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:
Chief Information and Technology Officer	Anna L. Brown	anna.brown@sdhc.k12.fl.us
Assistant Superintendent for Curriculum & Instruction	Denny Oest	denny.oest@sdhc.k12.fl.us
Chief Business Officer	Gretchen Saunders	gretchen.saunders@sdhc.k12.fl.us
Instructional Technology, Manager	Sharon Zulli	sharon.zulli@sdhc.k12.fl.us

Instructional Technology, Supervisor	Troy Suarez	troy.suarez@sdhc.k12.fl.us
Professional Development	Christopher Holt	christopher.holt@sdhc.k12.fl.us

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 state template was released in August 2015. After the guidance was released for the Digital Classrooms Plan (DCP), a team of district stakeholders, including Curriculum & Instruction, Information Technology, Assessment, Professional Development, Business Process Improvement, Customer Service and Support, Exceptional Student Education, Teachers, etc., was convened to generate ideas and priorities for submission. Focus groups were held with school instructional staff (including members from ESOL and ESE as well as representation from all content areas), site technology contacts, parents and community members to solicit their thoughts and ideas on digital learning and classroom digital needs.

8/18/2015	All School Tech Contact /Resource Staff
8/21/2015	District Stakeholders (Divisional staff)
9/11/2015	District Instructional Staff, ESE, ESOL
9/10/2015	Business Partners
9/2015	Parents representing Elementary, Middle, High School.

As a result of previous meetings with business partners concerning our 1:1 initiative, we were able to leverage experience with Apple, Microsoft, UDT, and 2Rev in developing the plan. After analyzing the data, senior staff selected device procurement and professional development to continue the expansion of Project Innovate 1:1 classrooms for 2015-2016.

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

At selected sites using an "expert conversations" model, the program makes use of three TIM related tools; the Technology Integration Matrix (TIM), the Technology Uses and Perceptions Survey (TUPS), the Technology Integration Matrix Observation (TIMO) tool and a site based Implementation Plan in which they define their own Classroom Visitation and Professional Learning (PLC) cycles.

Sites are asked to complete the online Technology Uses and Perceptions Survey (TUPS) twice during the span of the program. Once prior to roll-out in order to gather pre-usage data, and once at the end to gather post-usage data. The TUPS survey is designed to gain a better understanding of how educators use technology in their teaching, their level of experience with technology, and their comfort with and attitudes toward technology. The data from the pre-survey is then used by the site Digital Leadership Teams (DLT's) to identify several (4-5) key indicators which can be targeted by the sites for growth throughout the span of the program. When growth occurs it can be demonstrated by comparing pre and post-survey data specifically as they relate to the previously selected key indicators.

After the TUPS pre-survey has been completed site DLT's faculty and staff are trained in the foundational and pedagogical aspects of the TIM. The training is first delivered to the DLT's and is intended to give site leadership the opportunity to embrace the principals of the TIM prior to their exposure to the faculty and staff. At this time an Implementation Plan template is provided which is intended to guide the site in their development of their classroom visitation and PLC cycles. DLT's are also trained how to use the online TIMO tool during classroom visitations and how to use this data to conduct meaningful discussions at successive Professional Learning Community (PLC) events. Sites then develop and then implement their own classroom visitation cycles based on the number of teachers, grade levels and curriculum areas involved in the program.

Next, the TIM training is delivered to the faculty/staff in a 3 hr. hands on session in which the teachers work with a wide range of digital resources available at the online USF/FCIT portal. Participants learn how to differentiate between levels of technology integration and how to maximize the characteristics of the learning environment as they relate to the goals of the lesson being delivered. Teachers are invited to bring a current lesson plan with them to the training and then give the opportunity to assess their own teaching using the characteristics in the TIM and then encouraged to enhance their teaching practices. This process is highly reflective and is intended to be repeated by the teachers periodically as the program unfolds. The training ends with the participants being instructed on the use of the Technology Integration Matrix Observation (TIMO) tool. This online tool enables observational data to be collected during classroom visitation and is intended to be the catalyst for professional, supportive PLC discussions.

