DISTRICT
DIGITAL CLASSROOM PLAN

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

I.1 District Team Profile –

Title/Role	Name:	Email/Phone:
Assistant Superintendent Business and Finance	Dr. Ami Desamours	AmiVD@leeschools.net/239-337-8217
Assistant Superintendent Teaching and Learning	Soretta Ralph	SorettaER@leeschools.net/239-337-8307
School Development Executive Director	Dr. Jeff Spiro	JeffSS@leeschools.net/239-335-1455
School Development Executive Director	Jeananne Folaros	JeananneVF@leeschools.net/239-335-1455
School Development Executive Director	Shanna Flecha	ShannaMF@LeeSchools.Net/ 239-335-1517
School Development, Turn Around Schools Director	Martha Hayes	MarthaKH@leeschools.net/239-335-1455
Elementary Curriculum and Staff Development Director	Brandy Macchia	BrandyAM@leeschools.net/239-335-1429
Secondary Curriculum and Staff Development Director	Melissa Robery	MelissaSR@leeschools.net/239-335-1459
Research and Assessment Director	Dr. Richard Itzen	RichardJI@leeschools.net/239-335-1448
Information Technology Support Director	Dwayne Alton	DwayneA@leeschools.net/239-337-8221
Accountability Director	Patti Elkin	PattiDE@leeschools.net/239-337-8352

Grants and Program Development Director	Dr. Jeff McCullers	JeffFM@leeschools.net/239-337-8115
Adult and Career Education	Rita Effing	RitaEE@leeschools.net/ 239-939-6304
Information Technology Support Assistant Director	Dr. Jim Short	JimDS@leeschools.net/239-337-8222
Instructional Technology and Media Coordinator	Rob Stratton	RobLS@leeschools.net/239-337-8630

1.1 Planning Process- The School District of Lee County's Digital Classroom Plan (DCP) is developed to support the mission and goals of the school district. Our focus is on "How technology is contributing to the success of all students in achieving significant and measurable results?"

The technology planning process is designed to address the technology goals of the district. The ultimate goal is to have staff and students that are proficient in the use of technology. Information Technology Support and Curriculum and Staff Development have developed committees that include stakeholders to develop technology standards and curriculum. These committees include representatives from Adult Education, Business and Community Partnerships, Exceptional Student Education, and ESOL Departments. Parent and community feedback has also been collected through discussions with the Curriculum Advisory Committee and District Advisory Committee.

Technology planning has been integrated into the School Improvement Process. Schools biannually assess technology utilizing the DOE Florida Innovates survey and annually through the Technology Self Analysis Tool for Teachers (TSAT) and the Lee Student Technology Assessment Tool (LSTAT) to determine their technology needs and plan for technology.

The emergence of new technologies occurs at a rapid pace. Consequently, technology planning must occur on a continual basis. The DCP will be revised and assessed annually to address these changes.

I.3 Technology Integration Matrix (TIM) –

The TIM training is integrated with other technology offerings last year explicit training is offered as part our Chromebook 1:1 implementation. Site visits are scheduled to monitor degrees of implementation of the TIM. As part of the monitoring process Principals conduct walkthroughs a minimum of six times per year. They then provide coaching and feed back based on the content of the walkthrough. School based

administrators will monitor and coach faculty integration of technology using the Classroom Walkthrough Tool.

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

The MTSS process is used to collect information and address the needs of our students by providing access to the digital resources necessary to educate our students. The District looks for areas of improvement related to student achievement and matches resources to address individual student needs.

1. interventions/instruction. The critical element of MTSS systems is the delivery of scientific, research-based interventions with fidelity in general, remedial and special education. This means that the curriculum and instructional approaches must have a high probability of success for the majority of students. Since instructional practices vary in efficacy, ensuring that the practices and curriculum have demonstrated validity is an important consideration in the selection of interventions. Schools should implement interventions, monitor the effectiveness, and modify implementation based on the results.

2. Monitor classroom performance. General education teachers play a vital role in designing and providing high quality instruction. Furthermore, they are in the best position to assess students' performance and progress against grade level standards in the general education curriculum. This principle emphasizes the importance of general education teachers in monitoring student progress rather than waiting to determine how students are learning in relation to their same-aged peers based on results of state-wide or district-wide assessments.

