

# Duval County Public Schools

## Digital Classroom Plan

### 2015-2016



## DUVAL COUNTY PUBLIC SCHOOLS DIGITAL CLASSROOM PLAN

### District Mission and Vision Statements

**District Mission** - To provide educational excellence in every school, in every classroom, for every student, every day.

**District Vision** - Every student is inspired and prepared for success in college or a career, and life.

### Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

#### 1.1 District Team Profile

Title/Role	Name:	Email:	Phone:
Executive Director of Information Technology	Jim Culbert	<a href="mailto:culbertj@duvalschools.org">culbertj@duvalschools.org</a>	904-348-7150
Assistant Superintendent of Curriculum and Instruction	W. Mason Davis	<a href="mailto:davisw2@duvalschools.org">davisw2@duvalschools.org</a>	904-390-2923
Chief of Schools	Addison Davis	<a href="mailto:Davisa2@duvalschools.org">Davisa2@duvalschools.org</a>	904-390-2377
Assistant Superintendent of Accountability and Assessment	Kelly Coker-Daniel	<a href="mailto:cokerk@duvalschools.org">cokerk@duvalschools.org</a>	904-390-2976
Chief Financial Officer	Latrell Edwards	<a href="mailto:edwardsl5@duvalschools.org">edwardsl5@duvalschools.org</a>	904-390-2097
Assistant Superintendent of School Choice	Pearl Roziers	<a href="mailto:roziersp@duvalschools.org">roziersp@duvalschools.org</a>	904-390-2616
Executive Director of Career and Technical Education	Arlinda Smith	<a href="mailto:Smitha28@duvalschools.org">Smitha28@duvalschools.org</a>	904-390-2662
Principal of Virtual Learning	Mark Ertel	<a href="mailto:ertelm@duvalschools.org">ertelm@duvalschools.org</a>	904-390-2037
Instructional Technology	Katherine Hart	<a href="mailto:hartk@duvalschools.org">hartk@duvalschools.org</a>	904-348-7126

#### 1.2 Planning Process

The DCPS Digital Classroom planning process started with the district technology planning team meeting to discuss what the district considered vital and critically important in relation to digital learning implementation and student performance outcomes. A district needs assessment was conducted to discuss student performance outcomes, technology infrastructure, professional development, online assessments, instructional technology, blended learning, CAPE, goal setting, and project management. In turn, district technology planning team members worked with area specialists to collaborate on and complete portions of the plan. After the needs assessment process, goals with measurable targets were developed. This was accompanied by developing a process to monitor the plan for fidelity of implementation and a framework for comparing the total cost of ownership to the overall return on investment.

District technology planning team members have school contacts to ensure the facilitation of information, action steps, and professional development at each site. School contacts include professional development facilitators, ESE liaisons, ESOL leads, technology contacts,

instructional coaches, teacher leaders, department chairs and school leadership team members. Additionally, core team members are responsible for ensuring the components of the digital classroom plan are integrated in all areas of the curriculum at the district and school level. An information pipeline for communicating the plan, tasks, and project benchmarks will be used to ensure performance indicators are met. Each school has a principal and school technology contact (STC) that will be fully used for two way communication with the district to communicate development and implementation of the digital classroom plan. The principal and STC will collaboratively manage local site implementation with support from the district establishing school technology integration teams.

### **I.3 Technology Integration Matrix (TIM)**

Duval County Public Schools Implementation Plan for the TIM and TIM Tools:

Duval County Public Schools will utilize the Technology Integration Matrix as the framework for defining Technology Integration in classrooms. The TIM Tools will be utilized to support and guide teachers as they work through the five levels of technology integration and transform the learning environment.

