2015-2016
SCHOOL BOARD OF MARION COUNTY, FLORIDA
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.

The School Board of Marion County, Florida DCP allocation is $885,876.00

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

1.1 District Mission and Vision statements

Mission Statement

Leading the state in ALL students graduating from high school possessing the skills and knowledge necessary to excel in their chosen post-secondary path.

Vision Statement

Developing Successful Citizens-Every Student, Every Day

1.2 District Profile - Provide relevant social, economic, geographic and demographic factors influencing the district's implementation of technology.

Marion County is located in North Central Florida, comprising 1,650 square miles. Marion County is the sixth largest geographical school district in Florida. It is larger than the state of Rhode Island an only slightly smaller than Delaware. Based on the 2013 data from the US Census Bureau, Marion County has an estimated population of 337,362.

Marion County is located at the crossroad of Florida, connecting Interstate 75 (I-75), Highway 200, Highway 27, State Road 40, Highway 301, and Highway 441.

The student enrollment 42,755 with a percentage of 52 % male and 48% female and ethic enrollment following:

55% Caucasian
20% Black
16% Hispanic
06% Multi-Cultural
02% Asian
01% American Indian/Alaskan Native

The district percent eligible for Free/Reduced Lunch for funding year 15-16 is 85%.

The district employs approximately 5,474 people with a percentage of 21% male and 79% female.

Employee Classification
Instructional - 49%
Non-Instructional - 48%
Administrative - 3%

Instructional Degrees
Bachelor's Degree - 63%
Master's Degree - 32%
Specialist Degree - 3%
Doctorate - 1%
Vocationally Certified – 1%

Nationally Ranked High Schools
Belleview High
Dunnellon High
Forest High
Lake Weir High
North Marion High
Vanguard High
West Port High
Source: Washington Post and US News & World Report

Graduation Rate
2014 – 77.9%
2015 - 80.7%

Class of 2015 Graduates:
- Earned over $21 million in college scholarships

2014 SAT (Scholastic Assessment Test)

	Critical Reading	Math	Writing
Marion	498	484	472
Florida	491	485	472
Nation	497	513	487

2014 ACT (American College Test) Composite Scores
Marion 18.6 Florida 19.6 Nation 21.0

1.3 District Team Profile

Title/Role	Name:	Email:	Phone:
District Leadership Contact	Lisa Krysalka	Lisa.Krysalka@marion.k12.fl.us	352-671-7705
Information Technology District Contact	Scott Hansen	Scott.Hansen@marion.k12.fl.us	352-671-7775
Curriculum District Contact	Rene Dudley	Rene.Dudley@marion.k12.fl.us	352-236-0582
Finance District Contact	Jennifer Cole	Jennifer.Cole@marion.k12.fl.us	352-671-7704
Instructional District Contact	Donna Otzel	Donna.Otzel@marion.k12.fl.us	352-236-0564
K-12 Academic Services	Tara Hart	Tara.Hart@marion.k12.fl.us	352-236-0505
Assessment District Contact	Janet Weldon	Janet.Weldon@marion.k12.fl.us	352-671-7150
Technology Resource Teacher	Kim Newport	Kim.Newport@marion.k12.fl.us	352-236-0541
Supervisor Infrastructure	Edward Beers	Edward.Beers@marion.k12.fl.us	352-671-7593
Sr. Network Analyst	Anthony Clarke	Anthony.Clarke@marion.k12.fl.us	352-671-7593
Sr. Desktop Analyst	Brian Guadagno	Brian.Guadagno@marion.k12.fl.us	352-671-6396

1.4 Planning Process

The Marion County Public Schools Technology Plan addresses the use of technology in all areas of instruction across grade levels, subject areas, and exceptionalities. A variety of funding sources are used to enhance technology in the classroom. Equity of access to technology is a continuing challenge for the district. Reduced funding situations, individual school access to special construction funds and related situations will create disparity in school resources. The district has developed a technology plan to address this problem and continues to fund projects that address equal access for all students and staff.

Revisions and upgrades to this plan are ongoing. The Technology and Information Systems Division will continue to work closely with all schools and departments and will provide recommendations to the School Board of Marion County to continue to integrate technology in all areas of curriculum. The 2015-2016 DCP is a supplement to the districts technology plan.

8 Step Process – Expected Improvement.

Step 1. Identify goals to help you achieve your target. Information was disseminated from the schools identifying technology needs from the school leadership team and the School Advisory Council (SAC).

