

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	Richie Herrington	rherrington@franklin.k12.fl.us	850-670-2800
Curriculum District Contact	Nick O'Grady	nogrady@franklin.k12.fl.us	850-670-2810 x4110
Instructional District Contact	Sue Summers	ssummers@franklin.k12.fl.us	850-670-2810 x4109
Assessment District	Richie Herrington	rherrington@franklin.k12.fl.us	850-670-2800

Contact			
Finance District Contact	Shannon Venable	svenable@franklin.k12.fl.us	850-670-2810 x4105
District Leadership Contact	Sue Summers	ssummers@franklin.k12.fl.us	850-670-2810 x4109

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 Franklin County School Advisory Council is composed of teachers, staff, parents, and community partners. The Council reviews the Technology Plan, School Improvement Plan, and District Strategic Plan and provides suggestions for improvement, implementation and evaluation.

Franklin County School District is committed to reaching all learners, regardless of their abilities. Students with disabilities and limited English proficient students require accommodations and modifications, and our staff is devoted to utilizing flexible ways to present information such as digital books, text to speech applications, and specialized software. They also provide students with various ways to express themselves in order to increase active engagement in different settings and situations. In addition, assistive technology devices are available for students with disabilities and ELL students to participate, communicate, and learn more effectively in the classroom.

The Franklin County Seahawk Success Plan, developed this summer with assistance from FLDOE office of Differentiated Accountability (DA), provides a multi-directional communication and accountability process for staff, students, school and district leadership. Through the process the School Based Leadership Team has identified the following school based needs for technology:

- One-to one computing for students in all content areas
- Student data that is readily accessible and comprehensive for teachers, leadership and parents. This data will improve the MTSS process, inform the teacher’s instructional practice, inform leadership of instructional gaps, and provide parents and students with information on the student’s progress.
- The need to support students with special needs, ELL students and struggling students across the curriculum
- The need to provide professional development for teachers on the integration of technology in their instructional practices, project based learning and appropriate assessments.
- Digital tools for students and industry certifications for students

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

The TIM Matrix is provided to all teachers at the beginning of each school year. During the AIM meetings teachers review the matrix and self-evaluate. They discuss the need to move on the matrix and how and what support they may need to reach the transformational level. The AIM leaders then report the results to the School Based Leadership team for implementation.

Teachers turn in lesson plans weekly and they are reviewed by the SBLT. The SBLT looks for technology integration. The walkthroughs also provide leadership with data related to the seamless integration of technology into the instructional strategies.

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.

The Seahawk Success Plan requires that grade level teams - Professional Learning Communities (PLCs) that meet weekly, review student data, identify technology needs and implementations, participate in professional development based on member's needs, and evaluate the initiatives implemented by the SBLT. The Seahawk Success Plan provides for continuous feedback and evaluation on the PD, implementation and evaluation of the digital classroom plan. Through this system the SBLT can monitor the implementation of technology throughout the school. As feedback data shows successful implementation of technology in classrooms, they will be showcased and used as model classroom for other teachers to observe and partner with. This will insure the continuous implementation of technology across the curriculum and the grade levels.

The district has determined the minimum standard for a digital classroom in Franklin County PK-12 School. The 2015 – 2016 Digital Classroom Plan supports the completion of this standard across the school so that every teacher and student has this minimum standard in their classroom.

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	5.70 Confidentiality & Education Rights 5.70b Retention & Disposal	www.franklincountyschools.org	2/5/2015 8/16/2012
District teacher evaluation components relating to technology (if applicable)	NA		
BYOD (Bring Your Own Device) Policy	NA		
Policy for refresh of devices (student and teachers)	Technology Plan		
Acceptable/Responsible Use policy (student, teachers, admin)	Computer Internet Usage Internet Guidelines Page 36 Student Code of Conduct	www.franklincountyschools.org	8/13/2015
Master Inservice Plan (MIP) technology components	MIS Plan 2012 – 2017 Component # 3-003-001 3-408-001	www.franklincountyschools.org	
Other/Open Response	NA		

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		TBD 2016	2016
II.A.2.	Math Student Achievement	53% scored proficient Alg 1	60% proficient Alg 1	2016
II.A.3.	Science Student Achievement – 5 th and 8 th Grade	5 th 49 % 8 th 37%	5 th 55% 8 th 50%	School Year 2016
II.A.4.	Science Student Achievement – Biology	70% scored proficient	75 % scoring	School Year 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. Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (year)
II.A.9.	Overall, 4-year Graduation Rate	69.9 %	76.1 %	School Year 2016
II.A.10.	Acceleration Success Rate	NA %	NA %	School Year
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 (Required)	Needs Analysis	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	1.22 : 1	.78 : 1	.50 : 1	School Year	0 : 0
II.B.2.	Count of student desktop computers meeting specifications	417	562	899	School Year 2016	179
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	300	316	700	School Year 2016	275
II.B.4.	Count of student web-thin client computers meeting specifications	25	35	35	School Year 2016	0
II.B.5.	Count of student large screen tablets meeting specifications	25	35	45	School Year 2016	10
II.B.6.	Percent of schools meeting recommended bandwidth standard	100%	100%	100%	School Year 2016	0%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	100%	School Year 2016	0%

