DISTRICT
DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to allow the district to provide a perspective on what it considers to be vital and critically important in relation to digital learning implementation, student performance outcome improvement and how progress in digital learning will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by ss.1011.62(12)(b), F.S. For additional assistance completing the District DCP, please use the checklist and accompanying instructions to ensure you have included all requested components. The components provided by the district will be used to monitor long-range progression of the District DCP and may impact funding relevant to digital learning improvements.

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

The district's overview component of the plan should document the district's overall focus and direction with respect to how the incorporation and integration of technology into the educational program will improve student performance outcomes.

The **general introduction/background/district technology policies** component of the plan should include, but not be limited to:

I.1 District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:

- The digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in ss.1011.62(12)(b), F.S.;
- Development of partnerships with community, business and industry; and
- Integration of technology in all areas of the curriculum, English for Speakers of Other Languages (ESOL) and special needs including students with disabilities.

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Maurizio Apostolico	Maurizio.Apostolico@stlucieschools.org	(772) 345-3245
Curriculum District Contact	Dr. Tammy Ferguson (Director)	Tfergu10@fau.edu	(561)297-0838
Instructional District	Rachel Koenig,	Rachel.Koenig@stlucieschools.org, Jenny.Clancy@stlucieschools.org,	(772) 345-3245

Contact	Jenny Clancy, Amy Fazzalaro	Amy.Fazzalaro@stlucieschools.org	
Assessment District Contact	Maggie Ellis	mellis27@fau.edu	(561)297-0838
Finance District Contact	Dr. Rudy Collum (Associate Director)	rcollum@fau.edu	(561)297-4359
District Leadership Contact	Dr. Joel Herbst (Assistant Dean for PK-12 Programs)	Jherbst1@fau.edu	(561) 297 - 3077

I.2 Planning Process - Summarize the process used to write this plan including but not limited to:

- How parents, school staff and others were involved;
- Relevant training and instruction for district leadership and support personnel;
- Development of partnerships with community, business and industry; and
- Integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

The development of this Digital Classroom Plan promotes the effective and enhanced use of technology and digital tools within PPERS' classrooms to successfully implement the Florida Standards. The digital enhancement of classrooms will improve the academic performance of all students and foster innovative teacher instructional strategies that will fulfill the vision and mission of the school district. To develop and write this comprehensive plan, a collaborative effort among multiple PPERS stakeholders was conducted. A core team met to assess the current PPERS technology infrastructure and identify areas of strengths and areas of improvement. Based on this collective data, specific recommendations were made by the administrative team relating to the types of digital tools that are included in this plan.

A core team of district and school administrators met to assess the current PPERS technology infrastructure and identify areas of strengths and areas of improvement. The team reviewed current district data on the following components: Technology hardware, technology software, technology infrastructure, internet speed, wireless internet accessibility, types of technologies available in classrooms, technology configurations within classrooms, technology professional development needs, student access to technology, and the active use of technology by teachers to provide engaging lessons. The team researched and reviewed various hardware and software application to identify the appropriate digital tools that would meet the needs of PPERS students and the various curricular requirements. The team also met with several technology consultants to gain an external assessment of the PPERS technology infrastructure and received input regarding areas of improvement that would result in improved digital classrooms. Based on this collective data, specific recommendations were

made by the administrative team relating to the types of digital tools that are included in this plan.

I.3 Technology Integration Matrix (TIM) – Summarize the process used to train, implement and measure classrooms using the TIM.

The process used to train teachers and administrators on how to implement and measure classrooms using TIM is usually face to face initially, then via virtual. Participants are usually provided with professional development on the different levels of TIM. These levels include:
• Entry,
• Adoption,
• Adaptation,
• Infusion, and
• Transformation

Part of this process is also to integrate content from the SLPS Framework for Quality Teaching and Learning. The content from the Framework is usually embedded through Domain 2 and Element 46. Further, we offer a variety of options for online and face-to-face professional development that can be customized to meet the needs of our schools to both teachers and school-based administrators.
Our professional development and evaluation staff have experience in teaching, K12 technology integration, district level planning, evaluation, and educational research. As captured in our Master Inservice Plan (MIP) we assist our teachers, school-based administrators and district level administrators with aligning effective instructional technology strategies with state standards and with district or school improvement plans or goals.

