FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

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 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 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	Patrick Fletcher	fletcher2p@manateeschools.net	941-708-8770 Ext. 2122
Curriculum District Contact	Linda Guilfoyle	guilfoyl@manateeschools.net	941-751-6550 Ext. 2155
Instructional District Contact	Jeanne Nelson	nelsonj@manateeschools.net	941-708-8770 Ext. 2246

Assessment District Contact	Sandra Riley-Hawkins	hawkins@manateeschools.net	941-751-6550 Ext. 2289
Finance District Contact	Rebecca Roberts	robertsr@manateeschools.net	941-708-8770 Ext. 2108
District Leadership Contact	Cynthia Saunders	saundersc@manateeschools.net	941-708-8770 Ext. 2030

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 planning process used to craft Manatee's Digital Classrooms Plan encompassed the input of many interested parties, including the team listed above, and included critical reviews of the district's capacity, current framework for technology integration, and an analysis of present policies.

Key findings included:

Considered High Priority
- 75% Maintaining up-to-date instructional technology in schools (computers, laptops, tablets, software…)
- 68% The ability to locate information and use it appropriately.
- 67% The ability to use technology to extend and support learning.
- 62% Training and development opportunities to keep teachers skilled and competent.

Considered Medium to High Priority
- 67% Offering free internet access to students without internet in their homes.
- 58% Providing computers to students without a computer in their homes.

Manatee also looked to its network of partnerships with community, business, and industry for input. This school district is fortunate to have deep roots and valuable connections within Manatee including numerous industry-related partners – all in the effort of providing enriching real-life experiences to students. With the goal of college-career readiness, this district has successfully incorporated Smaller Learning Communities (SLC's) and Career Academies at each high school and several middle schools. SLCs, and in particular, career academies, have been found to be extremely effective in improving outcomes for students during and after high school. They are the most durable and best-tested component of a high school reform strategy that prepares students for both college and careers. Through bold educational reforms and demonstrated leadership, Manatee County garnered national

recognition by developing and maintaining the 1st and 2nd Academies to ever be Nationally Certified by the National Career Academy Coalition.

To this effort, Manatee's high school staff, a College and Career Advisor, and each Academy maintains an advisory council consisting of representatives from local businesses, the community, and postsecondary institutions. This partnership strengthens these Academies by providing real-world experiences and valuable opportunities for job shadowing, internships within a chosen career path, externships for teachers, and a direct business and industry link to ensure that programs remain on the cutting edge. Through the Career Academies, students combine career-based electives with academic classes, and become college and career-ready by the time they graduate from high school.

Furthermore, in considering the integration of technology within all areas of the curriculum including ESOL and special needs, it should be noted that Manatee County supports access to Assistive Technology, including augmentative and alternative communication (ACC) devices, as determined by the assessed needs of students with disabilities. These products are used to provide meaningful learning, participation, and communication in both educational and natural contexts. Additionally, students with disabilities and students who are English Speakers of Other Languages (ESOL) are afforded the same opportunities to access technology as their same aged peers, who are not identified as having a disability.

Additionally, a networked Individual Education Plan (IEP) can be accessed at both the school and district level by appropriate personnel. A student's IEP can also be transferred electronically to follow their articulation or movement from school-to-school within Manatee. Certain information necessary for FTE reporting can be extrapolated from IEPs into the student information system. This will enable teachers and administrators to more easily monitor and assess the ESE student's progress, prevent lapses in services, and provide up-to-date information in the student system. This is an important feature in a county that has a high mobility rate.

Lastly, the planning process also examined the technology needs of this district with regard to research and assessment, as well as the 1008.22 Florida Statute requiring local assessments for every course code. After a hard look at Manatee's capacity and resources, the Department of Assessment and Research made several recommendations including the purchase of Eduphoria. This system supports the assessment lifecycle from item creation, to assessment authoring and Administration, and scoring. The district also purchased plain-paper test scanners for every school to assist with the scoring process. There is a critical need for computers and hardware so that the requirement of 100% computer-based testing for EOCs can be met. Additionally, to improve the personalization of instruction for students, a new and robust data management system is planned for early 2015 so that all critical performance data is in one easy location.

