. 1006.283(2)(b)11, F.S.]	100 %	100 %	SY17

■ **Quality Efficient Services**

Online Assessment Readiness:

Collier County Public Schools has the infrastructure and devices required for successful implementation of local and statewide assessments. Infrastructure and devices meet the State's technology specifications.

D. **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	24,013	24,651	SY16
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	100 % of schools reduced some amount of time	100 %	Continue support

STEP 2 – Goal Setting:

Mission and Vision Statement – Collier County Public Schools
By providing exceptional educational opportunities that motivate and engage each student, all students will complete school prepared for ongoing learning as well as community and global responsibilities.

District Goals
District goals in the DCP mirror those of the district's Strategic Plan. The Strategic Plan is modeled after best practices occurring in the field which emphasize strong leadership; internal and external assessments; and recommendations regarding student achievement.

CCPS goals:

- Highest Student Achievement: Two years ago, the Strategic Plan goal focused on narrowing the achievement gap in mathematics by two points between the district and state average and between subgroups. While the district will continue to maintain proficiency improvement focus throughout the year during Data Dialogues, the District Strategic Plan for this year will focus on an increase from baseline data due to the new State accountability system.
- Highest Student Achievement: Two years ago, the Strategic Plan goal focused on exceeding the State FCAT Reading 2.0 performance by two points. While the district will continue to maintain proficiency improvement focus throughout the year during Data Dialogues, the District Strategic Plan for this year will focus on an increase from baseline data due to the new State accountability system.
- Skilled Workforce and Economic Development: All teachers will have opportunities for professional learning to develop skills for implementing digital learning into the curriculum.

STEP 3 – Strategy Setting:

Collier County Public Schools will purchase high-level digital learning software and employ technology integration strategies that will help achieve the goals of the district.

Goal Addressed	Strategy	Measurement	Timeline
Highest student achievement	Provide targeted scaffolding content for Algebra students	Integrate digital instructional materials for all Algebra students to increase pass rate on FSA Algebra EOC	2015 and ongoing
Highest student achievement	Provide a supplemental resource for fluent readers who are enrolled in an intensive reading class coupled with ELA	Integrate digital instructional materials to build familiarity with content so that secondary students can work towards reading at grade level	2015 and ongoing
Highest student achievement	Provide standards-based online learning program for secondary students	Integrate digital instructional materials to increase rigor and provide online learning opportunities	2015 and ongoing
Highest student achievement	Provide diagnostic and adaptive reading assessment aligned to Florida Standards	Integrate digital instructional materials to provide rigorous, on-grade level instruction to target individualized student needs	2015 and ongoing
Skilled Workforce	Create professional learning opportunities for all teachers to improve digital teaching and learning	Professional learning opportunities Master Inservice Plan points	2015 and ongoing
Skilled Workforce	Supply teachers and students with a high quality digital learning management	Professional learning opportunities Master Inservice Plan points	2015 and ongoing

	platform to support curriculum alignment, digital resources and professional learning communities		

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

Student performance outcomes will be improved through the use of instructional software to support struggling learners in Math and ELA and provide rigorous online courses.

Collier County Public Schools Student Performance Outcomes, based upon District Intervention and Assistance Plan

Student Performance Outcomes		Baseline	Target
1.	Increase ELA student learning gains/proficiency district wide.	FY14 - 59% proficient	Pending FSA release: 1% increase in proficiency
2.	Increase math student learning gains/proficiency district wide.	FY14 - 64% proficient	Pending FSA release: 1% increase in proficiency

FSA data will not include learning gains within the State accountability system.

B) Digital Learning and Technology Infrastructure

Collier County Public Schools has the infrastructure and devices required for successful implementation of local and statewide assessments. Infrastructure and devices meet the State's technology specifications.

Digital Learning and Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
	N/A				

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.

"HP Stream 13" meet established hardware, operating system and networking specifications and are able to address the security requirements described in the Security Requirements section of the Technology Guidelines. This project will be funded through Capital expenditures.

Brief description of other activities	Other funding source
Purchase and implement HP Stream 13 to support the Math Techbook program. Estimated completion date is October 2015. Expected outcome is to increase proficiency on FSA and district quarterly benchmark assessments.	Capital Funds

The introduction of HP Stream 13 will meet the instructional and multifunctional device needs of our students. Through professional learning, co-planning, co-teaching and modeling, academic coaches and teachers on special assignment (TSAs) support best practices on how to properly integrate these digital tools (software and hardware) in the classroom with the aim of increasing rigor, and thereby, increasing student achievement.