I.4 Multi-Tiered System of Supports (MTSS) - By using an MTSS in the planning process, the district will provide a cohesive and comprehensive approach to meeting the needs of all learners. The DCP requires districts to summarize the process used to write this plan including but not limited to:

- Describe the problem-solving process based on available district-specific data which were used for the goals and needs analysis established in the plan;
- Explain the existing system used to monitor progress of the implementation plan; and
- How the district intends to support the implementation and capacity described in the plan.

PPERS' Digital Plan was written by a multi-disciplinary group of individuals, representing different departments and grade levels.

Following a well-defined problem solving process and maintaining the focus of increasing student achievement to improve educational outcomes for all students, the team identified the areas of greatest concern that exist as barriers to success for all students, reviewed the current infrastructure that supports technology, reviewed the current

technology plan which was developed to enhance the technology at all schools and improve access for all students and, reviewed what systems currently exist within the infrastructure to capture data related to the current use of technology.

The goals of the digital plan are designed to advance opportunities for professional development for teachers, expand the infrastructure currently in place to provide greater access to data and instructional supports for teachers and to enhance the opportunities for all students to fully access technology at all levels and expand the opportunities for all students to access the curriculum.

In order to build capacity and sustain growth over time, the plan places a great emphasis on professional development and aligns with our current instructional framework. The goals set the expectation for greater access to technology to increase access and improve student outcomes.

We currently use a Multi-Tiered System of Supports (MTSS) that is differentiated to meet the learning needs of all students and we also utilize the same model to provide differentiated supports to schools. The identification of the support is driven by data collected, reviewed, and analyzed through the problem solving process. The continued analysis of data allows us to monitor the effectiveness of the implementation of our plan and the full utilization of technology for student access to curriculum. During these meetings, the support team reviews comprehensive data on students who may have been referred for a variety of academic, social, or behavioral need collectively attempt to determine the factors that may be are inhibiting their success in school. Collaboratively, the team develops a data-based action plan to address the needs of each student, identifies specific data- based intervention activities, and establishes a timeline in which to follow-up with the classroom teacher to determine if the action plan was successful. A collective group of staff members including general education teachers, ESE teachers, Instructional Coach, ESE Coordinator, and other support staff and/or specialists are instrumental in working cohesively to provide these intervention services. Student progress is closely monitored to assess the academic achievement and/or level of social or behavior improvement of identified students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction and their academic progress. Students who remain in need of further intervention services and assistance are either referred to receive additional instruction through increased ESE contact time, or are provided with before/after school interventions with support staff.

Our team will continuously review the data from a variety of sources as it relates to student performance on state and district assessments.

I.5 District Policy - The district should provide each of the policies listed below and include any additional digital technology relevant policy in the "other/open" category. If no district policy exists in a certain category, please use "N/A" to indicate that this policy is currently non-applicable. (This does not preclude the district from developing and including a relevant policy in the future.)

These policy types are suggestions, please complete as they are available or add additional if necessary.

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	Network security is addressed in the District Technology Plan	http://www.stlucie.k12.fl.us/pdf/TechPlan.pdf	Network security has been in the technology plan since 1999. Most recent plan approved by board in April 2014.
District teacher evaluation components relating to technology (if applicable)	The St. Lucie Public Schools (SLPS) Framework for Quality Teaching and Learning as based on the work of Dr. Robert J. Marzano.	A specific focus on Domain 2 Element 46 entitled "Use of Available Technology" is where implemented instructional strategies are captured when observed by school-based instructional leaders.	The SLPS Framework for Quality Teaching and Learning began being implemented since 2010.
BYOD (Bring Your Own Device) Policy	District policy allows for BYOD and is covered in Student Code of Conduct	http://www.stlucie.k12.fl.us/pdf/codeofconduct.pdf	BYOD has been in the policy for many years but this policy is updated annually and most recent approval was July 2015.
Policy for refresh of devices (student and teachers)	Inventory is evaluated annually and funds appropriated to bring schools to same standard in	http://www.stlucie.k12.fl.us/pdf/TechPlan.pdf	This process has been in the technology plan since 1999. Most recent plan approved by board in April 2014.
Acceptable/Responsible Use policy (student, teachers, admin)	Acceptable use for students is addressed in Student Code of Conduct.	For Students: http://www.stlucie.k12.fl.us/pdf/codeofconduct.pdf	Last revised 05/18/07

	Acceptable Use for staff is adopted and posted	For Staff: http://www.stlucie.k12.fl.us/pdf/acceptable-use-policy.pdf	
Master Inservice Plan (MIP) technology components	Instructional Technology is addressed in the MIP in the following Pages: 147, 148, 149, 150, 151, and 152.	http://www.stlucie.k12.fl.us/pdf/departments/professional-development/Master_Inservice_Plan.pdf	Last revised 2010. Currently under revision beginning in 2016.
Other/Open Response			

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

Districts should evaluate current district needs based on student performance outcomes and other key measurable data elements for digital learning.