Step 2. Brainstorm available resources and potential barriers; prioritize barriers. The team made a list of common barriers and resources identified in the information received from the schools.

Step 3. Chose a barrier to address based on alterable elements of curriculum, instruction, environment organizational systems and actionable impact. The identified barriers were related to the (19) schools that still required the completion of mobile carts from the previous funding year and replace netbooks at (4) selected schools. Additionally, the need for (20) selected schools to expand and increase WI-FI capacity. Finally, to address (18) secondary schools and deliver WI-FI to all classroom instructional portables.

Step 4. Brainstorm and prioritize strategies to reduce or eliminate barriers. Prioritized them. 1. Twenty-Two schools receiving a total of 365 mobile devices to complete existing mobile carts and address equity of access, 2. Implementation of 400 wireless access points across 20 selected schools increasing capacity and addressing instructional classrooms that currently have no wireless access including adding WI-FI to 18 Secondary Schools (classroom instructional portables) and 3. Ensuring all schools meet the 3:1 student/computer ratio baseline.

Step 5. Identify action steps (who, what, when, evidence of completion) to implement strategies. Action plan was developed to determine the amount of funding for each project.

Step 6 Determine how strategies will be monitored for fidelity of implementation (who, what, when evidence of completion. The implementation of the projects will be the responsibility of the Technology and Information Systems Division. From purchasing the equipment, to installation of the equipment, to providing professional development, and assessing the impact of the strategies.

Step 7. Determine how strategies will be monitored for effectiveness at reducing or eliminating the selected barriers (who, what, when, evidence of completion.) K-12 Academics will continue progress monitoring towards the district meeting the Annual Measurable Objectives.

Step 8. Determine how to progress towards each goal will be monitored (who, what when, evidence of completion). K-12 Academics will continue progress monitoring towards the district meeting the Annual Measurable Objectives.

1.5 Technology Integration Matrix (TIM) – The School Board of Marion County will introduce the Technology Integration Matrix (TIM) during the spring of 2016 to selected faculty. The Technology Division will implement the Technology Uses and Perceptions Survey (TUPS), the Technology Integration Matrix Observation Tool (TIM-O), and the TIM Administrative Center. Schools receiving DCP support will be asked to administer the TUPS to a minimum of 25% of their instructional classroom teachers during the spring/summer 2016 and increase the participation to 50% in 2017. The district goal is to reach 75% instructional classroom teacher participation by 2018-2019. The Technology Division, K-12 Academic Services and schools receiving DCP assistance will evaluate the data being collected from the TIM suite and work together to identify, create, schedule, and conduct instructional technology training.

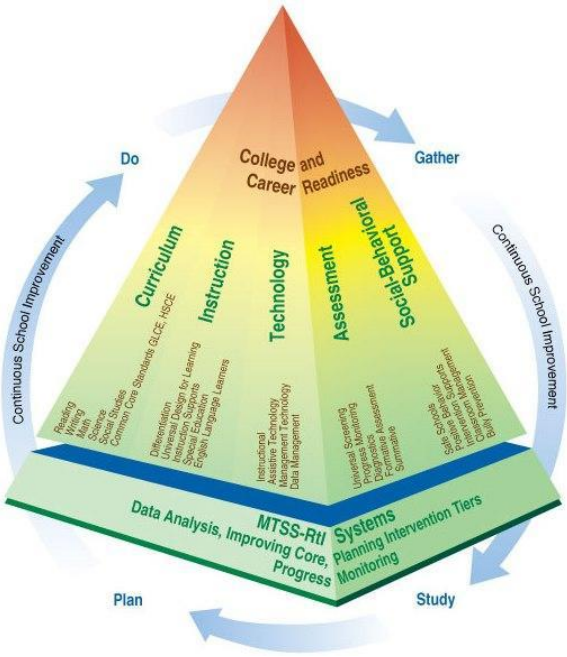
Additionally, the Technology Division and K-12 Academic Services will:

- Assist teachers in selecting appropriate technology to integrate into their classroom lessons.
- Create and maintain a matrix that provides teachers with a "bank" of technology tools for awareness and guidance on how to utilize these tools.
- Add technology resources and ideas to existing curriculum maps.
- Integrate professional development opportunities called "technology sprints" leveraging technology tips within meetings with teachers and administrators.
- Leverage technology to create flexible learning environments that integrate blended learning, flipped classrooms, virtual instruction, adaptive software, small group collaboration, and personalized pacing.

