DISTRICT
DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to allow the district to provide a perspective on what it considers to be vital and critically important in relation to digital learning implementation, student performance outcome improvement and how progress in digital learning will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by ss.1011.62(12)(b), F.S. For additional assistance completing the District DCP, please use the checklist and accompanying instructions to ensure you have included all requested components. The components provided by the district will be used to monitor long-range progression of the District DCP and may impact funding relevant to digital learning improvements.

Part I.   DIGITAL CLASSROOMS PLAN - OVERVIEW

The district's overview component of the plan should document the district's overall focus and direction with respect to how the incorporation and integration of technology into the educational program will improve student performance outcomes.

The **general introduction/background/district technology policies** component of the plan should include, but not be limited to:

I.1   District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:
- The digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in ss.1011.62(12)(b), F.S.;
- Development of partnerships with community, business and industry; and
- Integration of technology in all areas of the curriculum, English for Speakers of Other Languages (ESOL) and special needs including students with disabilities.

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Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Joy Nulisch	Joy.nulisch@keysschools.com	305-1400 ext 53310
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Instructional District Contact	Theresa Axford	Theresa.axford@keysschools.com	305-293-1400 ext 53392
Assessment District Contact	Dave Murphy	Dave.murphy@keysschools.com	305-293-1400 Ext 53384
Finance District Contact	James Drake	James.drake@keysschools.com	305-293-1400 ext 53392
District Leadership Contact	Theresa Axford	Theresa.axford@keysschools.com	305-293-1400 ext 53392

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.

Monroe County School District's Digital Classrooms Plan has been developed to support the mission and vision of the school district. Integration of technology is infused into all areas of the curriculum including ESOL and special needs students including student with disabilities.

A core committee of technology and curriculum staff met to identify student achievement goals, computerized testing needs, and continuity of devices available to students and discuss technology solutions that would best meet the needs of the students and district. The District Digital Classrooms Plan has been vetted through the Executive and School Leadership Teams, District Curriculum Team, District Technology and Strategic Planning Committees and the School Board.

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

Principals and members of the Aspiring Leaders program were trained in May 2015 by Dr. James Welsh. In the training, they were provided with an overview of the TIM and shown how to use the TIM Observation Tool (TIM-O). Aspiring Leaders went on to learn coaching techniques to help teachers with lesson planning, administering the Technology Uses and Perceptions Survey (TUPS), and how to incorporate TIM, TIM-O, and TUPS into professional development planning (agenda attached).

On June 10, 2015, as part of the district's Monroe Powers Up technology training event, Aspiring Leaders presented a "deeper dive" session to show school technology leaders the TIM

and associated tools. As part of the follow-up for this event, schools met in PLCs and were asked to develop a plan for their site for providing rigorous and sustained PD regarding the TIM.

A follow-up session on TUPS results will be held on October 22, 2015, with school principals. Additional refresher training will be held throughout the school year to review use of the TIM-O to expand its use as a peer coaching model.

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.

Multi-tiered Systems of Support (MTSS) is a framework for ensuring that students' academic, social-emotional, and behavioral needs are met. Rigorous implementation of MTSS through Response to Intervention (RtI) includes a combination of high quality instruction, assessment, and evidence-based intervention. Comprehensive implementation contributes to more meaningful identification of learning and behavioral problems, improves instructional quality, and provides all students with the best opportunities to succeed in school.

Important Components of MTSS
- Effective Core Instruction: Instruction that is standards-based, rigorous, engaging, and effective for 80% of students.
- Problem Solving Teams (PST): The PST is composed of individuals who have in-depth knowledge of instruction and how students learn. The PST is responsible for determining where learning is breaking down for a struggling student, developing an intervention plan to fix the identified problem, ensuring the plan is implemented, and monitoring the student's progress to see if the intervention is working.
- Interventions: Every school has students with academic and/or behavior skill deficits. These deficits range from minor to severe. In order to meet the needs of these students, schools need interventions that address skill deficits.
- Progress Monitoring: Students receiving interventions are progress monitored in order to determine if the interventions are effective.

Effective Core Instruction
The most important component of MTSS is core instruction. A successful process begins with the highest quality classroom core instruction; that is, instruction that encompasses all areas of language and literacy as part of a coherent curriculum that is developmentally appropriate for preK-12 students and does not underestimate their potential for learning. *If core instruction is not effective, the number of students requiring intervention will likely exceed the resources available on the school campus.*

A strong core program includes:
- Identification of major ideas/concepts/skills -- what's important?
- Intentional planning of instruction matched to outcomes -- what does everyone get?
- Responsive teaching of individual students -- what is required to help specific students be successful?