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

- **Highest Student Achievement**

  Student Performance Outcomes:
  Districts shall improve classroom teaching and learning to enable all students to be digital learners with access to digital tools and resources for the full integration of the Florida Standards.

After completing the suggested activities for determining the student performance outcomes described in the DCP guidance document, complete the table below with the targeted goals for each school grade component. Districts may add additional student performance outcomes as appropriate. Examples of additional measures are District Improvement and Assistance Plan (DIAP) goals, district Annual Measurable Objectives (AMOs) and/or other goals established in the district strategic plan.

Data are required for the metrics listed in the table. For the student performance outcomes, these data points should be pulled from the school and district school grades published at http://schoolgrades.fldoe.org. Districts may choose to add any additional metrics that may be appropriate below in the table for district provided outcomes.

A. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.1.	ELA Student Achievement	Reading: 73% 2013-14 FCAT (2014-15 FSA Not Available)	78%	2016
II.A.2.	Math Student Achievement	74% 2013-14 FCAT (2014-15 FSA Not Available)	79%	2016
II.A.3.	Science Student Achievement – 5th and 8th Grade	69%	75%	2016
II.A.4.	Science Student Achievement – Biology	N/A	N/A	N/A
II.A.5.	ELA Learning Gains	N/A	N/A	N/A
II.A.6.	Math Learning Gains	N/A	N/A	N/A
II.A.7.	ELA Learning Gains of the Low 25%	N/A	N/A	N/A
II.A.8.	Math Learning Gains of the Low 25%	N/A	N/A	N/A
B. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved**

				(year)
II.A.9.	Overall, 4-year Graduation Rate	N/A	N/A	N/A
II.A.10.	Acceleration Success Rate	TBD (pending State Board of Education rule)	TBD (pending State Board of Education rule)	TBD (pending State Board of Education rule)
A. Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.11. (D)				
II.A.12. (D)				
II.A.13. (D)				
II.A.14. (D)				

- **Quality Efficient Services**

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

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

B. **Infrastructure Needs Analysis (Required)**		**Baseline from 2014**	**Actual from Spring 2015**	**Target**	**Date for Target to be Achieved** ***(year)***	**Gap to be addressed** ***(Actual minus Target)***
II.B.1.	Student to Computer Device Ratio	1.33:1	1.33:1	1.07:1	2016	0.26
II.B.2.	Count of student instructional desktop computers meeting specifications	416	416	416	2016	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	652	652	902	2016	250
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	0	N/A	N/A
II.B.5.	Count of student large screen tablets meeting specifications	4	4	4	2016	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	0%	0%	100%	2016	100%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	0%	0%	100%	2019	100%

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	YES	YES	School Year	Y/N

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved *(year)*	
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

C. **Professional Development Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 58% Adoption: 2% Adaption: 38% Infusion: 2% Transform: 0%	Entry: 50% Adoption:3% Adaption:40% Infusion:5% Transform:2%	School Year: 2015-2016 SY
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 58% Adoption: 2% Adaption: 38% Infusion: 2% Transform: 0%	Entry: 50% Adoption: 3% Adaption:40% Infusion:5% Transform:2%	School Year: 2015-2016 SY

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

- **Seamless Articulation and Maximum Access**

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

A key component to digital tools is the implementation and integration of a digital tool system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance. Districts may also add metrics for the measurement of CAPE (Career and Professional Education) digital tools. For the required metrics of the digital tool system need analysis, please use the following responses:

D. **Digital Tools Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
	Student Access and Utilization (S)	**% of student access**	**% of student utilization**	**% of student access**	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100 % IN	5 %	100 %	2015
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100 % IN	5 %	100 %	2015
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100 % IN	5 %	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.	100 % IN	5 %	100 %	2015
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100 % IN	5 %	100 %	2015

