PART I. District Overview

1.1 District Team Profile:

Title/Role	**Name:**	**Email/Phone:**
Information Technology District Contact	Pamela Tennell	Pamela.tennell@famu.edu/850-412-5820
Curriculum District Contact	Zellee Barnes	Zellee.barnes@famu.edu/850-412-5856
Instructional District Contact	Sandra Grant	Sandra.Grant@famu.edu/850-412-5842
Finance District Contact	Patricia Hodge	Patricia.hodge@famu.edu/850-412-5930
Assessment District Contact	Kay Wallace	Kay.wallace@famu.edu/850-412-5930
District Leadership Contact	Patricia Hodge	Patricia.hodge@famu.edu/850-412-5930

1.2 Planning Process:

Over a three month period of time, all stakeholders met. We looked at demographics, FCAT data, and the school's technology needs in order to create our current technology plan. After reviewing the overall FCAT data, we discovered that our school wide mathematics and science scores were areas of concern. We also discovered that our attendance rate was another area of concern. We came to the conclusion that the lack of integration of digital materials and resources in our classrooms played a significant role in our student performance outcomes during the 2014- 2015 school year.

The technology committee developed guidelines for the development, implementation, monitoring and evaluation of FAMU DRS's 2014-2017 Technology Plan. The committee will also assist in the implementation of the activities described in the objectives. The plan consists of a comprehensive program that effectively uses technology to help students meet or exceed the state academic content standards in all core content areas including Language Arts, Mathematics, Science and Social Studies along with the English Language Development standards.

1.3 Technology Integration Matrix

FAMU DRS has begun the implementation of the utilization of the technology matrix. In May of 2015, teachers were trained on the Matrix and completed the initial assessments. Additionally, certain teachers were provided additional training through their attendance at Project Optimize. These teachers were selected to act as building level contacts to support other teachers located in their building with the use of the Matrix. Additional professional development has been offered through PAEC and the Matrix site.

1.4 Multi- Tiered System of supports:

FAMU DRS is committed to reaching all learners, regardless of their abilities. Students with disabilities require accommodations and modifications, and our staff is devoted to utilizing flexible ways to present information.

FAMU DRS included the MTSS Child study team in the planning for the DCP to assist in the identification of resources and to ensure the proper allocation for assistive devices. Additionally, the Team reviewed the plan to determine the sufficiency of allocations at each tier. When looking at the data, the team determined that there were not sufficient resources for students in the tier 2 or 3 to use to increase, maintain, or improve the functional capabilities of our children with disabilities. The team helped to create within the plan a system for incorporating the

The FAMU DRS Leadership Team meets quarterly to review data, to problem solve issues and to monitor progress of such programs as the MTSS and the DCP. Information is provided to the leadership team at these meetings on specific issues or problems that have not been resolved. Data is shared on the progress of implementation.

FAMU DRS will use multiple sources of data for the monitoring of implementation of the DCP. Initially student data will be retrieved from our LIIS System Performance Matters. Additionally, student demographic data will be retrieved from FOCUS our student database system. Student progress data will be provided from a variety of resources such as success maker, Go-Math, ALEKS and FAIR. Usage data will be provided by teachers through lesson plans, and student work samples.

FAMU DRS provides several professional development opportunities throughout the school year for teachers to learn more about MTSS.

1.5 District Policy

Type of Policy	**Brief Summary of Policy (limit character)**	**Web Address (optional)**	**Date of Adoption**
Student data safety, security and privacy			
District teacher evaluation components relating to technology (if applicable)	Teacher evaluation does include a component for use of technology both in planning and delivery.	www.famudrs.org	11/01/2014
BYOD (Bring Your Own Device) Policy			
Policy for refresh of devices (student and teachers)			
Acceptable/Responsible Use policy (student, teachers, admin)	Student Acceptable Use Policy.	www.famudrs.org	10/17/2015 (update)
Master Inservice Plan (MIP) technology components	Master Inservice Plan includes technology components.		
Other/Open Response			

PART II. Digital Classroom Plan Strategy

Step I: Needs Assessment

Student Performance Outcomes:

A. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.1.	ELA Student Achievement	47%	80%	2020
II.A.2.	Math Student Achievement	38%	70%	2020
II.A.3.	Science Student Achievement	34%	60%	2020
		2014	2015	Projected 2016
		5th 56	50	60
		8th 22	24	35
II.A.4.	Science/ Biology Student Achievement	55%	75%	2020
		48	30	2016
II.A.5.	ELA Learning Gains	Not Provided	50%	2017
II.A.6.	Math Learning Gains	Not Provided	50%	2017
II.A.7.	ELA Learning Gains of the Low 25%	Not Provided	50%	2017
II.A.8.	Math Learning Gains of the Low 25%	Not Provided	50%	2017
B. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.9.	Overall, 4-year Graduation Rate	77 %	99 %	2017
II.A.10.	Acceleration Success Rate	30%	50 %	2017