I.3   Technology Integration Matrix (TIM) – Summarize the process used to train, implement and measure classrooms using the TIM. We have also added a technology dashboard for teachers to see the level of technology development and use through Bright Bytes. This system displays the data from 3 survey periods throughout the 2015-16 school year completed by teachers, students, and parents.   It offers suggested interventions and professional development opportunities to increase teachers and student knowledge.

Professional Development Needs Analysis (Required)	Baseline	Target	Date for Target to be Achieved (year)
1. Average Teacher technology integration via the TIM	Entry 40% Adoption 40% Adaption 10% Infusion 8% Transformation 2%	Entry 30% Adoption 44% Adaption 12% Infusion 10% Transformation 4%	2016
2. Average Teacher technology integration via the TIM (Elementary Schools)	Entry 40% Adoption 40% Adaption 10% Infusion 8% Transformation 2%	Entry 30% Adoption 44% Adaption 12% Infusion 10% Transformation 4%	2016
3. Average Teacher technology integration via the TIM (Middle Schools)	Entry 40% Adoption 40% Adaption 10% Infusion 8% Transformation 2%	Entry 30% Adoption 44% Adaption 12% Infusion 10% Transformation 4%	2016
4. Average Teacher technology integration via the TIM (High Schools)	Entry 40% Adoption 40% Adaption 10% Infusion 8% Transformation 2%	Entry 30% Adoption 44% Adaption 12% Infusion 10% Transformation 4%	2016
5. Average Teacher technology integration via the TIM (Combination Schools)	Entry 40% Adoption 40% Adaption 10% Infusion 8% Transformation 2%	Entry 30% Adoption 44% Adaption 12% Infusion 10% Transformation 4%	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.

1.4 Multi-Tiered System of Supports (MTSS)- Summarize the process used to write this plan including but not limited to:

- data-based problem-solving process used for the goals and need analysis established in the plan;
- the systems in place to monitor progress of the implementation plans; and
- the plan to support the implementation and capacity.

Manatee's multi-tiered system of supports involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. The Response to Intervention Model will be integrated with the District's Student Progression Plan. Three teaming structures have been recommended to schools – the School Based Data Team (SBDT), Content Area/Grade Level Teams (CAT/GLT), and the Intensive Support Team (IST). A three tiered system, which provides increasing intensity of instruction/interventions, will be utilized:

- Tier 1: Core Universal Instruction and Supports – General academic and behavior instruction and support designed and differentiated for all students in all settings.
- Tier 2: Targeted Supplemental Interventions and Supports – More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction.
- Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need, provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports.

Data is collected at each tier to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. Sources of data include: Office Discipline Referrals (ODRs), In School/Out of School Suspensions (ISS/OSS), attendance, SAT 10, i-Ready, and FAIR-FS data and resources, quarterly

standard assessments, DRA-2, and a variety of school-determined progress monitoring instruments to monitor academic and behavior interventions.

To ensure efficient use of resources, the School Based Data Team begins with the identification of trends and patterns using school-wide and grade-level data. Students needing instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions (Tier 2) delivered individually or in small groups at increasing levels of intensity.

If the student continues to need additional support beyond Tier 1 and 2, Tier 3 interventions will be planned at an Intensive Support Team (IST) meeting. At the meeting, the IST members, including teacher(s) and parents, engage in the problem solving cycle, which results in an intensive, individualized intervention and progress monitoring plan. After a predetermined period of time, if data indicates an insufficient response to the intervention plan, the IST considers modifying the intervention plan, further diagnostic evaluation, or may recommend evaluation to assist in determining eligibility for Exceptional Student Education (ESE) or Section 504.

Use of the problem-solving process is taught and required for making the instructional adjustments needed for continual improvement in both student level of performance and rate of progress and assessing (through students' response) the effectiveness of the instruction/interventions provided. The four critical parts of the on-going problem solving cycle as a consistent way of work for teams are as follows:

I. Define the problem by determining the difference between what is expected and what is occurring.

II. Analyze the problem using data to determine why the issue is occurring.

III. Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students of the individual student and developing an intervention plan to achieve the goal. Delineate how the student's or the group of students' progress will be monitored and implementation integrity will be supported.