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 % IN	5 %	100 %	2015
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 % IN	6 %	100 %	2015
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	3 % PM	3 %	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 % ERO	100 %	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 % SK	100 %	100%	2015
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and	1 % DW	1 %	100 %	2017

	instructional resources to provide new ways of viewing and analyzing data.				
II.D.7. (T)	A system that houses documents, videos and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	100 % IN	5 %	100 %	2015
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.	1 % DW	1 %	100 %	2017
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.	1 % DW	1 %	100 %	2017

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 % SK	27 %	100 %	2015

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)	54%	99 %	2022
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	50 %	99 %	2022
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	50 % IN	100 %	2022
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100 % Accessible	100 % Accessible	2015
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	100 % Accessible	100 % Accessible	2015
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students instructional materials [ss. 1006.283(2)(b)11, F.S.]	0 %	100 %	2022
D. **Digital Tools Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.D.7. (IM)				
II.D.8. (IM)				
II.D.9. (IM)				

- **Quality Efficient Services**

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

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

E. **Online Assessments Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	140	140	2016
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	0/0%	2/5%	2016
E. Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.E.3. (D)				
II.E.4. (D)				
II.E.5. (D)				

STEP 2 – Goal Setting:

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

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

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

Goals Examples:

EXAMPLES

- Highest Student Achievement: All schools will meet AMO benchmarks and meet expected growth on state assessments.
- Seamless Articulation and Maximum Access: All students will have opportunities for industry certifications and are prepared to enter postsecondary with the skills necessary to succeed.
- Skilled Workforce and Economic Development: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.
- Quality Efficient Services: All school sites will be safe and effective environments to support developing students.

Enter district goals below:

Learning Goals

Long Term Goal:

1. By 2020, all learners will engage in professional development and learning experiences both in and out of school that prepare both teachers and students to be active, creative, knowledgeable, and ethical participants in our globally networked society.
2. By 2020, all learners will engage in professional development and learning experiences on digital learning, Florida Digital Tools Certification and CAPE Industry Certification both in and out of school that prepare both teachers and students to be active, creative, knowledgeable, and ethical participants in our globally networked society.

Short Term Goals:

a. Through the implementation of the Florida Standards for English Language Arts (ELA), students will purposefully use technology to effectively collaborate with others to deepen their understanding of the content area standards.

b. Through the implementation of the Florida Standards for ELA, students will purposefully use technology to effectively communicate their understanding of content standards through a variety of venues.

c. Integrate technology with the potential to inspire and enable all learners to excel in Science, Technology, Engineering and Math (STEM)

Assessment Goals

Long Term Goal:

2. Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.

Short Term Goals:

a. Design, develop and implement assessments that give timely and actionable feedback about student learning to improve achievement of adopted standards and improve instructional practices

b. Build the capacity of educators and schools to use a digital platform for both formative and summative assessments

c. Implement a reporting system that is easy for parents, students, teachers, and principals to use that shows growth of students, teachers, schools, and district disaggregated by standards.

Teaching Goals

Long Term Goal:

3. Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise and learning experiences that enable and inspire more effective teaching for all learners.

Short Term Goals:

a. Expand opportunities for educators to have access to technology-based content, resources, and tools where and when they need them.

b. Leverage a technology platform to allow for the creation and sharing of digital content and activities with educators across the district.

c. Design, develop and implement assessments that give timely and actionable feedback about student learning to improve achievement and instructional practices.

d. Build the capacity of educators and schools to better prepare students for computer-based assessments by providing students with multiple opportunities via quality online formative and summative assessments throughout the school year.

e. Design and collect pertinent data to evaluate the impact of the integration of various types and components of technology.

f. Maintain a reporting system that is easy for teachers and administrators to use that shows growth of students, teachers, schools, and district disaggregated by subject and demographics. Teachers and administrators would be able to generate or create reports to share with all stakeholders.

Infrastructure Goals

Long Term Goal:

4. All students and educators will have access to a comprehensive infrastructure for learning when and where they need it.

Short Term Goals:

a. Ensure students and staff have access to a 24/7 reliable network for accessing digital content from both school and personal devices.

b. Enact on a wider basis policies, structures, procedures and guidelines toward the use of personal devices to access district content during the school day.

c. Develop and use interoperability standards for content and student-learning data to enable collecting and sharing resources and collecting, sharing, and analyzing data to improve decision making at all levels of our education system.