1.6 Multi-Tiered System of Supports (MTSS) - Is a framework that uses problem-solving and data to identify student needs and guide decision making. MTSS strives to accelerate the performance of all students. MTSS integrates academic and behavioral instruction, as well as interventions to help provide support for struggling students. MTSS is not special education, but a way to intervene early so that all students can be successful, providing interventions and support that can be adjusted depending on a student's progress.

The MTSS process in Marion County uses four levels of instruction that build on one another. Each level provides a more intensive "tier" of support than the previous level. MTSS is implemented at all grade levels with the goal of preparing all of our students to be college and career ready.

The student's progress toward meeting grade-level academic and/or behavioral goals will be monitored throughout the school year and an individual student's tier level can be adjusted as needed.



A Tiered Model

Tier 1 – Core Instruction

The instruction that students receive in the general education classroom with their classroom teacher is called Tier 1 Core Instruction. It is expected that whole-group instruction, supplemented with differentiation within the classroom, should meet the needs of all students. Student mastery of the core curriculum will be monitored using universal screenings including state or district-wide assessments.

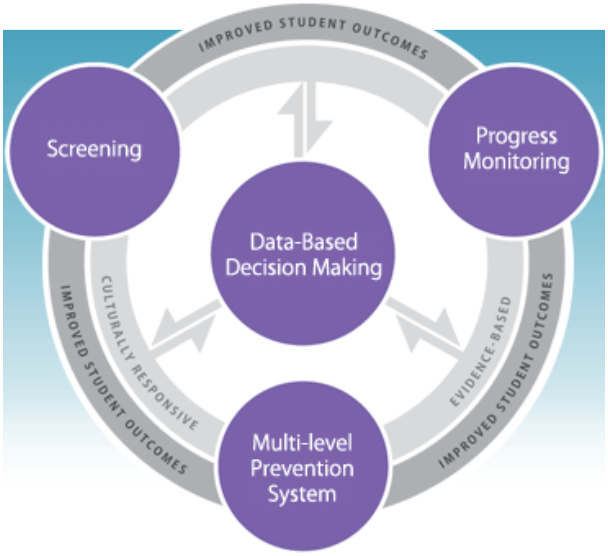
Tier 2 – Core Instruction & Targeted Interventions

Students not making adequate progress in Tier 1 are provided with more intensive services and interventions. These students continue to receive the core curriculum in addition to targeted interventions, generally delivered in small groups during the student's regular school day. Tier 2 instruction includes careful monitoring and charting of the progress each student is making.

Tier 3 – Core Instruction & Intensive Interventions

Students receive individualized, intensive interventions that target the student's skill deficits. Progress is monitored and charted frequently to make sure the student is doing well and to help the teacher decide whether he or she needs to make changes in instruction.

Students who do not respond to these targeted interventions could be considered for eligibility under the Individuals with Disabilities Education Act (IDEA).



The District DCP Team conducted a comprehensive Needs Analysis in the five required identified areas outlined in the 2015-2016 DCP. The District Team leveraged the 2015-2020 District Strategic Plan designed on a model of continuous improvement and collaboration. Each area of the entire district shares a responsibility in the success of the plan from School Board, all curriculum areas and operations areas. The goals and objectives were developed collaboratively. The DCP funds will be targeted to address infrastructure needs and increase device capacity at selected schools. The DCP Team will monitor the plan and continue to collaborate with district leadership and schools to analyze and assess student achievement throughout the year.

2015-2020 District Strategic Plan URL: http://www.marionschools.net/domain/187

1.7 District Policy

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	3.500 - Public Information and Inspection of Records	**http://marionfl.schoolwires.net/cms/lib010/FL01903465/Centricity/Domain/132/Board%20Policy%203_50%20042710.pdf**	03-14-2000. Revised 03-23-2004; 04-27-2010
	5.370 - Student Use of Wireless Communications Device	**http://marionfl.schoolwires.net/cms/lib010/FL01903465/Centricity/Domain/132/Board%20Policy%205_37%20011006.pdf**	01-10-2006
	5.700 – Student Records	**http://marionfl.schoolwires.net/cms/lib010/FL01903465/Centricity/Domain/132/Board%20Policy%205_70%20032211.pdf**	03-14-2000. Revised 06-24-2003; 03-22-2011
	5.711 – Parental Access to Information	http://marionfl.schoolwires.net/cms/lib010/FL01903465/Centricity/Domain/132/Board%20Policy%205_711%20062403.pdf	06-24-2003
District teacher evaluation components relating to technology (if applicable)	MCIES Instructional Evaluation System	http://www.marionschools.net/Page/50751	2015-2016
BYOD (Bring Your Own Device) Policy	Student Operating Procedure for BYOD – TIS-0011E.	**Available via INTRANET Access Only.**	08-13-2009