Tiers of Intervention/Instruction

Within the MTSS model, there are three levels of instruction and intervention called Tiers. These three Tiers represent increasingly more intense levels of support for students. Assessment data is used to make instructional decisions about the level of support that each student needs. As illustrated by the diagram below, the level of support, or Tier, can change fluidly from Tier-to-Tier, based on student response to intervention.

Tiers of Service Delivery
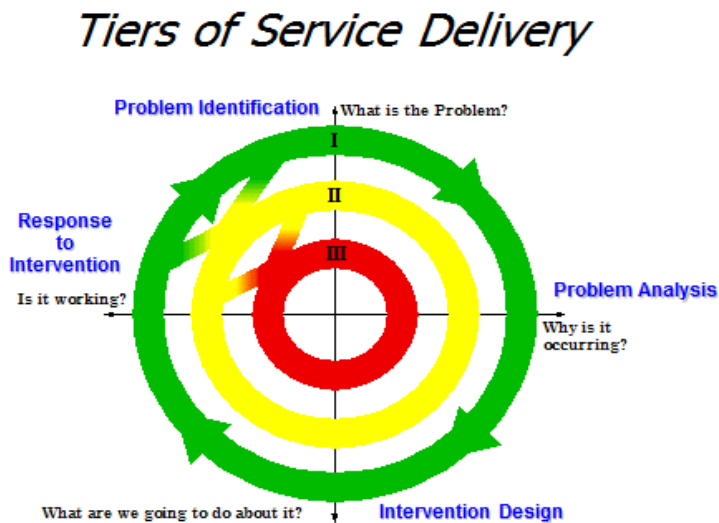
Tier 1
Tier 1 instruction is the core curriculum. This is the instruction that ALL students are receiving, with flexible grouping and differentiation. Universal screening and classroom assessment data are utilized to determine instructional needs and to measure student progress. The general education teacher leads the Tier I instruction and support. Tier 1 should meet the academic and behavioral needs of 70-80% of the learners in a classroom.
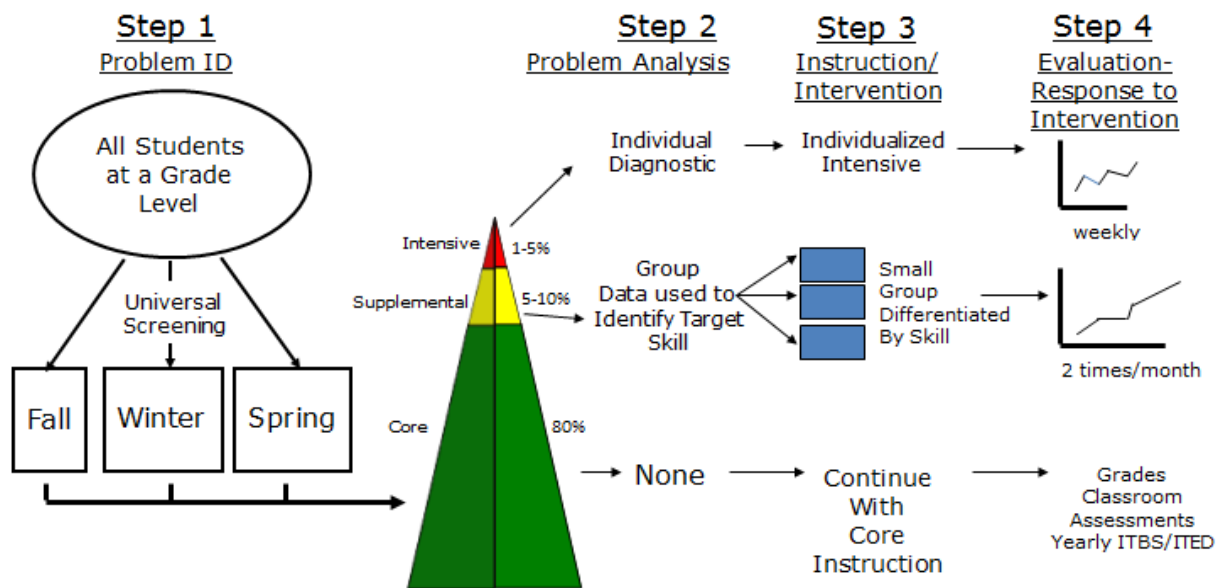
Tier 2
For students who are not making adequate progress, teachers need to supplement their core instruction with additional interventions, depending on the specific needs of the individual students. This additional, supplemental support is called Tier 2 intervention. This level of service consists of targeted, interventions that are aligned with the core curriculum. These interventions are delivered in a small group format using strategies known to be effective in addressing these learners (Problem Solving & Response to Intervention, 2009). The majority of students within this smaller group should be making progress.