After training is completed and prior to any classroom visitation, all observers gather in a common location with a member of their DLT. At this time the DLT member leads the group in a base-line conversation founded in the pedagogical aspects of the TIM, reviews best practices for classroom visitations and clearly defines expectations. Classroom visitations typically last @ 20 minutes each and several can be conducted in a single day. After the classroom visitation the observing group returns to the common location for a reflective conversation based on observational data collected on the TIMO during the classroom visit and then discuss the next visitation. This process is then repeated according to the visitation cycle the site has defined in their implementation plan. At the end of each classroom visitation cycle a member of the DLT leads a conversation with the host and visiting teachers in a PLC as described earlier.

Between and after classroom visitation cycles teachers are offered an additional Lesson Plan Enhancement training opportunity to which they are asked to bring several lesson plans (that they currently use in their classroom). These 3 hr. hands-on sessions provide participants with a lesson planning template document and the opportunity to practice using the TIM tools. Participant first analyze, then evaluate and finally enhance their lessons carefully to arrive at higher order, more purposeful technology integration. In the session facilitators lead the participants through this process using provided sample lessons. Ultimately, the participants repeat the process on their own lessons in collaboration with their classmates and the facilitator. Participants are invited to submit their enhanced lessons to be shared with their colleagues so that even those who did not have the opportunity to participate in the face-to-face session will benefit from the enhancement process.

Feedback from all participants is collected at the end of each classroom visitation cycle and is then collected in a centralized location for review and for the purpose of enhancing the program itself during its implementation. At the end of the program after the Pre and Post Surveys have been gathered and reviewed a Data Review meeting is scheduled with the project leadership team and the site based Digital Leadership Team members at each site. At this event key indicators initially identified by the site will be addressed and supporting data from the TUPS, TIMO and classroom visitations will be reviewed. Final feedback is captured and applied for future iterations of the program. This implementation was conducted at 3 pilot sits in 2014 – 2015 and will be expanded to 8 more sites in 2015-2016.

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.

- 1. The district uses a data-based problem-solving approach to integrate academics, technology and behavioral instruction and intervention for ALL students. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. Problem Solving at Tier 1 is conducted by the school's Problem Solving Leadership Team (PSLT) which may include, but is not limited to: School/site Administrator(s), General Education Teacher(s), School Psychologist, School Social Worker, Guidance Counselor, ESE Specialist and/or other relevant personnel (i.e., Curriculum Specialist, Math Coach, Reading Coach, and Behavior Specialist). The PSLT at each school site will, on a regular basis, systematically review school-wide data utilizing the Tier 1 decision making form that incorporates the four-step problem solving process (1. Define the problem, 2. Analyze the problem, 3. Implement the intervention, 4. Evaluate response to intervention). During the problem solving meetings, teams determine the amount of resources needed to support students and teachers. At the

beginning of the school year, student data is sorted to identify students in need of intervention support across each Tier and student groups are matched to intervention protocols based on skill deficits. Site-based resource maps are completed by the leadership team to ensure there are no gaps in resource materials needed across each tier. Computer Assisted Programs are integrated into the intervention delivery model at Tiers 1 and 2. Teacher directed intervention delivery occurs at Tier 3.

- 2. Hillsborough County Schools designed a district MTSS-RtI self-assessment rubric to assist district leaders and school-based leadership teams with the implementation of MTSS-RtI across all tiers. The tool provides the means to reflect on implementation and practices at the school level in order to continually improve outcomes for ALL students. ALL schools are required to complete the rubric two times per year and serves as a guide for schools as their work toward accomplishing school improvement goals. The Rubric was developed based on the three tiered components of MTSS-RtI as defined by the Florida Department of Education and provides the district with an approach for measuring MTSS fidelity. Questions related to the use of technology in the classroom and the impact on student learning may be found throughout each tier of the MTSS-RtI Self-assessment rubric.

- 3. To support schools with data driven practices, the school district provides access to multiple data management systems such Education Connection (Ed. Connect) and Instructional Planning Tool (IPT). Schools use these data management systems to access data across each tier for academics, behavior and attendance. In an effort to monitor student's response to Tier 1 core instruction, problem solving leadership teams will analyze data, from Florida Standards Assessment (FSA), Florida Assessment for Instruction in Reading- Florida Standards (FAIR-FS), District Formative Assessments, Stanford Achievement Test, Tenth Addition (SAT-10), Office Discipline Referrals (ODRs) and Absences. Curriculum-based measures are administered to monitor students' response to academic intervention at Tiers 2 and 3. EasyCBM is the data source that schools access to obtain graphed data for each student receiving academic interventions. For students receiving behavior Tier 2 or 3 interventions, the Response to Intervention for Behavior (RtI:B) database is used to graph data from daily behavior point cards and behavior contracts.