IV. Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluation the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Three levels of problem solving for academics and behavior occur at each school – the School Based Data Team (SBDT) Content Area/Grade Level Teams (CAT/GLT), and the Intensive Support Team (IST). The principal determines the membership of teams, which includes relevant Student Services staff. The SBDT has been trained to use a data-based decision making model for academics and behavior. For example, this team meets within two weeks of each quarterly assessment to analyze the data and determine the efficacy of

the Tier 1 instruction. The team then determines instructional strategies to be used related to areas of deficit in the core and identifies the students who may need supplemental, targeted instruction/intervention. The CAT/GLT and the IST use the four-step problem solving model to develop intervention plans for individuals and small groups of students.

- o Note that Manatee district school staff will include parent communication and input in all phases of the problem-solving process.

The universal screeners used to determine students needing behavior support beyond the core instruction include: attendance, ODRs, ISS/OSS, Student Risk Screening Scale (SRSS), and Teacher nomination. The universal screeners used to determine students needing academic support beyond the core instruction include: SAT-10, EOC, FAIR-FS, i-Ready, and standard assessments. Tools used for progress monitoring of behavior include: rate of attendance, ODRs, and data gathered from individual behavior plans. For academic areas, progress monitoring tools include: data from i-Ready, quarterly assessments, ORF measures, SuccessMaker, FAIR-FS, classroom and unit assessments.

Decisions about intensifying or fading interventions are based on a student's response to intervention – positive, insufficient, or poor. If data indicates that the response is insufficient, then the intensity of the instruction/intervention is increased for a short period. If rate of progress improves, then instruction is continued at the more intense level. If the rate does not improve, then the problem solving cycle is reinitiated. If the response is poor, then the problem solving cycle is reinitiated.

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	Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.	State of Florida: The Code of Ethics of the Education Profession of Florida	

District teacher evaluation components relating to technology (if applicable)	All Domains of our teacher evaluation tool. Find attached the alignment document.		2014-2015
BYOD (Bring Your Own Device) Policy	Procedures in place at schools currently offering BYOD		2014-2015
Policy for refresh of devices (student and teachers)	N/A-Plan only, no policy		
Acceptable/Responsible Use policy (student, teachers, admin)	Student Policy	Students/Parents http://www.manateeschools.net/pages/SDMC/Departments/Superintendent/contents/Policies_and_Procedures/Policies_and_Procedures/Student_Code_of_Conduct	2015-16 Student Code of Conduct
Master Inservice Plan (MIP) technology components	The district has implemented a variety of on-line and classroom professional development opportunities for staff.	http://moodle2.manateeschools.net/mod/data/view.php?id=13173	
Other/Open Response			

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

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

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

Highest Student Achievement

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

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

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

A. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.A.1.	ELA Student Achievement	TBD from school year 2014-15	TBD 2016	2016-2017
II.A.2.	Math Student Achievement	TBD from school year 2014-15	TBD 2016	2016-2017

II.A.3.	Science Student Achievement – 5th Grade	45 %	50%	School Year 2015-2016
	Science Student Achievement-8th Grade	45%	50%	School Year 2015-2016
II.A.4.	Science Student Achievement – Biology	42 %	48 %	School Year 2015-2016
II.A.5.	ELA Learning Gains	TBD from school year 2014-15	TBD 2016	2016-2017
II.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	2016-2017
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	2016-2017
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	2016-2017
B. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.A.9.	Overall, 4-year Graduation Rate	72.2 %	80 %	2018
II.A.10.	Acceleration Success Rate	94 %	97 %	2015-16
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.