3. Conduct universal screening/benchmarking. School staff conducts universal screening in all core academic areas. Screening data on all students can provide an indication of an individual student's performance and progress compared to the peer group's performance and progress. These data form the basis for an initial examination of individual and group patterns on specific academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) as well as behavior skills (e.g., attendance, cooperation, tardiness, truancy, suspensions, and/or disciplinary actions). Universal screening is the least intensive level of assessment completed within an MTSS system and helps educators and parents identify students early who might be "at risk." Since screening data may not be as reliable as other assessments, it is important to use multiple sources of evidence in reaching inferences regarding students "at risk."

4. Use a multi-tier model of service delivery. An MTSS approach incorporates a multi-tiered model of service delivery in which each tier represents an increasingly intense level of services associated with increasing levels of learner needs. Lee County School

District has adopted a three-tier approach. In an MTSS system, all students receive instruction in the core curriculum, supplemented by strategic and intensive interventions when needed. Therefore, all students, including those with disabilities, may be found in Tier 1 (with the exception of profoundly disabled students). Important features, such as (1) universal screening, (2) progress monitoring, (3) fidelity of implementation and (4) problem solving occur within each tier.

5. Monitor progress frequently. In order to determine if the intervention is working for a student, the MTSS Team must establish and implement progress monitoring. Progress monitoring is the use of assessments that can be conducted frequently and are sensitive to small changes in student behavior. Data collected through progress monitoring will inform the MTSS Team whether changes in the instruction or goals are needed. Informed decisions about students' needs require frequent data collection to provide reliable measures of progress. Various curriculum-based measurements are useful tools for monitoring students' progress.

6. **Implement with fidelity.** Fidelity refers to the implementation of instruction and interventions as designed, intended, and planned. Fidelity is achieved through sufficient time allocation, adequate intervention intensity, qualified and trained staff, and sufficient materials and resources. Fidelity is vital in universal screening, instructional delivery and progress monitoring. Successful MTSS systems must consistently maintain high levels of fidelity in the implementation of both interventions and progress monitoring. This means that the intervention plans are applied consistently and accurately. It is the responsibility of an administrator at each school to ensure fidelity by monitoring the delivery of instruction (e.g., pacing guides, fidelity checklists, Principal's Walk Through, etc.).

7. Problem Solving Process. Problem solving is a data-based decision making process that is used to identify needed interventions for students at all levels of support. Decisions are made by MTSS Teams that are composed of individuals who are qualified to make important educational decisions and to determine the allocation of resources. As a general rule, the composition of a MTSS Team changes by adding additional specialists' expertise as students move from tier to tier. MTSS Teams should always include the student's general education teacher(s) and parents. MTSS Team participants might include: reading specialist/coach, school administrator, counselor, ESOL representative, school psychologist, speech and language pathologist, additional general education staff, and paraprofessional. The technology specialist may be involved to consult regarding data collection and reporting methods.

I.5 District Policy

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	The School Board and the Superintendent affirm their responsibility for establishing 7 student records procedures compliant with federal and state law.	https://links.leeschools.net/DP15	10/19/10
District teacher evaluation components relating to technology (if applicable)	The purpose of an employee evaluation in the School District is to assist the individual employee in becoming more successful in his/her job and to increase the individual's contribution to the effectiveness of departments and schools in the District.	https://links.leeschools.net/DP522	3/20/12
BYOD (Bring Your Own Device) Policy	Students will be allowed to bring their own device to school.	https://links.leeschools.net/DP2202	02/11/14

Policy for refresh of devices (student and teachers)	N/A		
Acceptable/Responsible Use policy (student, teachers, admin)	Acceptable use policy governing student 4 use of personal electronic mobile devices	https://links.leeschools.net/DP2202	02/11/14
Master Inservice Plan (MIP) technology components	**N/A**		

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

- **Highest Student Achievement**

Student Performance Outcomes:

A. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.1.	ELA Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.2.	Math Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.3.	Science Student Achievement – 5th and 8th Grade	51% 5th 47% 8th	54% 50%	2015-2016
II.A.4.	Science Student Achievement – Biology	57%	60%	2015-2016
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	75.6%	84.6 %	2018-2019
II.A.10.	Acceleration Success Rate	86% *	95%	2018-2019

*Acceleration Success Rate is the average of all District schools for 2014.