- 4. The school district has an MTSS-RtI department that organizes and support schools with the implementation of MTSS. All district personnel have access to online training modules, archived webinars and eight RtI Facilitators. One RtI facilitator is assigned to each of the district's 8 area offices to ensure each school within the area receive professional development and ongoing coaching with data-based problem solving. School teams are trained on how to engage in the problem solving process to identify underlying causes for student concerns and to match instructional and intervention resources to students' educational needs. School teams continue to engage in data review and use the 4 step- problem solving process to ensure that student success is being achieved and maintained through out the school year.

- 5. The recommendation coming from the stakeholder meetings is to expand the current 1:1 initiative, Project Innovate, by purchasing devices for the teachers in Cohort 2 and additional teachers in Cohort 1. By providing the teachers with devices first, extensive professional development can be planned to prepare the teachers for 1:1 digital classrooms in 2016-2017. Student mobile devices will be purchased for the students in the 1:1 classrooms. Replacement of 30% of the school on premise servers will improve the infrastructure and provide a repository for local digital content.

Project Innovate embraces a model of teaching designed to better prepare learners for future readiness. In this model, the 21st Century skills students require to excel in their future are provided to them daily. Personalized Learning seeks to identify and value the strengths and interests of the individual student. Competency-Based learning promotes an environment around authentic learner-centric opportunities and self-regulation of the learning process. This combination leads to greater knowledge retention and supports deeper conceptual understandings for individual learners to interact in new and meaningful ways. Ultimately, it prepares our learners for success as future ready citizens in an ever-changing innovative world!

- The progress of procurement and delivery will be monitored via asset tracking of new devices in Lawson ERP system. Implementation and use of the devices at individual school sites will be monitored through bi-annual reports from schools to the CITO indicating scheduled usage of the devices for delivery of instruction and keyboarding practice during the school year. Recent infrastructure upgrades, including increased bandwidth through the State's District Bandwidth Support allocation in 2013 – 2014 and wireless infrastructure projects with E-Rate funding, established the infrastructure and capacity to support the increased number of devices on school campuses.

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	**The Board recognizes the need to safeguard students' privacy and restrict access to students' personally identifiable information.**	**http://www.sdhc.k12.fl.us/policymanual/detail/355**	**4/1/2014** **(revised)**
District teacher evaluation components relating to technology (if applicable)	**Component 1d of the classroom teacher evaluation instrument, "demonstrating knowledge of resources and technology," stresses effective integration of technology in instruction and planning in order to enhance student learning.**	**http://communication.sdhc.k12.fl.us/EETHome/Rubrics/TeacherRubricfinal_8_2012.pdf**	**August 2010**
BYOD (Bring Your Own Device) Policy	**Students and staff may bring in personal communication devices and connect to a "guest" network.**	**http://www.sdhc.k12.fl.us/policymanual/detail/348**	**2014**
Policy for refresh of devices (student and teachers)	**Current procedure is to refresh staff devices every 6 years. There is no scheduled refresh**	**n/a**	**1999**

	for student devices.		
Acceptable/Responsible Use policy (student, teachers, admin)	**Policy describe staff and student network use**	**http://www.sdhc.k12.fl.us/policymanual/detail/345 http://www.sdhc.k12.fl.us/policymanual/detail/346**	**Updated 2014**
Master Inservice Plan (MIP) technology components	Technology is addressed in Function 2 of the MIP and addresses 003 - Computer Topics, 408 - Instruction Strategies, 401 - Assessment/Student Appraisal, and 506 - General Support Topics.	**http://www.sdhc.k12.fl.us/doc/1083**	**2014**
Social Media	**Acceptable use of Social Media**	**Will be posted after Board approval.**	**In process**
Staff and Student Handbook Update	**Approved means of communication.**	**http://www.sdhc.k12.fl.us/assets/pdf/studenthandbook.pdf**	**2015**