Policy for refresh of devices (student and teachers)	Targeted refresh by school included in technology plan.	**http://www.marionschools.net/cms/lib010/FL01903465/Centricity/Domain/219/TechnologyPlan.pdf**	6-24-2014
Acceptable/ Responsible Use policy (student, teachers, admin)	Students, Teachers and Administrators required to acknowledge AUP annually.	**http://marionfl.schoolwires.net/cms/lib010/FL01903465/Centricity/Domain/132/Board%20Policy%208_601%20092711.pdf**	04-27-2004 – Revised - 09-27-2011
Master Inservice Plan (MIP) technology components	6.70 – Staff Training Instructional Contract - MEA	**http://marionfl.schoolwires.net/cms/lib010/FL01903465/Centricity/Domain/132/Board%20Policy%206_70%20031400.pdf** and **http://www.marion.k12.fl.us/dept/hrm/extra/file/MEAContract.pdf**	03-14-2000 02-24-2015
Other/Open Response	Cyber Security/Fraud Awareness Course	Online Course	Annual - All Employees/ New Employees

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

A description of the information based processes used for determining district instructional and administrative technology integration needs.

i. Individual schools submit their needs requests.
ii. All schools submit a request for specific training needs,based on school improvement plans.
iii. K-12 Academic Services receives multiple school-based requests for in-service and funding from every school yearly with special requests for program development.
iv. District departments submit requests for funding technology purchases and training annually.
v. All technology requests are reviewed and prioritized by the Technology and Information Systems Division.

vi. All curriculum instructional technology requests are reviewed and prioritized by the K-12 Academic Services and Technology Division.

Formal need assessments have been conducted annually as part of developing the District Technology Plan. Each individual school site has need assessments approved by its School Advisory Council. Plans are developed through the input of classroom teachers, parents, business partners, and school support staff.

School plans consistently reflect the need for increased support in the acquisition of hardware, software, training and assistance in integrating technology into classroom instructional activities. Currently, the district has three technology labs that will enhance and meet the increasing need of training for teachers and non-instructional support personnel.

In 2015-2016 the Technology and Information Systems Division will continue to evaluate the implementation of technology district-wide and additional information will be received from the following sources:

- Technology/K-12 Advisory Committee
- Florida Innovates - The Technology Resources Inventory
- Technology Integration Matrix
- K-12 Academic Services
- Career & Technical Programs
- Service Desk Work Order System
- Title I, Part A -Federal Programs
- School/Classroom Observations

The Marion County Public Schools Digital Classroom Plan addresses the use of technology in all areas of instruction across grade levels, subject areas, and exceptionalities. A variety of funding sources are used to enhance technology in the classroom.

Equity of access to technology is a continuing challenge for the district. Reduced funding situations, individual school access to special construction funds and related situations will create disparity in school resources. The district has developed a Digital Classroom Plan to address this problem and continues to fund projects that address equal access for all students and staff.

- **Highest Student Achievement**

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	2020
II.A.2.	Math Student Achievement	TBD from school year 2014-15	TBD 2016	2020
II.A.3.	Science Student Achievement – 5th and 8th Grade	5th - 52% 8th - 41%	5th - 55% 8th - 46%	2020
II.A.4.	Science Student Achievement – Biology	64%	65%	2020
II.A.5.	ELA Learning Gains	TBD from school year 2014-15	TBD 2016	2020
II.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	2020
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	2020
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	2020
II.A.9.	Overall, 4-year Graduation Rate	80.7%	81.7%	2016
II.A.10.	Acceleration Success Rate	48%	50%	2016

Quality Efficient Services

Technology Infrastructure:

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

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	3:1	3:1	2:1	2019	1:1
II.B.2.	Count of student instructional desktop computers meeting specifications	12,446	13,739	14,000	2016	261
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	2842	2842	8756	2019	5,914
II.B.4.	Count of student web-thin client computers meeting specifications	1550	1550	1550	2014	N/A
II.B.5.	Count of student large screen tablets meeting specifications	0	0	0	2014	N/A
II.B.6.	Percent of schools meeting recommended bandwidth standard	75%	75%	100%	2016	25%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	60%	60%	100%	2017	40%
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	2015	N/A