The following administrative groups will identify personnel to participate in the online TIM Training Courses:

- Instructional Technology
- Core Subject Area Directors
- Core Subject Area Specialists
- ELL Specialists
- EESS Specialists
- Regional Administrators
- Principals

A baseline will be established by administering the Technology Uses Perception Survey to classroom teachers. In year 1, the TUPS will be administered to middle school teachers. The results of the survey will guide district personnel in the development of the professional development necessary to move teachers through the five phases of technology integration. The Technology Integration Matrix Observation Tool will be utilized by principals and district administrators to assess growth and evaluate the effectiveness of professional development. Trained personnel will utilize the TIM tools to assess teachers in relation to technology integration by classroom observation and reviewing lesson plans for evidence of technology use. The guidance of those trained in the use of the TIM will assist in moving teachers through the five phased of technology integration and the creation of engaging meaningful learning environments for the students of Duval County Public Schools. The ultimate goal is to transition classrooms from teacher centered to student centered.

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

The district technology planning team reviewed performance data of the district and school sites to develop a theory of action with associated performance measures in context of the districts greatest strengths and needs in the area of integrating technology. Data categories reviewed included student performance data, school process data, demographic data, and student perception data. Specifically, Annual Measurable Objective (AMO) Data, School Grade student performance outcomes, DCPS District Improvement and Assistance Plan (DIAP)

goal outcomes, the Florida Innovates survey, course performance data, teacher evaluation metrics, and district assessment data. Additionally, DCPS went through an accreditation during the 2013-14 school year and findings from that process were used to inform action steps that were included in the DCPS Digital Classroom Plan.

District and school systems are in place for implementation and monitoring efforts for the implementation plan. Targets for the 2015-16 school year impact several content areas. Monitoring processes are in place to ensure fidelity of implementation and assessment of the effectiveness of implementation. An information pipeline communicating the plan, tasks, and project benchmarks will be used to ensure performance indicators are met. Each school has a principal and school technology contact (STC) that will be fully used for two way communication with the district to communicate development and implementation of the digital classroom plan. The principal and STC will be used as local project managers to ensure project benchmarks are met in the different content areas (i.e. K-1 reading, 12th grade government, blended learning, data driven differentiated instruction, etc.) and school wide. Implementation indicators will be included in classroom walkthroughs, data chats, formative and summative student performance results, and PLC discussions to reveal strengths, weaknesses, threats, and opportunities that exist within the overall implementation. Capacity will be built with program implementation through the school leadership team, coaches, teacher leaders, and model classrooms.

Parent, community member, and stakeholder involvement is supported through various means in Duval County. Communication of project needs, accountability, and outcomes will be facilitated through the efforts of the School Advisory Council (SAC). School SACs include representation from the principal, parents, teachers, students, PTSA, educational support employees, community members and stakeholders. This allows major stakeholder groups to be included with processes occurring with the implementation of the digital classroom plan as it relates to school improvement. To support continuity of the items and initiatives discussed at SAC meetings, SACs feed into Area Advisory Councils (AAC). Area Advisory Councils include all of the schools in a feeder pattern for a specific high school. Area meetings will provide a venue for communication project successes and barriers within school feeder patterns. Each Area Advisory Council is represented on the District Advisory Council (DAC). The superintendent is a member of DAC as well as school board members. The DAC also includes key stakeholder representation such as the district PTSA, district ESE advocate organization, city council, business owners, district service providers, nonprofit partners, food services, academic services, and superintendent cabinet members. Updates from the implementation of the digital plan will be shared at DAC meetings in an effort to engage and involve stakeholders. In turn, updates will be shared with the public via televised school board meetings.