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	New Test N/A	TBD	2016
II.A.2.	N/A	N/A	TBD	2016
II.A.3.	Science Student Achievement – 5th Grade 8th Grade	53% 46%	55% 48%	2016
II.A.4.	Science Student Achievement – Biology	63 %	65 %	2016
II.A.5.	ELA Learning Gains	New test N/A	TBD	2016
II.A.6.	Math Learning Gains	New test N/A	TBD	2016
II.A.7.	ELA Learning Gains of the Low 25%	New test N/A	TBD	2016
II.A.8.	Math Learning Gains of the Low 25%	New test N/A	TBD	2016
B. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.9.	Overall, 4-year Graduation Rate	74.13%	75.13%	2016

II.A.10.	Acceleration Success Rate	48.5 %	50 %	2016
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	___4:1____	____2.82:1	____1:1____	2020	____1.82:1
II.B.2.	Count of student instructional desktop computers meeting specifications	52,206	55,156	15,000	2020	-40,000
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	8,725	14,669	183,000	2020	168,331
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	0	N/A	0
II.B.5.	Count of student large screen tablets meeting specifications	2,170	1,551	1551	2016	0
II.B.6.	Percent of schools meeting recommended bandwidth standard *****This reported percentage includes charter schools and DJJ sites. Actual District percentage is higher.**	32.40%	38.33%	100 %	2016	62 %
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	100%	2015	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	2015	NO

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved *(year)*	
II.B.10. (D)	Increase wireless access points	8000		18000	2016	
II.B.11. (D)	Increase bandwidth elementary	50MB		200 MB	2016	
II.B.12. (D)	Increase bandwidth secondary	200 MB		500 MB	2016	

All classrooms have wireless coverage. Coverage is defined as one access point for every other classroom. So, all classrooms have access to wireless, but we do not have the capacity to support 1:1 classrooms and personal devices

* 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)	100% Active entry to Adoption	Entry: 10% Adoption: 20% Adaption: 30% Infusion: 30% Transform: 10%	School Year 2025
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 80 % Adoption: 20% Adaption: Infusion: Transform:	Entry: 10% Adoption: 20% Adaption: 30% Infusion: 30% Transform: 10%	School Year 2025

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**	
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	0 % TBD No system currently available	0 %	0 %	School Year 2016
II.D.2. (S) Edsby	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100%	100%	100%	School Year 2016
II.D.3. (S) School City	A system that supports student access to online assessments and personal results.	100%	100%	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.	0 % TBD No system currently available	0 %	0 %	School Year 2016

II.D.5. (S) Edsby	A system that provides secure, role-based access to its features and data.	100%	100%	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) CPALMS	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100%	40%	100%	2015
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	No system currently available	0 %	0 %	2016
II.D.3. (T) School City	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	90%	100%	2016
II.D.4. (T) Aptiris	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100%	100%	100%	2015
II.D.5. (T) EdConnect Edsby	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	100%	42%	100%	2015

	classroom activities and progress.				
II.D.6. (T) EdConnect Principal PipeLine	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	100%	80%	100 %	2016
II.D.7. (T)	A system that houses documents, videos and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	0 % TBD No system currently available	0 %	0 %	2016
II.D.8. (T) Edsby	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%	42%	100%	2015
II.D.9. (T) Edsby	A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	100%	40%	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)*
	Parent Access and Utilization (P)	**% of parent access**	**% of parent utilization**	**% of parent access**	

II.D.1. (P) Edsby	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 %	42 %	100%	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)	**75 %**	**100%**	**School year 2020**
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	**40%**	**100%**	**School Year 2020**
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	**5%**	**100 %**	**School Year 2020**
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	**75%**	**100%**	**School Year 2020**
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	**35 %**	**100 %**	**School Year 2020**
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 % No system currently available	0 %	**School Year 2016**
D. **Digital Tools Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.D.7. (IM)	Content Management System **No system in place*	0 %	0%	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)***
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	**29,806**	**45,000**	**2018**
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	**50%**	**60%**	**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)				

The 2014-2015 Digital Classroom Plan provided 128 carts of laptops to use for curriculum and assessment. These carts helped 128 schools reduce the amount of scheduled time to complete computer based assessment.