B. Infrastructure Needs Analysis (District Provided)		Baseline	Actual from Spring 2015	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
II.B.10. (D)	Access Point – ERATE Project – 2015-2016 - Increase Capacity/Refresh - Board Approved 2-24-2015 (See District Technology Plan 5 Year Network Infrastructure Plan) Note: 370 G Series AP targeted for Refresh	370	370	810	2016	440
II.B.11. (D)	Network Infrastructure Switch Upgrades – Secondary Schools (DCP 2015-2016)	70	70	70	2016	0
II.B.12. (D)	Network Infrastructure Switch Upgrades – Elementary Schools (DCP 2016-2017)	151	151	151	2017	0
II.B.13. (D)	Access Point – ERATE Project – 2016-2017 - N Series Refresh (See District Technology Plan 5 Year Network Infrastructure Refresh Plan)	420	420	420	2017	0
II.B.14. (D)	Access Point – Increase Capacity (See FLDOE WIRELESS Technology Guidelines) Ratio of 10-15 students or less per one access point/antenna in a classroom setting.	1216	1216	2,403	2017	1187
II.B.15. (D)	Network Infrastructure Switch Refresh (See District Technology Plan 5 Year Network Infrastructure Refresh Plan)	757	757	757	2019	0
II.B.16. (D)	Engaged Classrooms	1350	1350	2,403	2019	1053

* 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.

**School Board of Marion County, Florida submitted a complete 2015-2016 Security Assessment to DigitalLearning@fldoe.org on September 29, 2015.

- **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.

C. **Professional Development Needs Analysis (Required)**		**Baseline**	**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: 50% Adoption: 15% Adaption: 15% Infusion: 15% Transform: 5%	Entry: 15% Adoption: 25% Adaption: 30% Infusion: 15% Transform: 15%	2019
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 50% Adoption: 15% Adaption: 15% Infusion: 15% Transform: 15%	Entry: 15% Adoption: 25% Adaption: 15% Infusion: 15% Transform: 15%	2019

- **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.

D. **Digital Tools Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
	Student Access and Utilization (S)	**% of student access**	**% of student utilization**	**% of student access**	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100%	25%	100%	2019
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100%	25%	100%	2019
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100%	25%	100%	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%	25%	100%	2017
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100%	50%	100%	2016

D. **Digital Tools Needs Analysis (Required)**		**Baseline** (to be established in 2015)	**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved** *(year)*
	Teachers/Administrators Access and Utilization (T)	**% of Teacher/ Admin access**	**% of Teacher/ Admin Utilization**	**% of Teacher/ Admin access**	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100%	75%	100%	2016
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	75%	100%	2016
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	75%	100%	2016
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100%	100%	100%	2015
II.D.5. (T)	A system that includes comprehensive student information that is used to inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress.	100%	100%	100%	2015
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to	100%	100%	100%	2015

	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%	100%	100%	2015
II.D.8. (T)	A system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents and district administrators to use data to inform instruction and operational practices.	100%	100%	100%	2015
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

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.	40%	40%	100%	2019 Note: 2015-2016 - District currently implementing a new Student Information System July 1, 2015. Family and Student Access went LIVE October 2015.

D. **Digital Tools Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
(IM)	**Instructional Materials**	**Baseline %**	**Target %**	**School Year**
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	51%	60%	2019
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	70% *	80%	2019
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	50%	75%	2019
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	75%	100%	2019
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	75%	100%	2019
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%	2019

*The School Board of Marion County made an instructional commitment to include digital content with every major print based adoption based on funding availability, licensing constraints and resources required to support the initiative. In 2010-2011, the Technology Division designed and implemented a custom e-textbook user interface specifically for students. The interface was integrated within the Student Desktop Portal and provided a single location for students to access any e-textbook based on enrollment in a course(s) through the Student Information System.

However, challenges to support and provide efficient and uninterrupted 24/7 access to these digital resources continues to be a significant daily task due to an industry (publishers) that lacks a common standard for K-12 districts to adopt, implement and support. The industry is making progress and the district continues to monitor and evaluate potential solutions that address this challenge.

The district's ultimate goal is to ensure access to these digital resources can be provided to students and parents through the LIIS.

Parents now have access to Skyward Family Access. Family/Student Access is a secure internet-based website. This new service provides access to view student(s) attendance, grades, schedule, progress, assignments, test scores, emergency contact information and much more.