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___	__4___:__1___	___3__:__1___	2016	__1___:__1___
	Count of student Instructional desktop computers meeting specs	6619	6863	9000	2016	2037
	Count of student instructional mobile computers (laptops) meeting specs	7377	9102	11000	2016	898
	Count of student web-thin client computers meeting specs	0	0	0	N/A	N/A
	Count of student large screen tablets meeting specs	0	0	0	N/A	N/A
II.B.2.	Learning Management Software	0	0	100%	2017	100%
II.B.3.	Interactive Classrooms	16%	22%	35%	2016	13%
II.B.4.	Percent of schools meeting recommended bandwidth standard	99%	99%	99%	2016	1%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	48 %	72 %	100 %	2016	100 %
II.B.8.	District completion and submission of security assessment *	N/A	N/A	N/A	N/A	N/A
II.B.9.	District support of browsers in the last two versions	N/A	Y	Y	2010	None
Infrastructure Needs Analysis (District Provided)		**Baseline**		**Target**	**Date for Target to be Achieved**	

					(year)	
II.B.10. (D)	Upgrade schools networks to 10 Gbps interconnections and 1 Gpbs to desktop	28 %	28 %	80 %	2016	52 % (Erate Funding)
II.B.11. (D)	Upgrade all school Wi-Fi to 802.11ac	0 %	68 %	100 %	2016	32 % (Erate Funding)

* 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

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:40 % Adoption:40 % Adaption:10% Infusion: 8% Transform: 2%	Entry: 30% Adoption:44 % Adaption:12% Infusion:10% Transform:4%	School Year 2016-2017
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM Not part of the Manatee teacher evaluation model.	Entry:0 % Adoption: 0% Adaption: 0% Infusion: 0% Transform:0 %	Entry:0% Adoption: 0% Adaption:0 % Infusion: 0% Transform: 0%	School Year N/A

C. Professional Development Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved *(year)*
II.C.3. (D)	MIE	One per school	5 per school and one MIE Expert	2018
II.C.4. (D)	Microsoft Office 365 tools: One Drive, One Note, Class Note, PPT IE, Yammer, Skype, Sway	33%	100%	2018

- **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:

C. **Digital Tools Needs Analysis (Required)**		**Baseline** (to be established in 2015)	**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved** *(year)*
	Student Access and Utilization (S)	% of student access	% of student utilization	% of student access	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum. (Manatee Tool: EdLine)	Fully Implement-ed	100%	100% Will continue to support	School Year Achieved 2014-15
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	75%	35%	100%	2018
II.D.3. (S)	A system that supports student access to online assessments and personal results.	35%	35%	100%	2016-2017
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%	75%	100%	2017-2018
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	Fully Implemented	100%	100% Continue to Support	Achieved

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. (CPALMS)	Fully Implemented	100%	Will continue to support and employ in classrooms	Achieved
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans. (ON-Course Lesson Planner, Office 365)	100%	75%	100%	2016-2017
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring. (School City)	100%	25% Will continue to train and implement	100%	2016-2017
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans. (Trunorthlogic)	Fully Implemented	100%	Will continue to support and employ in classrooms	Achieved
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. (Focus SIS)	Fully Implemented	100%	Will continue to support and employ in classrooms	Achieved

II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	100%	35%	100%	School Year
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. (EdLine and One Drive)	Fully Implemented	100%	Will continue to support and employ in classrooms	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. (Focus SIS/CPALMS	Fully Implemented	100%	Will continue to support and employ in classrooms	Achieved
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. (Focus SIS)	Fully Implemented	100%	Will continue to support and employ in classrooms	Achieved

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. (Focus)	Fully Implemented	100%	Will continue to support and employ	Achieved

D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
(IM)	**Instructional Materials**	**Baseline %**	**Target %**	**School Year**
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	100%	100%	2015-2016
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	95%	100%	2015-2016
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	95%	100%	2016-2017
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	*100% Utilization can't be monitored	100%	2015-2016
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	*100% Utilization can't be monitored	100%	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.]	100%	100%	2015-2016
D. **Digital Tools Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.D.7. (IM)	Implement BryteBytes	50%	100%	2016-2017
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	3:1 15,965 devices	2:1 20,000 devices	2017
II.E.2. Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	10 %	50 %	2018
E. Online Assessments Needs Analysis (District Provided)	**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.E.3. (D) Online testing platform use	10%	90%	2017
II.E.4. (D)			
II.E.5. (D)			