Tier 3
Tier 3 interventions are necessary for students who have limited positive response to Tier 1 and 2 interventions, and for whom there exists a significant gap between their current performance and the grade level benchmark. This is the highest level of support and is intended to close that gap. The instruction for these students is intensified by increasing the duration and frequency of the intervention, or by choosing a more explicitly targeted intervention. Tier 3 services are most effective when provided individually, or in a very small group of 2-3 students. It is still important that Tier 3 intervention is aligned with Tier 1 instruction (core instructional program), and that it does not replace access to the general, core curriculum. It is anticipated that this level of intensive intervention will only be necessary for five to ten percent of students.

How it all Fits Together:

Monroe County School District
Instruction and Assessment Matrix
This is not an exhaustive list.

Content Area Cluster	Screening Tool	Tier 1 CORE INSTRUCTION	Tier 2 Targeted SUPPLEMENTAL INSTRUCTION	Tier 3 INDIVIDUALIZED INSTRUCTION	Progress Monitoring Tool	Diagnostic Assessments
Reading K-5	STAR	-HMH Journeys Leveled Readers -iStation	-HMH Write-In Reader -iStation -Lexia -Ready	-HMH Reading Tool Kit -iStation -Lexia -Ready	-STAR -HMH CBM -iStation -Lexia	-STAR -iStation -Lexia -Diagnostic Assessment of Reading (DAR) -Florida Assessments in Reading (FAIR) - Harcourt Diagnostic Assessments
Math K-5	STAR	-HMH Go Math -istation Math -AM 2.0	- iStation - AM 2.0 -HMH Reteach - Ready	-iStation - AM 2.0 -HMH Reteach - Ready	-- STAR - Istation math	STAR i station Math
Behavior K-5	3 ODR per 9-week period (Discipline Data)	-iBElieve -Second Step -SW PBS	-Second Step Reteach -Check-in/Check out -Small Group Counseling	-BIP	-Data Collection Tool to match BIP	-FBA
Reading/ ELA 6-8	STAR	-Springboard	-Voyager Passport -iStation -Ready	-Language Live -iStation -Ready	-STAR -LL CBM -iStation	-STAR -FAIR -DAR -LL -iStation
Math 6-8	STAR	-HMH Math - A.M. 2.0	--Ready --AM 2.0	--Ready --AM 2.0	-- STAR - Istation math	-- STAR - Istation math
Behavior 6-8	3 ODR per 9-week	-iBElieve -Second Step	-Second Step Reteach	-BIP	-Data Collection	-FBA

Behavior 6-8	3 ODR per 9-week period (Discipline Data)	-iBElieve -Second Step -SW PBS	-Second Step Reteach -Check-in/ Check out -Small Group Counseling	-BIP	-Data Collection Tool to match BIP	-FBA
Reading/ ELA 9-12	STAR	Springboard HMH Collections	Achieve 3000	Language Live	-STAR -Springboard CBM -HMH CBM -Achieve 3000 CBM -LL CBM	-STAR -FAIR -DAR -LL
Math 9-12	STAR	--HMH Math	-Algebra Nation -Math XL -AM 2.0	-Algebra Nation -Math XL -AM 2.0	-- STAR -FIMS	--STAR --FIMS
Behavior 9-12	3 ODR per 9-week period (Discipline Data)	iBElieve Project Wisdom	-Check-in/ Check out -Small Group Counseling	-BIP	-Data Collection Tool to match BIP	-FBA