Quality Efficient Services

Technology Infrastructure:

The District intends to improve our student to computer ratio next school year by increasing the number of laptop computers in middle and high schools. This year (FY-16) we implemented a 1:1 program in all middle grade classrooms (6-8) increasing the number of student laptop computers by 18,000. Next year (FY-17) we will deploy additional 24,000 laptop computers in high school to achieve 1:1 in grades 9 – 12. In order to ensure this plan is sustainable we will reduce the number of student desktop computers in grades (6 – 12).

A. **Infrastructure Needs Analysis (Required)**		**Baseline from 2014**	**Actual from Spring 2015**	**Target**	**Date for Target to be Achieved** ***(year)***	**Gap to be addressed** ***(Actual minus Target)***
II.B.1.	Student to Computer Device Ratio	1.78 : 1	1.74 : 1	1.5:1	2015-2016	1.24:1
II.B.2.	Count of student instructional desktop computers meeting specifications	24,845	25,313	25,313	2015-2016	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	22,536	24,675	43,313	2015-2016	0
II.B.4.	Count of student web-thin client computers meeting specifications	95	786	0	2015-2016	0
II.B.5.	Count of student large screen tablets meeting specifications	286	421	0	2015-2016	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	100%	100%	100%	2015-2016	100%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	100%	2015-2016	100%

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

* 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.

B. **Professional Development Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry-10% Adoption-10% Adaptation-30% Infusion-41% Transformation-9%	Entry-8% Adoption-7% Adaptation-35% Infusion-38% Transformation-12%	2016-2017
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 0% Adoption: 1% Adaption: 66% Infusion: 33% Transform: N/A*	Entry: 0% Adoption: 1% Adaption: 61% Infusion: 38% Transform: N/A*	2018-2019

*The teacher and lesson planning evaluation tool used by the District is based on a 4 point Likert scale.

- **Seamless Articulation and Maximum Access**

Digital Tools:

C. **Digital Tools Needs Analysis**		**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%	20%	100%	2018-2019
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100%	10%	100%	2018-2019
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100%	95%	100%	2015-2016
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	100%	10%	100%	2018-2019
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100%	75%	100%	2018-2019

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%	50%	100%	2018-2019
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	100%	100%	2015-2016
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	76%	100%	2015-2016
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100%	100%	100%	2015-2016
II.D.5. (T)	A system that includes comprehensive student information that is used to inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress.	100%	100 %	100%	2015-2016
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to	100%	90%	100%	2015-2016

	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%	5%	100%	2015-2016
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%	2015-2016
II.D.9. (T)	A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	100%	100%	100%	2015-2016

D. **Digital Tools Needs Analysis (Required)**		**Baseline** (to be established in 2015)	**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved** *(year)*
	Parent Access and Utilization (P)	**% of parent access**	**% of parent utilization**	**% of parent access**	
II.D.1. (P)	A system that includes comprehensive student information which is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	100%	87%	100%	2018-2019

D. **Digital Tools Needs Analysis (Reqfuired)**		**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved** *(year)*
(IM)	**Instructional Materials**	**Baseline %**	**Target %**	**School Year**
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	100%	100%	2015-2016
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	50%	50%	2015-2016
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	0%	75%*	2018-2019
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	20%	35%	2015-2016
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	5%	33%	2015-2016
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%	2018-2019

***We are having difficulty implementing Safari Montage.**

Quality Efficient Services

Online Assessment Readiness:

The District has fully implemented 100% wireless coverage in all campuses. The District intends to increase the number of student devices in grades 6 – 12 resulting in a 1:1 student ratio by the FY-17 school year. A byproduct of the change in the 1:1 student to computer ratio will address the need for additional assessment devices. Please note that additional are added to campus are for instructional purposes and not assessment.