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

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved (year)	
II.B.10. (D)	Purchase 100 additional Chromebooks for integration of technology in classrooms	78	178 Chromebooks	500 Chromebooks	On-going	322
II.B.11. (D)	Purchase 165 desktop computers for placement in classrooms	417	562	727	January 2016	165
II.B.12. (D)	Big Screen Monitors	25	35	50	January 2016	15

II.B.13	Purchase 5 Mimio Projectors	65	85	90	January 2016	5
II.B.14	Purchase 15 Tablets @ Google Play for education	0	20	50	January 2016	30
II.B.15	Ancillary materials (speaker, power strips, printers, etc.)			30	January 2016	30

* 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.

Completed online assessment.

■ **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: 10% Adoption: 40 % Adaption: 30% Infusion: 10% Transform: 10%	Entry: 0% Adoption: 30% Adaption: 20% Infusion:30 % Transform: 20 %	School Year 2016
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 30% Adoption: 30 % Adaption: 10% Infusion: 20% Transform:10 %	Entry: 0% Adoption: 40% Adaption: 20% Infusion: 30% Transform: 10%	School Year 2016

C. Professional Development Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)

II.C.3. (D)	Use of Mimio, digital cameras, ALS learning system, digital tools, industry certification	35%	60%	2016
II.C.4. (D)	Seamless technology integration	10%	30%	2016

■ **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 %	0 %	100 %	School Year 2016
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	40%	20 %	60 %	School Year 2016
II.D.3. (S)	A system that supports student access to online assessments and personal results.	60 %	30 %	100 %	School Year 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.	100 %	30 %	100 %	School Year 2016
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100 %	30 %	100 %	School Year 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%	90 %	100 %	School Year 2016
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	20 %	100 %	School Year 2016
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	60 %	30 %	70 %	School Year 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%	School Year
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%	80 %	100 %	School Year 2016
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and	100%	90 %	100 %	School Year 2016

	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 %	90 %	100 %	School Year 2016
II.D.8. (T)	A system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents and district administrators to use data to inform instruction and operational practices.	100 %	90 %	100 %	School Year 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 %	90 %	100 %	School Year 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 %	40 %	100 %	School Year 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)	50 %	60 %	School Year 2016
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	80 %	100 %	School Year 2016
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	40 %	60 %	School Year 2016
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	50 %	60 %	School Year 2016
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	40 %	60 %	School Year 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.]	0 %	100 %	School Year 2016
D. Digital Tools Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
II.D.7. (IM)	Purchase software and hardware to assist in the instruction of science and music	50%	100%	School Year 2016
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)
I.I.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	143	308	School Year 2016
I.I.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	50 %	100 %	School Year 2016
E. Online Assessments Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
I.I.E.3. (D)	Purchase software and hardware for the integration of technology into all content areas.	50%	100%	Ongoing throughout the
I.I.E.4. (D)	Purchase software to support MTSS interventions and data collection	50%	100%	January 2016
I.I.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:

Goal: Highest Student Achievement Students will attain the educational technology and information literacy skills that will support an educational learning environment in which they will have rigorous access to the Florida State Standards and Next Generation Sunshine State Standards and will demonstrate mastery through administration of on-line formative, performance based, and summative assessments leading to successful preparation and measurement of college and career readiness standards required of the workplace of the 21st century.

Goal: Skilled Workforce and Economic Development Educators will attain the skills and knowledge necessary to effectively use educational technology to create more rigorous learning environments to assist students to master the Florida Standards and Next Generation Sunshine State Standards by personalizing learning through the collection of student data to support differentiated instruction and to manage the on-line assessment environments.

Goal: Seamless Articulation and Maximum Access All 5th – 12 grade student will have opportunities for digital tool and/or industry certifications and are prepared to enter postsecondary with the skills necessary to succeed.