These devices are multifunctional and comply with the Florida Department of Education Technology guidelines as found below. These devices also comply with device specifications according to the guidelines: "*Desktops, laptops, netbooks (Windows, Mac, Chrome, Linux), thin client, and tablets (iPad, Windows and Android) will be compatible devices provided they meet the established hardware, operating system and networking specifications — and are able to address the security requirements described in the Security Requirements section of the Technology Guidelines.*"

HP Streams meet the following minimum needs:

- Florida Standards requirements
- Grade-level and course appropriate access for technology skills
- Appropriate access to digital content and instructional materials

Recommended Specifications for Tablets from FLDOE Technology Guidelines

Tablets	
Operating System	Recommended Specifications
Android	Android 4.0 or newer (with 1GB RAM or greater)
Apple OS	iPad 2 or newer running iOS6 or newer (with 512 MB RAM or greater)
Windows	Windows 8 or newer (with 1GB RAM or greater)
Chrome OS	Chrome OS 19 or newer
Memory	By operating system, see above
Connectivity	Devices must be able to connect to the Internet via wireless Networks
Screen Size	9.5 inch screen size or larger
Screen Resolution	1024 x 768 resolution or higher
Input Device Requirements	Keyboard, Mouse, Touchpad or Touchscreen
	The input device must allow students to select/deselect, drag, and highlight text, objects, and areas. The input device must allow students to enter letters, numbers, and symbols and shift, tab, return, delete, and backspace. To meet security guidelines, each Bluetooth/wireless keyboard and/or mouse must be configured to pair with only a single computer during assessment administration. Other assistive technologies may be needed for students requiring accommodations.
Headphone/Earphone and Microphone Requirements	Headphones/earphones where applicable to eliminate noise distractions. Some student accommodations may also require headphones/earphones (e.g., text to speech). Microphones are required for all students taking the Speaking and Listening Assessment. Some student accommodations may also require

	microphones (e.g., speech to text, voice controls) for other parts of the FDOE Florida assessments.
Additional Guidance	1) FDOE has not yet evaluated the compatibility of Windows RT for 2014-2015. Further information will be issued on Windows RT. 2) Smaller tablets (screen size less than 9.5"), e-readers, and smart phones will not be supported and will not be compatible with the FDOE Florida Standards assessments.

Evaluation and Success Criteria for Digital Learning and Technology Infrastructure:

Collier County Public Schools has the infrastructure and devices required for successful implementation of local and statewide assessments. Current infrastructure and devices meet the State's technology specifications, as outlined above.

C) Professional Development

Through the Master Inservice Plan (MIP), all staff have access to opportunities and training to assist with the integration of technology into classroom teaching. The MIP addresses instructional technology professional learning sessions and supporting State components.

Implementation Plan for Part C. Professional Development:
When addressing quality of instruction in the learning environment our MIP addresses the following specific objectives as best practices:

- Utilize appropriate learning media, computer applications, and other technology to address students' needs and learning objectives.
- Utilize instructional and other electronic networks to provide students with opportunities to gather information and collaborate with others.
- Use a wide range of instructional technologies such as web 2.0 tools, digital resources, and mobile device capabilities to enhance the subject matter.
- Continually review and evaluate educational software to determine its appropriateness for instruction and management and share findings with others.
- Teach students to use available computers and other forms of technology at the skill level appropriate to enable success and maintain interest.
- Use appropriate technology to construct teaching materials, e.g., construct assessment exercises, prepare programmed instruction, use word processing, produce graphic materials, etc.
- Use appropriate technologies to create and maintain database for monitoring student attendance, behavior, and progress toward specified performance standards.
- Provide instruction at the appropriate level in identifying and using standard references, accessing digital learning resources, and other on-line research databases.
- Work with district technical and instructional specialists to collaborate on instructional design and delivery.

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
	N/A				

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
School leadership C.1. Aspiring Leaders program: build leadership capacity at both the school and district level to support teachers and administrators working collaboratively to establish & maintain PLC communities.	Previously budgeted

Participants learn about the school improvement process. As part of this process, they must demonstrate knowledge and ability to use appropriate technology in the teaching and learning processes.	
Educator capacity C.2. Provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement federal and State accountability requirements and developing the ability to use appropriate technology in the teaching and learning processes.	Previously budgeted
Lesson planning and digital learning practices and student digital learning experiences C.3. Digital Leader of Collier (DLC): Provide accelerated professional learning for 30 schools that participated in Phase I and II of the Bring Your Own Device (BYOD) instructional program. This training will equip teacher leaders with strategies that will effectively integrate technology into their digital teaching and learning classrooms and create school-based, model classrooms.	Previously budgeted

Evaluation and Success Criteria for Part C. Professional Development:

The evaluation of the implementation plan and the success criteria for each deliverable will 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. (See Appendix A – Master Inservice Plan.)