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	10,340*	16,254	2019
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	100%	100%	Annually

*The above computers/device numbers reflect those devices that are available in the districts inventory that meet the specifications for CBT and located in practical areas of the campus for scheduling online testing sessions. Schools continue to displace students during online testing sessions who leverage "wired" computer labs for remediation, credit recovery, vocational classes, online classes, etc.

The District Technology Plan, DCP, and School Improvement Plans continue to identify the need to procure additional mobile devices meeting CBT specifications and addresses the continued refresh of desktop/mobile devices to ensure a robust device platform is available for schools to support online testing.

The District Technology Plan and 2015-2016 DCP specifically address the expansion of wireless infrastructure to assist in adding both capacity and addressing variable device densities in all schools.

The ultimate goal is to reduce the amount of scheduled time required to complete statewide computer based assessments for all schools on an annual basis. However, the district acknowledges that other variables could interfere: for example, the amount of testing time required at the elementary level is actually going to go up due to more CBTs being added, the testing vendor has outages that extend testing time, school power outages, makeups and vocational certification timelines.

STEP 2 – Goal Setting:

District Goals

Goal 1: Support safe, secure and respectful schools.

Supported by district areas of: Operations and Student Services

Goal 2: Maximize federal, state and local resources to ensure the most effective and efficient use of revenues.

Supported by district areas of: Finance, Grants and Federal Programs (K-12Academic Services), Student Services, Operations, School Development and Evaluation

Goal 3: Hire, develop, retain and support the most highly qualified teachers, administrators and support personnel.

Supported by district areas of: Human Resources, School Development and Evaluation and K-12 Academic Services

Goal 4: Improve the quality, integrity and delivery of our communication to meet the needs of all stakeholders.

Supported by All District Departments

Goal 5: Improve academic achievement for all students and increase the percentage of students graduating, equipped for post-secondary education and work through rigorous integrated curricula within a multi-tiered system of support.

Supported by district areas of: K-12 Academic Services, School Development and Evaluation and Student Services

STEP 3 – Strategy Setting:

Goal Addressed	Strategy	Measurement	Timeline
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	Integrate instructional materials into system.	2014 and ongoing
Seamless Articulation and Maximum Access	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	Provide resources to communicate needs and systems implementation at the school level.	2014-2019

Skilled Workforce and Economic Development	Provide professional development for digital learning.	Increase the number of digital learning classes for teachers.	2014-2019
Quality Efficient Services	Create an infrastructure that supports the needs of digital learning and online assessments	Support and enhance the current infrastructure to provide equal access to digital learning throughout the district.	2014-2019

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

As outlined in s. 1011.62 (12) (c), The School Board of Marion County will continue to address the needs of ALL schools by allocating Digital Classroom Plan funds to schools that currently do not meet the minimum requirements for Infrastructure Readiness as published by the Department of Education. The School Board of Marion County will continue to leverage ERATE, general fund and other approved funding sources to assist in reaching the targeted goals to meet all requirements as set forth by the School Board of Marion County, Florida and the Department of Education.

A) Student Performance Outcomes

A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.1.	Increase the percentage of 9th grade students scoring proficient on Algebra 1 FL EOC (Florida End of Course)	Look at frequent district assessment data (Learning Checks) to determine teachers that are highly successful and those that may need assistance (Classes with the highest pass rate in each school)	Meet or exceed (State Average)
III.A.2.	Increase the percentage of K-2 students achieving the 25th percentile. 3-5 students achieving Level >3 on FSA ELA (Florida State Assessment English Language Arts)	Look at frequent district assessment data (Unit Checks) to determine teachers that are highly successful and those that may need assistance.	Meet or exceed (State Average)
III.A.3.	Increase industry certification pass rate by 3% for students enrolled in a Career and Technical Education Program in grades 9-12	72% of the students tested passed the industry certification in 2014-15. To determine	Meet or exceed (State Average)