STEP 2 – Goal Setting:

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

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

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

Goals Examples:

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

Enter district goals below: Revised 9/2015
1. All of Manatee County's schools will meet or exceed state proficiency averages on state assessments. (Highest Student Achievement).
2. All students will have opportunities for industry certifications in high demand that will prepare them for college or career. (Seamless Articulation and Maximum Access).
3. All teachers will have opportunities for robust professional development designed to develop skills for effective implementation of a variety of digital learning tools to enhance instruction and engage students in learning environments appropriate for 21st century learners. (Skilled Workforce and Economic Development)
4. All school sites will be equipped to provide students with the infrastructure, hardware, and software necessary to support high quality digital learning. (Quality Efficient Services)

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	Provide teachers, students and administrators with high quality, reliable data systems to drive classroom instruction.	Use School City to progress monitor student growth quarterly at minimum to increase grade-level benchmark proficiency. Results will also be used to adjust instruction for students not reaching quarterly benchmark expectations and to enrich instruction for students who are at or above benchmark expectations.	2015-2016 and ongoing
Seamless Articulation and Maximum Access	The district will design and implement a new 6-12 industry certification program in Information Technology through feeder schools designed to extend to local post- secondary education or provide students with marketable, career ready skills upon high school graduation.	During the implementation year 2015-16 the district will hire and certify 4 teachers and install technology labs in two district high schools.	2015-2019
Skilled Workforce and Economic Development	Provide teachers with high quality professional development opportunities to increase their use of Office 365 applications such as OneDrive, SharePoint, and NoteBook. This will provide teachers valuable professional and instructional tools to enhance the use of digital resources and collaboration in their classrooms.	The district will certify at least one teacher per school as a Microsoft Innovative Educator (MIE) during the 2015-2016 school year. MIE Training will continue the following two years to ensure multiple MIEs at each school site.	2015-2017

Highest Student Achievement	The district will pilot a Learning Management System (LMS) at all middle school sites in 2016-2017.	Product selection and purchase will be complete by the end of the 2015-2016 school year with Professional Development beginning prior to the end of the 2015-2016 school year. PD will include basic system use and more advanced features for those that feel ready such as the programs ability to support Flipped or Blended Learning, extended student/teacher communication and parent connection to what's happening in their student's classes daily. The elementary and high schools will be added in 2017-2018 following the successful completion of the middle school pilot.	2015-2018
Quality Efficient Services	Each middle school will receive an alternative learning space designed as a Collaborative Classroom. A variety of digital tools will be included as well a robust professional development plan for teachers volunteering for the program. This project will be a joint effort with Curriculum, PD, and IT.	Use of each room will be monitored by the district to determine the need for such rooms and technologies at all schools. Room use and project objectives and outcomes will be used to analyze the usefulness of such rooms similarly equipped classrooms across the district.	2015-2017

Skilled Workforce and Economic Development	Middle Schools will be offered the opportunity to participate in a Microsoft Minecraft in Education before or after school Program to support classroom instruction. Minecraft in Education leverages a game-based learning environment connected to what a student in currently learning in their academic classes. http://connectedlearning.tv/minecraft-education-leveraging-game-based-learning-environment-connected-learning	Review of this game based learning program will drive the expansion to other game-based learning curriculums.	2015-2017