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:

- Increase Graduation Rate
- Communicating with Stakeholders
- Foundation of Financial Stewardship
- Building Strong Culture & Relationships

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**
Highest student achievement	Supply identified schools with devices and software to enhance instruction practice keyboarding, and assessment tool practice.	Purchase devices for student use at identified schools.	2014-2020
Seamless Articulation and Maximum Access	Supply students with access to	Purchase and provide access to software.	2014-2020

	keyboarding practice software.		
Skilled Workforce and Economic Development	Supply staff with access to training related to the TIM.	Develop and provide access to training.	2014-2020
Highest student achievement	Create an infrastructure that supports the needs of digital learning by supporting an integrated content management system to aid teachers gaining access to digital resources for instruction.	Enhance current system to incorporate more robust and integrated instructional resources alongside existing student data reporting.	2014-2020
Seamless Articulation and Maximum Access	Provide students opportunities for CAPE Digital Tools Certification: Microsoft Office Specialist: Microsoft Office Word	Provide training and vouchers for students to take the: Microsoft Office Specialist: Microsoft Office Word	2014-2020
Quality Efficient Services	Provide communication tools geared toward developing digital citizenship skills in all students.	Develop and distribute information.	2014-2020

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.

The District participates in the E-Rate funding program and been funded for 2015 - 2016 for managed services to provide wireless access in all Middle and High Schools. The managed services will provide a robust and reliable high capacity wireless infrastructure. The District will apply for similar managed wireless services for all elementary sites in 2016-2017.

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

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

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

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

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

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

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

A) Student Performance Outcomes

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

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**	**New Test N/A**	**TBD**
III.A.4.	**Increase Math Student Achievement**	**New Test N/A**	**TBD**
III.A.5.	**Increase Science Student Achievement**	**63%**	**65%**
III.A.6.	**Overall, 4-year Graduation Rate**	**74.13%**	**75.13%**

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 30% of the schools local Servers**	**2016**	**$ 800,000**	**Identified schools based on need**	**Access to digital content and network resources**
III.B.2.	**3500 student devices and charging accessories for Project Innovate**	**2016**	**$ 2,000,000**	**Schools selected for 1:1 classrooms**	**Additional devices for curriculum and assessment**

III.B.3.	**Teacher Projection Device (Action Tec)**	**2016**	**$ 20,000**	**Schools in 1:1 Project**	**Delivery of digital instruction**
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.

Brief description of other activities	**Other funding source**
UDT HP Rebate for 200 teacher devices	UDT rebate program

These servers will replace the six year old Domain Controllers (servers) at 30% of the schools. The Domain Controller is used for authentication to the domain, and also serves as a caching server for online assessment. These on premises servers will also make it possible to have a repository for digital content for faster access at the school sites. In addition, a strong infrastructure is needed to provide wireless security, anti-virus protection, security patching, content distribution and most of all a robust and reliable network. Access to digital learning will be available to students and teachers to improve student engagement and in tur student performance.

Windows laptops that can work as tablets for curriculum as well as meet all of the specifications for online assessment. The most current version of the HP 310 or Lenovo Yoga would be purchased in the summer. All devices would be running Windows 10.

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 and implement the devices - progress will be monitored via asset tracking of new devices in Lawson.	Maximum amount of devices to support our 1:1 Project Innovate initiative in use by students & teachers validated by online access.
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.

An outside assessment of the infrastructure and technology was completed by Presidio to support the 2014 – 2015 Digital Classroom Plan. The core technologies have not changed so that evaluation remains applicable. The current DCP continues the goal of increasing the number of student devices.

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.	Training for Cohort 1& 2 Teachers	Aug 2016	Substitutes stipends $125,000	School	

III.C.2.	Outside Expert presentation	Aug 2016	$25,000	School	

All of the 200 teachers who are participating in our Project Innovate 1:1 Vanguard Classrooms would be offered the training between January and July.

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.	Training for Cohort 1 & 2 Teachers	Movement on the TIM matrix toward infusion by teachers
III.C.2.	Outside Expert presentation	Movement on the TIM matrix toward infusion by teachers
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.	Clip Training & online software access	Summer 2016	$ 100,000	District	II.D.1
III.D. 2	Implementation of Office 365	Summer 2016	-0-	District	II.D.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 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.	Clip Training usage	All cohort teachers complete 2 units
III.D.2.	O365	Increase logins to O365
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.	Increasing devices for 1:1 classrooms will also increase assessment devices at identified schools	2016	No specific cost here because this is not the target goal	Identified schools	II.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
Additional devices placed at 1:1 sites will provide more devices for assessment reducing scheduled time.	Funded in infrastructure above

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 and implement the devices - progress will be monitored via asset tracking of new devices in Lawson.	Maximum amount of devices are received and implemented to identified schools