D. **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	24,675	24,675	2015-2016
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete	0%	0%	2015-2016

	statewide FSA/EOC computer-based assessments			

STEP 2 – Goal Setting:

As part of the strategic planning process the Superintendent developed a theory of action—a belief system for how the central office's actions can drive student improvement—and aligned objectives:

> *If the School District of Lee County implements core priorities in all schools, encourages a culture of innovation, and allows leaders to strategically direct resources towards students' needs, then student achievement will increase.*

The District's strategic plan provides overarching goals for the district and a detailed plan for how the district can apply the theory of action to achieve those goals.

Goals:

The strategic plan for the School District of Lee County provides four district-wide goals:

1. Increase Student Achievement
2. Increase Retention of Effective and Highly Effective Employees
3. Increase Family Engagement and Understanding of District Initiatives and Resources
4. Become a Model Continuous Improvement Organization (Quality)

STEP 3 – Strategy Setting:

Goal Addressed	Strategy	Measurement	Timeline
Increase Student Achievement	Provide access to a district learning object repository (LOR) to increase access to high quality digital content aligned to Florida Standards	• Purchase learning object repository • Link or import existing digital content into LOR • Integrate digital content into district academic plans	2015 and ongoing
Increase Retention of Effective and Highly Effective Employees	Provide support and access to digital content aligned to Florida Standards	• Professional development participation • LOR System usage data	2015 and ongoing
Increase Family Engagement and Understanding of District Initiatives and Resources	Home access to digital content provided to students and family	• LOR System usage data from outside the district/after school hours	2015 and ongoing

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

Student Performance Outcomes		Baseline	Target
III.A.1	Increase percent of 3-10th grade students proficient in English/Language Arts by 3% annually as measured by the Florida Standards Assessment.	59%	62%
III.A.2	Increase percent of 3-10th grade students proficient in Mathematics by 3% annually as measured by the Florida Standards Assessment and End-of-Course Exams.	62%	65%

B) Digital Learning and Technology Infrastructure

Implementation Plan for B) Digital Learning and Technology Infrastructure:

A. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
	N/A				

B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
	N/A				

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

B. **Infrastructure Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
	N/A	

C) Professional Development

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C. 1.	Safari Montage planning and training.	5/1/2019	$51,000	Lee County	II.C.2
III.C. 2.	Teacher professional development sessions for Global Lee 1:1 Innovative Designs for Education.	6/30/2017	$108,000	Lee County	II.C.1

Evaluation and Success Criteria for C) Professional Development:

C. **Professional Development Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	Administrators will use classroom walkthrough information to monitor teacher performance. Approximately 100 teachers participated in a Train the Trainer model delivered by our professional development vendor.	Principals conduct walkthroughs a minimum of six times per year. They then provide coaching and feed back based on the content of the walkthrough. School based administrators will monitor and coach faculty integration of technology using the Classroom Walkthrough Tool. Success will be achieved when 80% of teachers are rated effective or highly effective on their final evaluation. Training delivery is verified through attendance documentation for all eight days of training.
III.C.2.	PeopleSoft will be used to collect and monitor completion rates. IDE provided training to four teachers from each middle school (approximately 100 participants).	Monitor and evaluate success through the completion and analysis of training evaluation surveys. District staff are assigned schools to verify implementation of strategies in the classroom.

		Training delivery is verified through attendance documentation for all eight days of training.

D) Digital Tools

Implementation Plan for D) Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	Implement SAFARI Montage Learning Object Repository & Digital Learning Platform for all grades.	December 2015	$380,000.00	Lee County School District	II.D.2
III.D.2.	License content for Safari Montage LOR.	December 2015	$870,000.00	Lee County School District	II.D.7

Evaluation and Success Criteria for D) Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Curriculum & procurement department staff will ensure that the LOR and DLP project are implemented per contract specifications.	SAFARI Montage Learning Object Repository & Digital Learning Platform are available to all District Teachers. Success will be achieved when 80% of teachers are rated effective or highly effective on their final evaluation.
III.D.2.	Curriculum & procurement department staff will ensure that the LOR and DLP project are implemented per contract specifications.	SAFARI Montage content is available to all District Teachers. Success will be achieved when 80% of teachers are rated effective or highly effective on their final evaluation.

E) Online Assessments

Implementation Plan for E) Online Assessments:

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
	N/A				

Evaluation and Success Criteria for E) Online Assessments:

E. **Online Assessment Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
	N/A	