Digital Classrooms Plan

For

Osceola District Schools

October 6, 2015

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FLORIDA DEPARTMENT OF EDUCATION
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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. 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 documents 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 District is committed to serving the entire student population equitably as part of fulfilling its mission to provide "education which inspires all to their highest potential." Realizing this foundational goal means focusing the necessary attention on each child as determined by his or her unique needs/interests. It also involves facilitating clear academic/career pathways in hopes that students will reach their full potential as stated in the organization's mission statement.

One of the most-interesting county characteristics is Osceola's racial and ethnic diversity. The most-recent racial/ethnic data available (2014-2015 school year) reflects the diversity of the District's 56,097 students. The distribution of students among the major race groups is 74% White, 14% Black, 5% Native American, 3% Asian/Pacific, and 4% Multiracial. And well over half (58 %) of students are part of the Hispanic ethnic category. The District's culturally diverse community represents 141 countries and involves use of 108 different languages. Accordingly, a significant portion of the student population (26%) is classified as "English Language Learners" (ELL) in 2014-2015. And 14% are considered Exceptional Student Education (ESE).

The vision of the School District of Osceola County is to provide technology-rich environments as a key to relevant education, encouraging lifelong learning for all students. The mission related to technology is to promote the effective use of technology to improve student achievement.

The District actively promotes and supports advances in the successful integration of technology into the dynamic standards-aligned curriculum. It values the task of investing in the future accomplishments of all students by enhancing the learning process. Student success must be the collective goal of all who are charged with educating every learner. Everything that is "technology", be it software, hardware, network connectivity, computer literacy or professional development for instructional staff must be viewed through the lens of student achievement.

Since the implementation of a tiered plan in 2008 to bring about conformity in classroom technology hardware configuration standards, teachers have access to professional tools and resources more than ever before. School administrators have realized the value of the enhanced teaching and enrichment that technology brings to the classroom, and have made budget decisions in favor of providing their teachers as many of the available tools as possible.

At two middle schools, in the English/Language Arts (ELA) classrooms, a one-to-one device initiative is being implemented, making the environment for learning alive with excited students, and enthused teachers. The impact on student achievement will not be known until the release of the ELA scores for 2015-2016.

The District's post-secondary institution, Technical Education Center Osceola (TECO), works closely with secondary students, offering a variety of courses and certifications (such as CNA, LPN, LEO, EPA, MOUS, A+, Network +, MCP, and MCSA) to make Osceola students job-ready upon graduation. The District's graduation rate was 78.0% for the 2013-2014 school year. Once again, Osceola County has a higher graduation rate than the state average of 76.0%. Osceola County also continues to demonstrate a lower dropout rate (0.8%) than the state average (2.0%).

Several continuing education opportunities are available locally. TECO offers a number of post-secondary, job-preparatory programs for adults; courses support a variety of career choices, and examples include Practical Nursing, Legal Administrative Specialist, Business Computer Programmer, Culinary Arts Practitioner, Law Enforcement Officer, Automotive Service Technician, and Residential/Commercial Electrician, and Residential/Commercial Plumber. Adult Learning Center Osceola (ALCO) offers ESOL, Adult Basic Education, and GED Preparation and Testing for adults. In addition, Valencia College and Johnson University have campuses in Osceola County.

Population increases exert the most influence on Osceola's situation. County agencies struggle to effectively address the growth. The student enrollment is now 56,097, which equals an increase of 210% from 18,054 in 1990. As of August 2014, the District employed 7,733 staff members (including 172 administrators, 3,585 instructional personnel, and 3,976 professional support personnel). The county has public transportation, a One-Stop Center, and a number of non-profit community organizations prepared to offer assistance with food, shelter, employment, medical health, education, and legal services. To meet the needs of students, teachers, and families, the District maintains partnerships (and memorandum agreements) with a myriad of local organizations. Examples of these collaborating entities include the city/county governments and Education Foundation ~ Osceola County; Community Vision, Inc.; Osceola County Council on Aging; Florida Department of Health in Osceola County; Park Place Behavioral Health Care; Florida Department of Juvenile Justice; and American Red Cross.