## 1.5

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	establishes responsibilities and operating procedures for ensuring an adequate level	Chapter 8: <a href="http://dcps.duvalschools.org/Page/9598">http://dcps.duvalschools.org/Page/9598</a>	Adopted: 11/10/08 Revised: 12/09/13

	of information security for all information		
District teacher evaluation components relating to technology (if applicable)	Serves as a vehicle for teacher growth and assessment—use of technology is evaluated in context	<a href="http://www.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/3661/CAST%2014-15%20FLDOE%20Approved.pdf">http://www.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/3661/CAST%2014-15%20FLDOE%20Approved.pdf</a>	ADOPTED: 04/01/97 REVISION DATE(S): 11/10/08 01/12/15
BYOD (Bring Your Own Device) Policy	Filtered access to educational resources	<a href="http://www.duvalschools.org/Page/8198">http://www.duvalschools.org/Page/8198</a>	N/A
Policy for refresh of devices (student and teachers)	N/A—5 year life cycle replacement as funding allows	N/A	N/A
Acceptable/Responsible Use policy (student, teachers, admin)	Internet access has been established for educational purpose	<a href="http://www.duvalschools.org/Page/8265">http://www.duvalschools.org/Page/8265</a>  Chapter 8: <a href="http://dcps.duvalschools.org/Page/9598">http://dcps.duvalschools.org/Page/9598</a>	Revised: 9/7/10
Master In-service Plan (MIP) technology components	Technology use from entry level to adaptation	<a href="http://www.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/4381/MP%20Computers.pdf">http://www.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/4381/MP%20Computers.pdf</a>	09/02/14

## 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.

<b>A. Student Performance Outcomes (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.A.1.	ELA Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.2.	Math Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.3.	Science Student Achievement – 5 <sup>th</sup> and 8 <sup>th</sup> Grade	5 <sup>th</sup> —53 % 8 <sup>th</sup> —47%	5 <sup>th</sup> —58 % 8 <sup>th</sup> —50%	2016
II.A.4.	Science Student Achievement – Biology	64 %	68%	2016
II.A.5.	ELA Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
<b>B. Student Performance Outcomes (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.A.9.	Overall, 4-year Graduation Rate	74 %	76%	2016



II.A.10.	Acceleration Success Rate	61 %	65 %	2015
<b>A. Student Performance Outcomes (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.A.11. (D)				
II.A.12. (D)				
II.A.13. (D)				
II.A.14. (D)				

■ **Quality Efficient Services**

Technology Infrastructure:

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

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

<b>B. Infrastructure Needs Analysis (Required)</b>		<b>Baseline from 2014</b>	<b>Actual from Spring 2015</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>	<b>Gap to be addressed (Actual minus Target)</b>
II.B.1.	Student to Computer Device Ratio	3:1	1.8:1	1:1	2020	.8:1
II.B.2.	Count of student instructional desktop computers meeting specifications	40,885	28,624	5,000	2020	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	12,975	60,220	130,000	2020	69,780
II.B.4.	Count of student web-thin client computers meeting specifications	N/A	N/A	N/A	N/A	N/A
II.B.5.	Count of student large screen tablets meeting specifications	N/A	N/A	N/A	N/A	N/A
II.B.6.	Percent of schools meeting recommended bandwidth standard	86%	100%	100%	2016	0
II.B.7.	Percent of wireless classrooms (802.11n or higher)	16%	50%	100%	2016	50%



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

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

<b>C. Professional Development Needs Analysis (Required)</b>		<b>Baseline (to be established in 2015)</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 10% Adoption: 40% Adaption: 25% Infusion: 15% Transform: 10%	Entry: 5% Adoption: 10% Adaption: 20% Infusion: 35% Transform: 30%	2018
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 10% Adoption: 40% Adaption: 25% Infusion: 15% Transform: 10%	Entry: 5% Adoption: 10% Adaption: 20% Infusion: 35% Transform: 30%	2018

<b>C. Professional Development Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.C.3. (D)				
II.C.4. (D)				

■ **Seamless Articulation and Maximum Access**

Digital Tools:

Districts shall continue to implement and support a digital tools system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

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:

<b>D. Digital Tools Needs Analysis (Required)</b>		<b>Baseline (to be establishe d in 2015)</b>	<b>Baseline (to be establishe d in 2015)</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
	<b>Student Access and Utilization (S)</b>	<b>% of student access</b>	<b>% of student utilization</b>	<b>% of student access</b>	<b>School Year</b>
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	0 %	0 %	100 %	2016
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100 %	Unable to determine	100 %	2016
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100 %	100 %	100 %	2015
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	0 %	0 %	100 %	2016
II.D.5. (S)	A system that provides secure, role-based access to its features and data. The district will transition from Focus (SIS) to OneView (the SharePoint education portal).	100 %	100 %	100 %	2016

<b>D. Digital Tools Needs Analysis (Required)</b>	<b>Baseline (to be established in 2015)</b>	<b>Baseline (to be established in 2015)</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
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	<b>Teachers/Administrators Access and Utilization (T)</b>	<b>% of Teacher/ Admin access</b>	<b>% of Teacher/ Admin Utilization</b>	<b>% of Teacher/ Admin access</b>	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100 %	100 %	100 %	2014
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	100 %	100 %	2015
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 %	25%	100 %	2016
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 %	60 %	100 %	2015
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 %	2016
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 %	70 %	100 %	2016
II.D.7. (T)	A system that houses documents, videos and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	0 %	0 %	100 %	2016
II.D.8. (T)	A system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional	0%	0%	100%	2016

	resources to enable teachers, students, parents and district administrators to use data to inform instruction and operational practices.				
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. The district will transition from Focus (SIS) to OneView (the SharePoint education portal).	100 %	100 %	100 %	2016

<b>D. Digital Tools Needs Analysis (Required)</b>		<b>Baseline (to be established in 2015)</b>	<b>Baseline (to be established in 2015)</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
	<b>Parent Access and Utilization (P)</b>	<b>% of parent access</b>	<b>% of parent utilization</b>	<b>% of parent access</b>	
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 %	25 %	80 %	2018

<b>D. Digital Tools Needs Analysis (Required)</b>		<b>Baseline (to be established in 2015)</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
(IM)	<b>Instructional Materials</b>	<b>Baseline %</b>	<b>Target %</b>	<b>School Year</b>
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	90 %	95 %	2017
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	80 %	95 %	2017
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	25 %	100 %	2017
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100 %	100 %	2017

II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	75 %	100 %	2016
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students instructional materials [ss. 1006.283(2)(b)11, F.S.]	100 %	100 %	2016
<b>D. Digital Tools Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.D.7. (IM)				
II.D.8. (IM)				
II.D.9. (IM)				



■ **Quality Efficient Services**

Online Assessment Readiness:

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

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

<b>E. Online Assessments Needs Analysis (Required)</b>		<b>Baseline (to be established in 2015)</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	21,356	30,000	2016
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	50 %	75 %	2017
<b>E. Online Assessments Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.E.3. (D)				
II.E.4. (D)				
II.E.5. (D)				

## **STEP 2 – Goal Setting:**

### **Duval County Public Schools Goals:**

#### **Develop Great Educators and Leaders**

##### **Strategies:**

- Provide teachers and students with the tools and resources necessary to meet the demands of the New Florida Standards and students' individual needs.
- Recruit, employ, and retain high quality, diverse teachers, instructional leaders, and staff.
- Provide ongoing professional learning and support to develop all teachers, instructional leaders, and staff.

#### **Engage Parents, Caregivers, and Community**

##### **Strategies:**

- Establish and sustain a culture that is collaborative, transparent, and child-centric.
- Create a welcoming, respectful, and responsive environment for all stakeholders that leads to open lines of communication.
- Expand partnerships and ensure alignment between district strategic plan and community, government, non-profit, and business initiatives.

#### **Ensure Effective, Equitable, & Efficient Use of Resources**

##### **Strategies:**

- Ensure the use of district funds is transparent, strategic, and aligned.
- Distribute district-wide programs and resources in an equitable manner.
- Deploy information technology that supports the academic needs of all students, teachers, and staff.

#### **Develop the Whole Child**

##### **Strategies:**

- Facilitate and align effective academic, health, and social-emotional services for students based on needs.
- Address the needs of all students with multiple opportunities for enrichment.
- Encourage positive behavior, respect towards others, and ensure safe environments throughout the school district.