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:
   - <u>Implementation Plan</u> – 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.
   - <u>Evaluation and Success Criteria</u> – 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.1. Student achievement will increase across the district in ELA, Mathematics and Science based on the data analysis and reporting capabilities of the School City program. The data will provided teachers, students, parents and administrators and information they need to help students achieve their full potential.	10%	15%
III.A.2. Students and staff will be exposed to a multitude of digital tools and industry level standards with the implementation of an Information Technology certification program for middle and high schools. The program will increase district infrastructure and support thorough the use of student lead technology support teams at each school. It will allow high schools students to participate in hands-on technology support experiences making them attractive to the job market with or without post-secondary education.	15%	40%
III.A.3. Teachers will be provided expanded opportunities to participate in professional development in the areas of: Extended use of Microsoft 365 applications in education, game-based learning, student	12%	54%

	data analysis, digital tools, and alternative curriculum delivery methods.		
III.A.4.	The purchase of a Learning Management System (LMS) will provide teachers, parents, and students with a digital tool that allows them the opportunity to interact on a different level. Lessons, resources, collaboration, and student grade information are available real-time for the 24-7 use that today's learners are accustom to.	18%	100%
III.A.5.	Game-based learning will provide teachers with the opportunity to explore the benefits of alternative learning modalities. This type of digital tool has not been widely used in the district and having the ability to use it in a before or after school program allows schools to create programs to increase attendance, student engagement, academic achievement, and see the effects of alternative learning environments.	2%	20%

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.	N/A				
III.B.2.					
III.B.3.					
III.B.4.					

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

Brief description of other activities	Other funding source
School network and Wi-Fi Upgrades	Erate

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.	N/A	
III.B.2.		
III.B.3.		
III.B.4.		

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, ss.1011.62(12)(b), F.S., requires districts to submit a third-party evaluation of the results of the district's technology inventory and infrastructure needs. Please describe the process used for the evaluation and submit the evaluation results with the DCP.

C) Professional Development

State recommendations for digital learning professional development include at a minimum, High Quality Master In-service Plan (MIP) components that address:
- School leadership "look-fors" on quality digital learning processes in the classroom
- Educator capacity to use available technology
- Instructional lesson planning using digital resources; and
- Student digital learning practices

These MIP components should include participant implementation agreements that address issues arising in needs analyses and be supported by school level monitoring and feedback processes supporting educator growth related to digital learning.

Please insert links to the district MIP to support this area, attach a draft as an appendix to the district DCP or provide deliverables on how this will be addressed.
http://moodle2.manateeschools.net/mod/data/view.php?id=13173

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.	Teacher Certification for CTE courses	2016	$20,000	District	N/A
III.C.2.	LMS initial PD	2016	$15,000	District	N/A

III.C.3.	Professional Development for Office 365 applications and Microsoft Innovative Educators (MIE)	2016	$200,000	District	P.D.

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
On-going School City Professional Dev.	General Fund
On-going Focus Professional Dev.	General Fund

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.	Enroll and follow progress of teacher's industry certification courses	All teachers receive certification in enrolled classes
III.C.2.	Professional Development Plan, User effectiveness	100% of teachers and students using the tool seamlessly
III.C.3.	Enroll and follow progress of teachers successfully completing the MIE certification program	Certify at least 100 teachers as MIE's and begin a sustainable in-house MIE training program
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.	Industry Certifications for gr. 6-12 in Information Technology	2016	$300,000	TBD	Digital Tools
III.D. 2.	Learning Management System	2017	$180,000	District	Student Performance Outcomes
III.D. 3.	Innovative Classrooms: An outcome based technology action research project teachers apply for that purchases new, teacher	2017	$160,000	All Middle Schools	Digital Tools

	determined digital tools for their classroom.				
III.D. 4.	Game-Based Learning Extended Day Program, Purchase Minecraft for Education for 10 district middle schools	2017	$100,000 ($10,000 per school)	Middle Schools	Digital Tools

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
ACT Program	ACT Funds

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.	Program is running in two schools	Students receive industry certification in given area.
III.D.2.	LMS will be used by all staff and students at piloting schools.	Staff and students successfully use software to enhance the teaching and learning process. Survey results of participants.
III.D.3.	Monitor lesson plans and action research papers to determine impact and re-evaluate implementation plan as needed.	Student proficiency increases and positive responses in student engagement are seen in survey results.
III.D.4.	Verify software installation and application to the project. Standards based lesson plans used during the program	Survey of Teachers Students and Parents. Documented outcomes.

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.	N/A				
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
Continued Implementation of the School City assessment platform	General Fund

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.	N/A	
E.2.		