Quality Efficient Services:

Technology Infrastructure

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	_1.46:1	___1.2:1___	__1:1__	2017-2018	__.6_:_1_
II.B.2.	Count of student instructional desktop computers meeting specifications	335	279	500	2016-2017	221
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	100	125	500	2016-2017	375
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	N/A	N/A	0

II.B.5.	Count of student large screen tablets meeting specifications	0	0	N/A	N/A	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	60%	25%	100%	2016-2017	75%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	25%	25%	100%	2016-2017	75%

B. Infrastructure Needs Analysis (Required)		**Baseline from 2014**	**Actual from Spring 2015**	**Target**	**Date for Target to be Achieved** ***(year)***	**Gap to be addressed** ***(Actual minus Target)***
II.B.8.	District completion and submission of security assessment *	N/A	N/A	N/A	N/A	N/A
II.B.9.	District support of browsers in the last two versions	N/A	Y	Y	2016- 2017	Y

Skilled Workforce and Economic Development:

B. Infrastructure Needs Analysis (District Provided)		**Baseline**		**Target**	**Date for Target to be Achieved** *(year)*	
II.B.10. (D)	Server (2)	1 (does not meet current standard)	1	2	2017-2018	2
II.B.11. (D)	Access Points (20)	0	0	50	2016-2017	50
II.B.12. (D)						

Professional Development

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)	Entry: 65% Adoption: 25 % Adaption: 10% Infusion: 0% Transform: 0%	Entry: 10 % Adoption: 10% Adaption: 30% Infusion: 30% Transform: 20%	2017- 2018

II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 90% Adoption: 10% Adaption: 0% Infusion: 0% Transform: 0%	Entry: 5% Adoption: 15% Adaption: 30% Infusion: 30% Transform: %20	2017- 2018

Seamless Articulation and Maximum Access:

Digital Tools

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 %	100 %	100 %	2015-2016
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100%	100%	100%	2015-2016

II.D.3. (S)	A system that supports student access to online assessments and personal results.	100%	100%	100%	2015-2016
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 %	50 %	2016-2017
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100%	100%	100%	2015-2016

D. **Digital Tools Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
	Teachers/Administrators Access and Utilization (T)	**% of Teacher/ Admin access**	**% of Teacher/ Admin Utilization**	**% of Teacher/ Admin access**	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100%	100 %	100 %	2015-2016

II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	100 %	100 %	2015-2016
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	100%	100%	2015-2016
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%	100%	100 %	2015-2016
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%	2015-2016
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 %	100%	100%	2015-2016
II.D.7. (T)	A system that houses documents, videos and information for	0 %	0 %	50 %	2018-2019

	teachers, 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%	100 %	100 %	2015-2016
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%	2015-2016

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

D. **Digital Tools Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** *(year)*
(IM)	**Instructional Materials**	**Baseline %**	**Target %**	**School Year**
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	100%	100%	2015-2016
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that	100%	100%	2015-2016

	are digital format (includes purchases from prior years)			
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	100 %	100%	2015-2016
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100%	100 %	2015-2016
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	100%	100 %	2015-2016
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students instructional materials [s. 1006.283(2)(b)11, F.S.]	50 %	100%	2016-2017
D. **Digital Tools Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.D.7. (IM)				

Online Assessment Readiness

E. **Online Assessments Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** *(year)*
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	98	125	2016-2017
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	0 %	0 %	N/A
E. Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.E.3. (D)				

Step 2: Goal Setting: District Goals

	Goal 1	Goal 2
Highest Student Achievement	Students will meet the proficiency levels in mathematics as measured by the Florida Standards Assessment or End of Course Exams.	Students will meet the proficiency levels in science as measured by the Florida Comprehensive Assessment Test 2.0 or End of Course Exams.
Skilled Workforce and Economic Development	All teachers will have the opportunity to develop skills for implementing digital learning into the curriculum.	All teachers will have the opportunity to develop their skills to increase rigor and targeted instruction through the use of technologies in the classroom.
Seamless Articulation and Maximum Access	All Students will have access to curriculum that is designed to meet their learning needs.	All students will have the opportunity to participate in accelerated coursework that leads to industry certification, advanced placement for post-secondary or both.