STEP 3 – Strategy Setting:

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

Examples of Strategies:

EXAMPLES			
Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	• Purchase Instructional Materials in digital format	50% of purchases in 2015-16
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	• Fully implement system across nine components • Integrate instructional materials into system	2014 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	• Bandwidth amount • Wireless access for all classrooms	2014-2019

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Ensure students and staff have access to a 24/7 reliable network for accessing digital content from both school and personal devices.	Update wireless equipment to the latest standards of 802.11n or higher at PPERS.	Measure increase in number of classrooms reported in this category in the TRI DOE survey.	Continue upgrades in 15/16 with completion by 2019.
By 2020, all learners will engage in professional	On-going Professional Development and	Measure increase of usage of available	Continue professional development and

development and learning experiences on Digital Learning, Florida Digital Tools Certification, and CAPE Industry Certification both in and out of school that prepare both teachers and students to be active, creative, knowledgeable, and ethical participants in our globally networked society.	Follow-Up support implementation of Digital Learning and Instructional Technology.	technology through Element 46 found in Domain 2 found in the St. Lucie Public Schools Framework for Quality Teaching and Learning, which PPERS also follows.	learning on Digital Learning, Florida Digital Tools Certification, and CAPE Industry Certification in 15/16 through 2020.
By 2020, all learners will engage in professional development and learning experiences on digital learning, Florida Digital Tools Certification and CAPE Industry Certification both in and out of school that prepare both teachers and students to be active, creative, knowledgeable, and ethical participants in our globally networked society	IC3 Digital Literacy Certification curriculum will be acquired for the elementary level and middle schools will add Internet Business Associate (CIW)Industry Certification curriculum	Measure increase in the number of students participating in the CAPE digital tools and Industry Certification assessments.	Continue administration of current Industry Certifications available in middle school and add newly acquired CAPE Digital Tools and CIW in spring of 2015 for first full-year implementation in 2015-2016 with all identified schools implementing by 2016-2017 school year.

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 a individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP allocation for the 2015-16 school year.

EXAMPLES			
A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.1	Increase percent of fourth grade mathematics students performing at Sunshine Elementary school.	45%	48%
III.A.2	Improve graduation rates at Sandy Shores High school.	78%	80%

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

A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.3.	Increase ELA student achievement	73	78
III.A.4.	Increase mathematics student achievement	74	79
III.A.5.	Increase science student achievement	69	75
III.A.6	Increase Acceleration Success rate-points	79	84
III.A.7	Maintain school grade	A	A

B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf. These specifications are recommendations that will accommodate the requirements of state supported applications and assessments.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

EXAMPLES					
B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.X.	Purchase and implement wireless access points	May 2015	$4,000	All fourth grade classes at Sunshine Elementary school.	II.B.7
III.B.X.	Purchase and implement 100 new student laptop devices	February 2015	$6,000	All fourth grade classes at Sunshine Elementary school.	II.B.3

B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	Computer Hardware for Students (Dell 5550 Laptops)	2016	$207,500	PPERS-FAU/St Lucie	II.B.3.
III.B.2.					
III.B.3.					
III.B.4.					

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

PPERS opened in 2008 with individual, wireless access points that provide high-speed wireless access throughout the entire campus, as well as fast broadband internet speed that exceeds FDOE bandwidth recommendations. We also possess updated servers and routers that expanded the district's data storage capacity. PPERS is currently running an available

connection speed of 1024 Mbps (connected via Fiber) and shares a dedicated internet bandwidth through the department of Management Services (DMS/FIRN). Due to the above-mentioned, no DCP funds will be focused directly on the purchase of infrastructure. Instead, the allocation of DCP funds will be focused directly on the purchase of digital tools for teacher and student use, within PPERS classrooms.

In order to increase student productivity, our goal is to provide students with new hardware in the form of 250 Dell 5550 laptops. It will allow students to use laptops in a mobile environment and increase digital learning in the classroom setting. The laptops will replace and/or add to the current hardware in grades K-5. According to the SLCSB Share site, quotes for the Dell 5550 laptops were reviewed and approved by the district for purchase. https://share.stlucie.k12.fl.us/services/its/Pages/Technology-Quotes.aspx

Brief description of other activities	**Other funding source**

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

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

B. **Infrastructure Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	Staff will monitor the purchase and implementation and complete an inventory checklist for assurance. Admin and Tech Specialist will observe and support technology use.	Minimal technology issues based on ITS Tickets. Increase in performance rates.
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.