I.5   <u>District Policy</u> - 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	**8330 - Student Records**	**http://www.neola.com/monroe-fl/**	**Revised 7/31/12**
District teacher evaluation components relating to technology (if applicable)	**Danielson Domain 2.e**	**http://keysschools.schoolfusion.us/ EPIC tab**	**2011**
BYOD (Bring Your Own Device) Policy	**7540.03 - Student Network and Internet Acceptable Use and Safety Policy**	**http://www.neola.com/monroe-fl/**	**Revised 4/14/15**
Policy for refresh of devices (student and teachers)	**No Written Policy**	**After this year will be in 3 year refresh cycle.**	
Acceptable/Responsible Use policy (student, teachers, admin)	**Policies 7540.03 7540.04**	**http://www.neola.com/monroe-fl/**	**Revised 4/14/15 9/23/14**
Master Inservice Plan (MIP) technology components	**Technology Integration/Digital Learning Support: Tech in the Classroom-Page # 4-29; Technology Applications Page # 4-31**	**http://keysschools.schoolfusion.us/ Professional Development**	**2015-16**

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

A) Student Performance Outcomes

MCSD identified a weakness in writing skills based on 2012-13 FCAT writing results. To address this need, in addition to other resources, the district provided all fourth grade students and teachers with a mobile computing device. To continue the momentum and skills developed in 4th grade, fifth grade students and teachers will be provided with a mobile computing device so students can continue to work on writing skills in addition to other core subject areas.

B) Digital Learning and Technology Infrastructure

MCSD will continue to provide a robust digital learning infrastructure with the appropriate levels of bandwidth that will support mobile computing devices, hardware and software.

C) Professional Development

PD needs are assessed through a technology PD survey and the Technology Uses and Perception Survey (TUPS). To set teachers up for success, instructional personnel and staff have access to training to assist with the integration of technology into classroom teaching, including mobile computing devices, hardware, and software. Assessments indicate that training needs to focus on both the tool and the pedagogy.

D) Digital Tools

MCSD is continually reviewing and renewing products to determine which digital devices best meet the needs of our students.

E) Online Assessments

Many of our devices are currently dedicated to on-line assessments; MCSD must offer more devices to students so they can continue to work on building skills and academic assignments during the testing windows.

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	
II.A.2.	Math Student Achievement	3rd – 62% 4th – 58% 5th – 51% 6th- 56% 7th – 56% 8th – 53% Alg 1 – 59% Geo – 64% Alg 2 – 49%	3rd – 70% 4th – 70% 5th – 65% 6th- 65% 7th – 65% 8th – 65% Alg1 – 65% Geo – 75% Alg2 – 60%	2018
II.A.3.	Science Student Achievement – 5th and 8th Grade	5th- 61% 8th-50%	5th- 70% 8th- 60%	2019
II.A.4.	Science Student Achievement – Biology	73%	80%	2019
II.A.5.	ELA Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
B. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.A.9.	Overall, 4-year Graduation Rate	71% (13)	75%	2019

II.A.10.	Acceleration Success Rate	Num %	Num %	School Year
	MCSD	57%	65%	2019

■ **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.

A. **Infrastructure Needs Analysis (Required)**		**Baseline from 2014**	**Actual from Spring 2015**	**Target**	**Date for Target to be Achieved** *(year)*	**Gap to be addressed** *(Actual minus Target)*
II.B.1.	Student to Computer Device Ratio	1.81:1	1.10:1	1:1	School Year	_____:_____
*II.B.2.	Count of student instructional desktop computers meeting specifications	1,603	1,241	600	2019	(641)
*II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	2.819	4,495	6,000	2019	1505
II.B.4.	Count of student web-thin client computers meeting specifications	N/A	N/A	N/A	N/A	N/A
*II.B.5.	Count of student large screen tablets meeting specifications	132	951	1050	2019	99
*II.B.6.	Percent of schools meeting recommended bandwidth standard	0%	55.5%	100%	2019	44.5%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	100%	2014	0%

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

* Districts will complete the security assessment provided by the FDOE. However under s. 119.07(1) this risk assessment is confidential and exempt from public records.

*II.B.2. desktop numbers have decreased because we removed aging desktops that do not meet standards
*II.B.3.and *II.B.5. MCSD is purchasing more mobile devices and tablets to move closer to a 1:1
*II.B.6. MCSD bandwidth percentage shows a decrease because of the way we responded to the wording of the question from the Fall survey. Rather than show the bandwidth as a whole MCSD divided the bandwidth availability by site (as suggested by FDOE team).
In fact, MCSD upgraded the bandwidth from 200MB to 500MB during the 2014-2015 school year.