		baseline data we will look at total number of students enrolled in the program that sit for an industry certification rather than those that actually tested to determine success rate.	
III.A.4	Students enrolled in Career and Technical Education in grades 6-8 will earn a digital tool certificate.	To determine baseline data we will look at total number of students enrolled in CTE courses that earn a digital tool certificate.	50%
III.A.5.	Increase percentage of students scoring proficient on Math FSA	6th Grade 43% 7th Grade 50% 8th Grade 48%	6th Grade 53% 7th Grade 56% 8th Grade 57%
III.A.6.	Increase percent of students scoring proficient on ELA FSA (English Language Arts Florida State Assessment)	6th Grade 53% 7th Grade 49% 8th Grade 49%	6th Grade 57% 7th Grade 58% 8th Grade 55%
III.A.7.	Increase the percentage of students scoring as proficient on the biology 1 FL EOC (Florida End of Course)	1. Identify baseline data to identify percentage passing on last year's Biology 1 EOC (End of Course) 2. Leverage Biology FCA (Focus Calendar Assessment) data to remediate students as needed.	Meet or exceed (State Average)
III.A.8.	Increase the percentage of 6th, 7th, and 8th grade students on-track for on-time progression.	1. Identify the number of 6-8th grade students who have more than 0.5 unit deficiencies 2. At S1 (Semester 1) identify the number of 6-8th	Meet or exceed (State Average)

		grade students who have more than 0.5 unit deficiencies 3. At EOY (End of year) identify the number of 6-8th grade students who have unit deficiencies 4. At the end of S1 (Semester 1) identify the number of 9th grade students with less than 3.0 credits earned 5. At the end of S2 (semester 2) identify the number 0f 9th grade students who have less than 6.0 credits	
III.A.9.	Increase the percentage age of K-2 students achieving >80% on Math LEOCEs (Local End of Course Exam) and 3-5 students achieving Level >3 on FSA (Florida State Assessment) Math	Look at frequent district assessment data (Learning Checks) to determine teachers that are highly successful and those that may need assistance (Classes with the highest pass rate in each school)	Meet or exceed (State Average)
III.A.10.	Increase the percentage age of 3-4 students achieving >70% cumulatively on Science FCAs (Focus Calendar Assessment) and 5th grade students achieving Level >3 on FCAT (Florida Comprehensive Assessment Test) 2.0 Science	52%	55%

III.A.11.	Increase the percentage of students scoring at or above state average on the Writing Assessment in grades 4-10	1. Establish baseline Writing scores per class on the Q1 RWA (Quarter 1 Reading, Writing Assessment) 2. Look at Q2 RWA (Quarter 2 Reading, Writing Assessment) scores and compare to Q1 (Quarter 1) 3. Look at Q3 RWA (Quarter 3 Reading, Writing Assessment) scores and determine gains from Q1 (Quarter 1)	Meet or exceed (State Average).

B) Digital Learning and Technology Infrastructure

B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	Purchase and implement 400 wireless access points.	August 2016	$459,200	Belleview High, Belleview Middle, Dr. N.H. Jones, Dunnellon High, Dunnellon Middle, Forest High, Fort King, Fort McCoy, Horizon Academy at Marion Oaks, Howard Middle, Lake Weir High, Lake Weir Middle, Liberty Middle, Madison Street, North Marion High, North Marion Middle, Ocala Springs, Osceola Middle, Vanguard High, West Port High	A1,A2,A3,A4,A5,A6,A7,A8,A9,A10,A11
III.B.2.	Purchase, Configure and Deploy 70 network switches across 18 secondary schools.	August 2016	$123,826	18 Secondary Schools	A1,A3,A4,A5,A6,A7,A8,A11

III.B.3.	Purchase, Configure and Deploy CORE WI-FI controller to support wireless infrastructure.	August 2016	$130,000	Data Center – Supports All Schools	A1,A2,A3,A4,A5,A6,A7,A8,A9,A10,A11
III.B.4.	Purchase and deploy 145 CHROMEBOOKS across 14 schools. This will allow these listed schools to have (1) CHROMEBOOK cart with 30 devices. The initial funding source RTTT-Professional Development for Digital Learning did not allow for sufficient funds for the district to complete the mobile carts (30 devices) for these listed schools.	August 2016	$47,104.70	Elementary Schools: Anthony, Emerald Shores, Evergreen, Legacy, Madison, Ocala Springs, Reddick-Collier, Romeo, Saddlewood, South Ocala, Sparr, Stanton-Weirsdale, Ward-Highlands, Wyomina Park	A2,A9,A10,A11
	Replace 100 Netbooks at selected schools that currently do not meet current online testing specifications.	August 2016	$32,486.00	Selected Schools: Madison Street, Osceola Middle, Lake Weir High, North Marion High	A1,A2,A3,A4,A5,A6,A7,A8,A9,A10,A11
III.B.5.	Purchase and implement 120 new student laptop devices and 5 managed mobile carts across 5 schools.	August 2016	$92,578.75	Reddick-Collier, Fessenden, Sparr, Emerald Shores, and Evergreen Elementary.	A2,A9,A10,A11