Implementation Plan for C) Professional Development:

The plan should include process for scheduling delivery of the district's MIP components on digital learning and identify other school based processes that will provide on-going support for professional development on digital learning.

EXAMPLES

C. **Professional Development Implementation**

	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.X.	X# high school teachers participate in professional development aligned with MIP.	May 2015	$X	Sandy Shores High School	II.C.1.
III.C.X.	X# teachers participate in book study and lesson studies on digital learning	May 2015	$X	Sandy Shores High School	II.C.2.

C. **Professional Development Implementation**

	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	N/A	N/A	N/A	N/A	N/A
III.C.2.					
III.C.3.					
III.C.4.					

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

Brief description of other activities	**Other funding source**
PPERS will continue to utilize our partnership with St. Lucie Public Schools to provide ongoing professional development for digital learning.	St. Lucie Public Schools

Evaluation and Success Criteria for C) Professional Development:

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

C. **Professional Development Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	N/A	N/A
III.C.2.		
III.C.3.		
III.C.4.		

D) Digital Tools

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

Digital tools may also include purchases and activities to support CAPE digital tools opportunities and courses. A list of currently recommended certificates and credentials can be found at: http://www.fldoe.org/workforce/fcpea/default.asp. Devices that meet or exceed minimum requirements and protocols established by the department may also be included here.

Implementation Plan for D) Digital Tools:

EXAMPLES					
D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.X.	Integrate X sets of instructional materials into the digital tools system	September 2014	$X	Sunshine Elementary school	II.D.2 (S)
III.D.X.	Offer X additional CAPE digital tool certifications from approved list	2014-15	$X	Sandy Shores High School	II.D.1 (D)

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	Computer Hardware for Teachers (Dell Optiplex 3020 Desktops)	2016	$22,880	PPERS-FAU/St Lucie	II.B.2.
III.D.2.	Hardware Accessories (Earthwalk Laptop Carts)	2016	$30,000	PPERS-FAU/St Lucie	II.B.3.
III.D.3.	Hardware Accessories (Elmo Document Cameras)	2016	$10,584	PPERS-FAU/St Lucie	II.B.3.
III.D.4.					

Due to aging technology, our goal is to update our hardware to improve performance for teacher and student use. The breakdown of hardware will consist of the following: 32 Dell Optiplex 3020 desktops to update PPE's computer lab, 10 Laptop carts for E5550 laptops storage, and 18 Elmo document cameras to assist in the presentation of information to students in an engaging way.
According to the SLCSB Share site, quotes for the Dell Optiplex 3020 desktops, and Earthwalk Laptop Carts were reviewed and approved by the district for purchase. https://share.stlucie.k12.fl.us/services/its/Pages/Technology-Quotes.aspx

The technology provided will supply teachers and students with high quality digital content aligned to Florida Standards, and increase performance of secondary students on vocabulary, writing, reading comprehension and grammar components of the ELA/FSA assessment.

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

Brief description of other activities	**Other funding source**

Evaluation and Success Criteria for D) Digital Tools:

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

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Monitor the purchase and implementation and complete an inventory checklist for assurance. Admin and Tech Specialist will observe and support technology use.	Minimal technology issues based on ITS Tickets. Increase in performance rates.
III.D.2.	Staff will monitor the purchase and implementation and complete an inventory checklist for assurance. Admin and Tech Specialist will observe and support technology use.	Minimal technology issues based on ITS Tickets. Increase in performance rates.
III.D.3.		
III.D.4.		

E) Online Assessments

Technology infrastructure and devices required for successful implementation of local and statewide assessments should be considered in this section. In your analysis of readiness for computer-based testing, also examine network, bandwidth, and wireless needs that coincide with an increased number of workstations and devices. Districts should review current technology specifications for statewide assessments (available at www.FLAssessments.com/TestNav8 and www.FSAssessments.com/) and schedule information distributed from the K-12 Student Assessment bureau when determining potential deliverables.

Implementation Plan for E) Online Assessments:

EXAMPLES					
E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.X.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	September 2014	$X	Sandy Shores High School	II.E.1
III.E.X.	Purchase 100 additional student devices for assessments	February 2015	$X	Sandy Shores High School	II.E.1 and II.E.2

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.					
III.E.2.					
III.E.3.					
III.E.4					

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

Brief description of other activities	**Other funding source**

Evaluation and Success Criteria for E) Online Assessments:

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

E. **Online Assessment Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.		
E.2.		