Our school leadership programs such as the Teacher Leader Program require participants to examine school improvement protocols closely. During this process, quality digital learning is a key component to each school's improvement plan. These teacher leaders coordinate with their site-based leadership team to ensure all aspects of the school improvement plan are implemented, including those areas that address quality digital learning processes.

Lastly, a key component to improving digital literacy and competency is the integration of effective instructional technology look-fors into our Collier Teacher Evaluation Model (CTEM) based upon Dr. Marzano's Art and Science of Teaching Framework. (See Appendix B – Performance evaluation rubrics.)

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	Electronic evaluations	80% of teacher leaders indicate professional learning met their needs
C.2.	Classroom observations	70% of teachers rated as developing or above on Marzano evaluation system principles that address digital learning
C.3.	Classroom observations	100% of identified (DLC) teachers integrate digital teaching and learning strategies into their classrooms on a regular basis Model classrooms identified at each participating DLC school

D) Digital Tools

Collier County Public Schools implements and supports digital tool systems that assist instructional personnel and staff in the management, assessment and monitoring of student learning performance. Examples of digital tools include the district's Data Warehouse, SharePoint, eSembler gradebook, CCPS Portal, and ANGEL/Blackboard Learning Management System. Additional software will assist monitoring student performance outcomes as outlined in the Digital Classroom Plan.

Implementation Plan for Part D. Digital Tools:
Collier County Public schools will implement a full digital learning program via academic software as outlined in the DCP that will be used to inform instructional decisions in the classroom, for data analysis, and for communicating to students and parents about classroom activities and progress.

Evaluation and Success Criteria for D) Digital Tools:

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	*Estimated Cost or a Portion thereof	School/ District	(Outcome from Section A)
D.1.	All algebra students will use adaptive questioning mathematics software to scaffold student learning.	2015-Ongoing	$70,000	Collier County Public Schools	Integrate digital instructional materials for all Algebra students to increase pass rate on FSA Algebra EOC.

D.2.	All secondary students in targeted programs will use personalized learning software to support online learning.	2015-Ongoing	$136,000	Collier County Public Schools	Integrate digital instructional materials to increase rigor and provide online learning opportunities to improve learning gains in the areas of Math and ELA.
D.3.	All elementary students will use adaptive diagnostic software for reading assessment to support personalized instruction.	2015-Ongoing	$298,620	Collier County Public Schools	Integrate digital instructional materials to provide rigorous, on-grade level instruction to target individualized student needs.
D.4.	All fluent and disfluent readers who are enrolled in an intensive reading class coupled with ELA will use literacy software to support differentiation in reading and writing.	2015-Ongoing	$399,225	Collier County Public Schools	Integrate digital instructional materials to build familiarity with content so that secondary students can work towards reading at grade level.
D.5.	All staff will use enhanced features of a learning management system to support curriculum and instruction activities.	2015-Ongoing	$142,000	Collier County Public Schools	Supply teachers and students with an enhanced platform to access high-quality digital content aligned to the Florida Standards to improve learning gains in the area of Math and ELA.

*DCP allocation will cover a portion of these costs. Remaining dollars will come from other district funding sources.

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	Analytics and usage data reports	At least 90% of students, in targeted area, will use mathematics software to positively impact district-wide student performance outcomes
D.2.	Analytics and usage data reports	At least 80% of students, in targeted programs, will successfully complete one

		online course to positively impact district-wide student performance outcomes
D.3.	Analytics and usage data reports	At least 90% of elementary students will use reading software to positively impact district-wide student performance outcomes
D.4.	Analytics and usage data reports	At least 90% of secondary students, in targeted area, will use reading/writing software to positively impact district-wide student performance outcomes
D.5.	Analytics and usage data reports	At least 50% of instructional staff will use a learning management system to positively impact District wide student performance outcomes

E) Online Assessments

Evaluation and Success Criteria for E) Online Assessments:

Collier County Public Schools has the infrastructure and devices required for successful implementation of local and statewide assessments. Infrastructure and devices meet the State's technology specifications.

Implementation Plan for Part E. Online Assessments:

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
	N/A				

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**
Bandwidth exceeds FLDOE requirements for computer-based testing	Previously Budgeted
Student to computer ratio exceeds FLDOE computer-based testing	Previously Budgeted