### STEP 3 – Strategy Setting:

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

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Develop Great Educators and Leaders  Engage Parents, Caregivers, & Community	Supply teachers, parents, and students with a high quality data and assessment portal to facilitate online assessments and data analysis.	Continue the implementation of Performance Matters and provide training and support to teachers in all schools.	2014-Ongoing
Ensure Effective, Equitable, & Efficient Use of Resources	Continue support and implementation of an integrated communications system that facilitates student email accounts, teacher online collaboration, and delivery of digital content.	Continue the implementation of Gaggle and roster students and teachers.	2012-Ongoing
Develop Great Educators and Leaders  Ensure Effective, Equitable, & Efficient Use of Resources	Provide support of a blended learning curriculum to aide high school seniors with attaining their virtual credit required for graduation.	Continue the implementation of the Edgenuity platform, schedule students into blended learning courses for American Government, and provide teacher PD.	2014-Ongoing
Develop Great Educators and Leaders  Ensure Effective, Equitable, & Efficient Use of Resources	Provide support of a blended learning resources for Science in grades 3-12.	Continue the implementation of Gizmos for Science in grades 3-12. Provide training and support to Science teachers in all schools.	2014-Ongoing
Develop Great Educators and Leaders  Ensure Effective, Equitable, & Efficient Use of Resources	Provide support of a literacy enrichment program for ELA/Reading students in grades 6-8.	Continue the implementation of iLit for literacy enrichment in grades 6-12. Provide training and support for teachers in all schools.	2014-Ongoing

In addition, if the district participates in federal technology initiatives and grant programs, please describe below a plan for meeting requirements of such initiatives and grant programs.

### **Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL**

The DCP and the DCP Allocation must include five key components as required by ss.1011.62(12)(b), F.S. In this section of the DCP, districts will outline specific deliverables that will be implemented in the current year that are funded from the DCP Allocation. The five components that are included are:

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

This section of the DCP will document the activities and deliverables under each component. The sections for each component include, but are not limited to:

- Implementation Plan – Provide details on the planned deliverables and/or milestones for the implementation of each activity for the component area. This should be specific to the deliverables that will be funded from the DCP Allocation.
- Evaluation and Success Criteria – For each step of the implementation plan, describe the process for evaluating the status of the implementation and once complete, how successful implementation will be determined. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.

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

Districts may also choose to provide funds to schools within the school district through a competitive process as outlined in ss. 1011.62(12)(c), F.S.

### **A) Student Performance Outcomes**

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP allocation. These outcomes can be specific to an individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP allocation for the 2015-16 school year.

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

<b>A. Student Performance Outcomes</b>		<b>Baseline</b>	<b>Target</b>
III.A.3.	Increase district wide ELA student achievement with the continued implementation of Performance Matters for data driven differentiated instruction and performance assessments.	53%	56%
III.A.4.	Increase district wide Math student achievement with the continued implementation of Performance Matters for data driven differentiated instruction and performance assessments.	56%	60%
III.A.5.	Improve district wide graduation rate with the continued implementation of the Edgenuity blended learning platform for high school seniors	74%	76%
III.A.6.	Increase district wide Science achievement for in 5 <sup>th</sup> and 8 <sup>th</sup> grades with the continued implementation of Gizmos.	5 <sup>th</sup> —53 % 8 <sup>th</sup> —47%	5 <sup>th</sup> —58 % 8 <sup>th</sup> —50%
III.A.7.	Increase district wide reading comprehension skills for the student in grades 6-10 utilizing iLit.	53%	56%

## **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](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>B. Infrastructure Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.B.1.					
III.B.2.					
III.B.3.					
III.B.4.					