Brief description of other activities	Other funding source
2015-2016 - Purchased and implemented 69 additional access points across 23 schools.	RTTT-Professional Development for Digital Learning
2016-2017 Increase INTERNET bandwidth to 4 GB – District-wide	General Fund/E-Rate
Upgrade Security Infrastructure	General Fund
2015-2019 – Intercom Head-End-Refresh – Selected Schools	General Fund
2015-2019 – Fire Alarm Panel Refresh – Selected Schools	General Fund
2015 – 2019 Refresh/Upgrade – Wireless Infrastructure	General Fund, E-Rate, DCP
2015 – 2019 Refresh/Upgrade – Network Switch Infrastructure – District-wide	General Fund, E-Rate, DCP
2016 – 2019 – Refresh/Upgrade Repeater Infrastructure – District-wide	General Fund
2016-2019 – Refresh/Upgrade Telecommunications Infrastructure	General Fund
2016-2019 – Refresh/Upgrade – Server Infrastructure – District-wide	General Fund

B. **Infrastructure Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	School Board Approved Procurement Process will be followed. (Skyward Requisition /PO Approval Process, Property/Inventory Controls).	All purchased items will be received and in working order. Items will be unpacked, configured and deployed to the location as listed in the 2015-2016 DCP.
III.B.2.	School Board Approved Procurement Process will be followed (Skyward Requisition /PO Approval Process, Property/Inventory Controls).	All purchased items will be received and in working order. Items will be unpacked, configured and deployed to the location as listed in the 2015-2016 DCP.
III.B.3.	School Board Approved Procurement Process will be followed (Skyward Requisition /PO Approval Process, Property/Inventory Controls).	All purchased items will be received and in working order. Items will be unpacked, configured and deployed to the location as listed in the 2015-2016 DCP.
III.B.4.	School Board Approved Procurement Process will be followed. (Skyward Requisition /PO Approval Process, Property/Inventory Controls).	All purchased items will be received and in working order. Items will be unpacked, configured and deployed to the location as listed in the 2015-2016 DCP.
III.B.5.	School Board Approved Procurement Process will be followed. (Skyward Requisition /PO Approval Process, Property/Inventory Controls).	All purchased items will be received and in working order. Items will be unpacked, configured and deployed to the location as listed in the 2015-2016 DCP.

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. See attached third party evaluation completed by the School Board of Lake County, Florida.

C) Professional Development

No DCP funds will be allocated to Professional Development in 2015-2016.

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	N/A	N/A	N/A	N/A	N/A

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**
Program Specialists, Instructional Coaches and district departments will continue to introduce and integrate professional development opportunities that assist instructional staff in selecting appropriate technology and digital resources into the instructional delivery system.	District Funds
Professional Development – Technology Systems and Training	District Funds
Lesson Plans for Digital Learning	CFDA 84.395A Professional Development for Digital Learning
Highly Qualified Master In-service Plan for Digital Learning	CFDA 84.395A Professional Development for Digital Learning
Book Studies and Lesson Studies on Digital Learning	CFDA 84.395A Professional Development for Digital Learning
Professional Development – Technology Division - Lynda.com (Online Subscription)	District Funds
Professional Development – Learning Management System (Staff)	District Funds

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

D) Digital Tools

No DCP funds will be allocated to Digital Tools in 2015-2016.

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	N/A	N/A	N/A	N/A	N/A

Brief description of other activities	**Other funding source**
2015-2016 - Purchase and implemented 1900 student mobile devices across 18 secondary schools and 30 elementary schools.	General Fund and RTTT-Professional Development for Digital Learning
349 Engaged Classroom Installations installed or scheduled for installation from July 1, 2015 through February 2016.	General Fund, Title I, Discretionary Funds

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	N/A	N/A

E) Online Assessments

See Digital Classroom Plan Part B (Digital Learning and Technology Infrastructure) and Part D (Digital Tools).

No DCP funds will be allocated to Online Assessments in 2015-2016.

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.	CBT Readiness Certification	Fall, Winter, Spring 2015-2016	N/A	District	N/A

Brief description of other activities	**Other funding source**
2015-2016 – Computer Refresh – Approximately 3,000 Desktops	General Fund
2016-2017 – Computer Refresh – Approximately 4,000 Desktops	General Fund

E. **Online Assessment Evaluation and Success Criteria**

Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Computer-Based Assessments Certification Tool (Fall 2015/Spring 2016)	100% Participation and Readiness for both testing administration sessions.