- **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: 30% Adoption: 30% Adaption: 25% Infusion: 10% Transform: 5%	Entry: 10% Adoption: 35% Adaption: 30% Infusion: 15% Transform: 10%	2017
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: N/A Adoption: N/A Adaption: N/A Infusion: N/A Transform: N/A	Entry: 10% Adoption: 35% Adaption: 30% Infusion: 15% Transform: 10%	2017

- **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.	100 %	0 %	100%	Achieved
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100 %	0 %	100 %	Achieved
II.D.3. (S)	A system that supports student access to online assessments and personal results.	0%	0 %	100 %	2018
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	0 %	0 %	100 %	2018
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	0 %	0 %	100 %	2018

The system – we could define this as a collection of processes, including Focus, that will provide students access to their personal results from online assessments. We are in the process of implementing Focus as our replacement Student Information System. Focus includes a student/parent portal not currently available that will provide access. Also, by placing additional student devices in classrooms, students will have improved access to online assessments, both as required by the state and as developed by teachers for formative and summative assessments.

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 %	30 %	100 %	Achieved
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	30 %	100 %	Achieved
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 %	100 %	100 %	Achieved
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 %	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.	100 %	100 %	100 %	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 %	100 %	100 %	Achieved
II.D.7. (T)	A system that houses documents, videos and information for teachers,	100 %	50%	100 %	Achieved

	students, parents, district administrators and technical support to access when they have questions about how to use or support the system.				
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 %	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.	100 %	100 %	100 %	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.	100 %	60 %	100 %	2018

D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
(IM)	**Instructional Materials**	**Baseline %**	**Target %**	**School Year**

II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	50 %	50 %	2016
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	30 %	50 %	2019
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	0 %	100 %	2019
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100%	100 %	Achieved
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	50 %	80 %	2018
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 %	80 %	2018

■ **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.

D. **Online Assessments Needs Analysis (Required)**	**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved** *(year)*
II.E.1. Computers/devices available for statewide FSA/EOC computer-based assessments	Sufficient	Sufficient	N/A
II.E.2. Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	0 %	100 %	2019

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.

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

Enter district goals below:

Goal 1: By 2019, 90% of 5th graders will have proficient scores on both FSA ELA and Math
Goal 2: By June 2016, 90% of 5th grade students will have a mobile computing device.
Goal 3: By June 2016, 90% of 5th grade teachers will be trained on integrating a 1:1 solution in their classroom instruction.

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.

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Proficient FSA ELA and Math	Supply teachers and students with high quality technology and curriculum	Integrate instructional materials into system	2015-2019
Mobile computing devices	Supply 5th grade students and teacher with mobile digital devices	Purchase mobile devices for teachers and students	2015-2019
PD for teachers	Provide PD on how to integrate mobile devices into the curriculum	Sign-in sheets from My Learning Plan on PD provided.	2015-2019

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.

N/A

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

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

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

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

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

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

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

A) Student Performance Outcomes

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

Enter the district student performance outcomes for 2015-16 that will be directly impacted by the DCP Allocation below:

A. Student Performance Outcomes		Baseline	Target
III.A.3.	Increase percent of 5th grade students who are proficient on FSA ELA	54.28%	70%
III.A.4.	Increase percent of 5th grade students who are proficient on FSA Math	44.1%	65%
III.A.5.		alpha/num	alpha/num
III.A.6.			
III.A.7.			

B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf. These specifications are recommendations that will accommodate the requirements of state supported applications and assessments.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

B. Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	641 for 5th grade students @ $444.82/device	2016	$285,129.62	District	A1
III.B.2.	19 access points @ $597 each	2016	$11,343	District	A1

| III.B.3 | Power adapters/cases | 2016 | $1,196.79 | District | A1 |
| III.B.4. | 25 carts @ $1597 each | 2016 | $39,925 | District | A1 |

Monroe County School District has enough computing devices to allow students to test. What is being addressed is putting mobile computing devices into the hands of students so that when testing occurs, students are able to continue working on academics which will assist to increase student achievement In addition, MCSD is working towards a 1:1 ratio of devices to students, which will reduce the amount of scheduled time required to complete statewide testing (II.E.2).

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

Brief description of other activities	Other funding source

Evaluation and Success Criteria for 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.	Review purchase orders and track delivery	Devices in place for 5th grade students and teachers

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.

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.

C. Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	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
Professional development for mobile computing devices with be provided with other funding	District funds

Evaluation and Success Criteria for C) Professional Development:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

C. Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	Training planned and scheduled	Sign-in sheets from My Learning Plan

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:

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

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.	Review purchase orders and track delivery	Devices in place for 5th grade students and teachers

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

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.	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**
Computer-based state wide assessments are being implemented	District funds

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	