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

<b>Brief description of other activities</b>	<b>Other funding source</b>
High density wireless in 100 schools. Student laptops deployed in Middle Schools at a 1:1 student to computer ratio	QZAB Funding
Replace student computers on a five year lifecycle. High density wireless in 16 schools.	Capital Funds



Evaluation and Success Criteria for B) Digital Learning and Technology Infrastructure:

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

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

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

### C) Professional Development

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

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

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

Please insert links to the district MIP to support this area, attach a draft as an appendix to the district DCP or provide deliverables on how this will be addressed.

Duval County Public Schools Master In-Service Plan to support the use and integration of technology in the classroom was approved by the School Board and submitted to the Florida Department of Education:

<http://www.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/4381/MP%20Computers.pdf>.

Implementation Plan for C) Professional Development:

<b>C. Professional Development Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.C.1.					
III.C.2.					
III.C.3.					
III.C.4.					

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

<b>Brief description of other activities</b>	<b>Other funding source</b>
District staff will participate in the iTeach courses for the TIM Tools and provide training and support to assist teachers in integrating technology into the content areas.	District General 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.

<b>C. Professional Development Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.		
III.C.2.		
III.C.3.		
III.C.4.		

## D) Digital Tools

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

Digital tools may also include purchases and activities to support CAPE digital tools opportunities and courses. A list of currently recommended certificates and credentials can be found at: <http://www.fl DOE.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:

<b>D. Digital Tools Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.D.1.	Increase the number of teachers developing and administering their own assessments in the Unify platform in Performance Matters.	2015-2016	Included in the \$598,000 Performance Matters cost	District	Student Performance Outcomes  Online Assessments
III.D.2.	Transition from the Gaggle suite of communication & collaboration tools to Office 365 utilizing Gaggle's human monitoring services.	2015-2016	Included in the \$200,000 Gaggle cost	District	Digital Tools
III.D.3.	Increase the number of students meeting the virtual course requirement utilizing Edgenuity	2015-2016	Included in the \$232,079 Edgenuity cost	District	Student Performance Outcomes
III.D.4.	Increase student/teacher usage of Gizmos by providing teachers training and support	2015-2016	Included in the \$269,057 Gizmo cost	District	Student Performance Outcomes
III.D.5.	Increase district wide reading comprehension skills for the student in grades 6-10 utilizing iLit.	2015-2016	Included in the \$843,715 iLit cost	District	Student Performance Outcomes

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.

<b>D. Digital Tools Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Monitor the number of teachers utilizing Unify to create and administer assessments	35% of teachers will utilize Unify to create and administer assessments
III.D.2.	Monitor student usage of Gaggle/Office 365	60% of secondary students will utilize Gaggle/Office 365 applications
III.D.3.	Monitor the number of students that meet the high school virtual course requirement	100% of high school seniors will meet the high school virtual course requirement
III.D.4.	Monitor the number of teachers/students logging into Gizmos	60% of teachers and students in grades 3-12 Science will utilize Gizmos
III.D.5.	Monitor iLit reports by teacher and student	60% of students will show growth in reading comprehension skills

## 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](http://www.FLAssessments.com/TestNav8) and [www.FSAssessments.com/](http://www.FSAssessments.com/)) and schedule information distributed from the K-12 Student Assessment bureau when determining potential deliverables.

Implementation Plan for E) Online Assessments:

<b>E. Online Assessment Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.E.1.	Implement technology enhanced items for local assessments using Performance Matters Platform	2015-2016	Included in Performance Matters cost	District	Digital Tools
III.E.2.	Implement system for teachers to develop and administer their own assessments utilizing the Unify Platform within Performance Matters	2015-2016	Included in Performance Matters cost	District	Online Assessments

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 E) Online Assessments:

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

<b>E. Online Assessment Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation Process(es)	Success Criteria



E.1.	Measure % OLA Scanned Test Results	Increase the use of OLA vs. Scanned test results by 20% as compared to the 14-15 school year.
E.2.	Measure the % of Teacher utilizing teacher made assessments	At least 35% develop or use a teacher created assessment using the Unify platform within Performance Matters