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, tools and certifications aligned to the Florida Standards	<ul style="list-style-type: none"> • Purchase Instructional materials in digital format 	60% 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.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Bandwidth amount • Wireless access for all classrooms <ul style="list-style-type: none"> • Devices for all students 	2014-2019

Enter the district strategies below:

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, computer based instructional and assessment materials	60% of the instructional materials purchases in 2016 will be digital Purchase computer based instructional and assessment material for acceleration and remediation

Highest Student Achievement	Provide the digital tools for teachers to provide rigorous instruction in all content areas.	Purchase the digital tools and materials	Purchases in all content areas 2016
Skilled Workforce	Provide continuous support through the Seahawk Success Plan so teacher will integrate technology into their planning and instruction.	Agenda from PLC meetings Review of Lesson plans Observations	2016
Skilled Workforce	Purchase and implement the GRID so teachers, student and parents can readily access student data and instructional resources.	PLC feedback forms SBLT minutes	2016
Seamless Articulation and Maximum Access	Purchase digital tools instructional materials and assessments, ICT Essentials Suite, MOS instructional materials and assessments, Adobe suite instructional materials and assessments	Purchase orders Certifications earned	2016

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

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 the percent of 10 th grade students that will score at or above proficient on the ELA FSA	46%	60%
III.A.4.	Increase the percent of 8 th and 9 th grade students scoring at or above proficient on the Math FSA and passing the Alg. 1 EOC	Alg 1 EOC 53%	68% passing Alg 1 EOC
III.A.5.	Increase the number of 6 th through 12 th grade students that earn digital tool or industry certifications.	0%	70% of students in 5 th -12 th grade will earn digital or industry certifications
III.A.6.			
III.A.7.			

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.	Purchase 105 additional Chromebook @ OS management Console	December 2015	\$33,185.00	Franklin County PK-12	II.B.3
III.B.2.	Purchase 165 Desktop computers	December 2015	\$29,142.50	Franklin County PK-12	II.B.2
III.B.3.	15 Tablets & Google Play for Education (ASUS Transformer Book)	January 2016	\$7,785.95	Franklin County PK-12 School	II.B.4
III.B.4.	Mimio projectors, document cam, printers, power strips, speakers, headphones, digital cameras	January 2016	\$56,151.00	Franklin County Pk-12 School	II.B.13 II.B.15

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 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.	Purchase orders for purchase of hardware Classroom observations	Hardware is in use by student
III.B.2.	Purchase orders for hardware purchases Computer installed for student use	Reduced number of days required for statewide assessments
III.B.3.	Purchase orders for hardware and software Assistive technology for SWD classroom observations	SWD access the curriculum in general education classes
III.B.4.	Purchase orders for hardware	All classroom meet the district technology standard

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.

Eagle Tree will be the third party evaluator for the 3rd party evaluator for the Franklin County Digital Classroom Plan. Eagle Tree will evaluate the current hardware and bandwidth needs of the district related to the Florida Department of Education’s recommendations. Eagle Tree will report both the hardware and bandwidth current status, identify needs required to meet the recommendations of FLDOE and the gaps to be closed. Eagle Tree will make recommendation on purchases to eliminate the gaps.

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.	All teachers participate in PD on use of the Mimio in instruction during pre-planning	August 2015	\$0	Franklin County PK-12 School	II.C.1

III.C.2.	All teachers will receive PD on the use of the GRID	December 2015	\$5,000.00	Franklin County PK-12 School	II.C.1
III.C.3.	Through the Seahawk Success Plan identified needs for additional technology PD will be provided based on teacher needs	On-going throughout the year	\$6,000.00	Franklin County PK-12 School	II.C.2
III.C.4.	Through the Seahawk Success Plan and teacher observations master technology infusion teachers will be identified and their classrooms used as models.	On-going throughout the year	\$3,000.00	Franklin County PK-12 School	II.C.2

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 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.	Sign in sheets Observation data	Increase use of the MImo as an instruction tool in the classroom, lesson plans include use of the MImo
III.C.2.	Sign in sheets Student data from PLC meetings Number of student referred to the intervention team with data.	Teacher will have and use assessment and progress monitoring results, referrals and attendance to identify at risk student and bring them to the intervention team.
III.C.3.	Feedback form from the PLC meetings	Teachers will receive the PD they need based on their PLC feedback data.
III.C.4.	SBLT will identify at least two technology infusion teachers. They will be used as model classrooms	The number of teachers visiting the model classroom will increase over the school year. The number of technology infusion teachers will increase over the school year.

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.	Digital tools for science and music	October 2015	\$34,252.00	Franklin County PK-12	II.D.3
III.D. 2.	Offer additional CAPE digital tool certification from approved list	September 2015	\$11,672.00	Franklin County PK-12	II.D.3
III.D. 3.					
III.D. 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 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.	Teacher observations and lesson plans	All student are engaged in their learning using the digital tools. Skills learned serve as precursors for later courses. Not only do the tools have their own learning outcomes, but they also prepare students for similar courses in the future (MOS, Adobe, etc.).
III.D.2.	Students are taking and passing digital tools assessment and earning industry certifications	The number of industry certifications and digital tool assessment passed compared to the previous year.
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.	60 monitors	February 2016	\$10,460.00	Franklin County PK-12 School	II.B.12
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.	Purchase orders, classroom observations	Student are using the hardware for assessment and instruction
E.2.		