Step 3: Strategy Setting

Goal Addressed	Strategy	Measurement	Timeline
2:3:1 - Students will meet the proficiency levels in mathematics as measured by the Florida Standards Assessment or End of Course Exams.	Provide access to research –based materials and programming for mathematics through the use of digital tools.	Purchase access to cloud based materials and content for student use to enhance access to math standards.	2016-2017
2:3:2 - Students will meet the proficiency levels in science as measured by the Florida Comprehensive Assessment Test 2.0 or End of Course Exams.	Provide access to research –based materials and programming for science through the use of digital tools.	Purchase access to cloud based materials and content for student use to enhance access to science standards.	2016-2017
2:3:3 - All teachers will have the opportunity to develop skills for implementing digital learning into the curriculum.	Provide teacher development opportunities on integrating and implementing the use of digital content and digital tools.	Implement training on using digital tools. Follow –up coaching and mentoring assistance.	2016-2017
2:3:4 - All teachers will have the opportunity to develop their skills to increase rigor and	Provide development opportunities to teachers by	Hire instructional technology coach.	2016-2017

targeted instruction through the use of technologies in the classroom.	providing an instructional technology coach to mentor and provide support for classroom teachers.		
2:3:5 - All Students will have access to curriculum that is designed to meet their learning needs.	Provide access to digital equipment and create an infrastructure that supports the needs of digital learning and online assessments.	Improve the performance of existing network. Improve wireless access inclusive of all classrooms.	2017-2018
2:3:6 - All students will have the opportunity to participate in accelerated coursework that leads to industry certification, advanced placement for post-secondary or both.	Provide access to coursework both digitally and face to face through the flipped classroom strategy or virtual classroom experience.	Increase student's opportunity to work virtually.	2016-2017

PART III. Digital Classroom Plan Allocation Proposal

A. Student Performance Outcomes:

A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.3.	Students will meet the proficiency levels in mathematics as measured by the Florida Standards Assessment or End of Course Exams.	38%	75%
III.A.4.	Students will meet the proficiency levels in science as measured by the Florida Comprehensive Assessment Test 2.0 or End of Course Exams.	34%	75%

B. Digital Learning and Technology Infrastructure

B) Digital Learning and Technology Infrastructure					
B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	Purchase and Implement Wireless Access Points	8/ 1/ 2016	15,000	All Buildings	2:3:5
III.B.2.	Purchase and Install Servers to Support Admin, Staff, Students, Teachers	8/ 1/ 2016	25,000	All Buildings	2:3:5

B. **Infrastructure Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	The procurement office will monitor the process for purchase and will notify IT of completion. IT will manage the implementation/ installation of the devices and will determine effectiveness of the implementation.	Success will be determined by the seamless operating of the wireless system school wide.
III.B.2.	The procurement office will monitor the process for purchase and will notify IT of completion. IT will manage the implementation/ installation of the devices and will determine effectiveness of the implementation.	Success will be determined by the seamless operating of the network district wide.

C. Professional Development

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	Provide professional development opportunities on integrating and implementing the use of	06/30/2017	35,000	School	2:3:3

	digital content and digital tools.				
III.C.2.	Provide an instructional technology coach to mentor and provide support for classroom teachers.	06/30/2018	65,000	School	2:3:4

C. **Professional Development Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	The professional development opportunities will be monitored by the professional development coordinator and through the Professional development evaluations. In addition the acquisition of knowledge will be evaluated through the use of the Technology Integration Matrix (TIM) Tool	The criteria for success will show that the average teacher is at the Transform on the TIM Tool in most areas.
III.C.2.	The acquisition of an Instructional Technology Coach will be monitored by the building level principal and the Professional Development Coordinator. Teacher professional development needs assessment will also indicate the	The criteria for success will be that the average teacher is at the Transform level on the TIM Tool in most areas.

	teachers level of learning through the coach.	

D. Digital Tools

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	Provide access to research – based materials and programming for mathematics through the use of digital tools.	6/30/2017	33,000	School	2:3:1
III.D.2.	Provide access to research – based materials and programming for science through the use of digital tools.	6/30/2017	34,000	School	2:3:2
III.D.3.	Provide access to coursework both digitally and face to face through the flipped classroom strategy or virtual classroom experience.	6/30/2017	25,000	School	2:3:6

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	The procurement office will monitor the process for purchase. The technology coach, classroom teacher, school based administrator will manage the implementation/ installation of the digital tools and will determine effectiveness of the implementation.	The criteria for success will include an increase in math scores for students on statewide and district assessments.
III.D.2.	The procurement office will monitor the process for purchase. The technology coach, classroom teacher, school based administrator will manage the implementation/ installation of the digital tools and will determine effectiveness of the implementation.	The criteria for success will include an increase in science scores for students on statewide and district assessments.
III.D.3.	The procurement office will monitor the process for purchase. The technology coach, classroom teacher, school based administrator will manage the implementation/ installation of the digital coursework and will determine effectiveness of the implementation.	The criteria for success will include an increase in students gaining industry certification and/ or advanced placement credit for post-secondary.

E. Online Assessments

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.	Purchase and Install Servers to Support Admin, Staff, Students, Teachers (see above)	8/ 1/ 2016	25,000	All Buildings	2:3:5

E. **Online Assessment Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	The procurement office will monitor the process for purchase and will notify IT of completion. IT will manage the implementation/ installation of the devices and will determine effectiveness of the implementation.	Success will be determined by the seamless operating of the network district wide.