I.1 *<u>District Team Profile</u> - Listed below is the contact information for members of the District administrative team participating in the DCP planning process from the instructional, curriculum, and information technology staff:*

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Russell Holmes	holmesr@osceola.k12.fl.us	407-870-4050
Curriculum District Contact	Dr. Michael R. Akes	akesmich@osceola.k12.fl.us	407-870-4901
Instructional District Contact	Dr. Mel Pace	paceterr@osceola.k12.fl.us	407-870-4669
Assessment District Contact	Janine Jarvis	jarvisja@osceola.k12.fl.us	407-870-4056
Finance District Contact	Jose Gonzalez	gonzalezjo@osceola.k12.fl.us	407-870-4823
District Leadership Contact	Angela Marino	marinoa@osceola.k12.fl.us	407-518-2934

I.2 *Planning Process – Summarized below is the process used to write this plan:*

The District established a committee of thirty members, seeking to involve a diverse body of stakeholders. School administrators, District department leaders, including all areas of curriculum and instruction (exceptional student education, multi-cultural education), finance, technology, as well as District administrative leadership have regularly attended weekly planning sessions. Sections of the DCP were assigned to specific groups, and group members then addressed each section in detail as appropriate. Executive Leadership Team members received training and/or informational updates during the planning process. In addition, elected parent representatives of School Advisory Councils were given opportunities for input as the Digital Classrooms Plan was presented in September. The names and titles of the committee members are listed in Appendix A. Osceola Partners in Education and Community Relations both serve to develop ongoing relationships with businesses and the community to build student achievement by mentoring, tutoring, and career exploration opportunities.

On September 24, 2015, the committee met to review and finalize the DCP. Proposals for the allocation of funds were clearly defined for the most direct impact on digital content delivery and online assessments with the emphasis on improving student performance outcomes.
The plan was presented to the Executive Leadership Team for approval on September 28, 2015.

The plan was presented to the Board for approval on October 6, 2015.

I.3 *Technology Integration Matrix (TIM) – Summarized below is the process to train, implement and measure classrooms using the TIM.*

The District will implement professional development activities to support the implementation and measurement of progress towards digital learning using the Technology Integration Matrix (TIM). The District will expand the awareness of the TIM and the suite of TIM-O tools by providing more in depth training to an increased number of District leaders and school administrators. During 2014-2015, the TIM was introduced to more than seventy-five administrators, both at the District level and school level. Eighteen school administrators applied

to participate in a professional development grant project. Three of these administrators were selected, each of whom recommended six teachers from their school to receive extensive training in learning the TIM and the TIM-O with a Digital Coach.

In order to enlarge the "buy in" of District and school administrators, the Digital Coach will offer comprehensive leadership training on the TIM, TIM Observation Tool (TIM-O) and the benefits of establishing and becoming fluent with the common language of technology integration. Administrators will learn to recognize the difference between technology integration versus technology use, as well as the collection of data for school level professional development needs. Administrators will have side-by-side coaching using the TIM Observation Tool (TIM-O) during three 3-hour hands-on classroom walk-throughs, reflection and data analysis sessions. These sessions will include practice using the TIM-O, with samples with text evidence proof of selection and TIM video selections that are best for Professional Learning Communities (PLCs). Administrators may include administrative team leaders, such as school level coaches and media specialists, which will also receive training.

The use of the Technology Integration Matrix or any other measurements shall NOT be used to evaluate individual teachers and shall be separate from any of the District's employee evaluation systems. The sole purpose of the Matrix shall be to collect data to analyze and to determine professional development needs for whole schools, not individual teachers. All data collected using the Matrix shall remain confidential.

I.4 *Multi-Tiered System of Supports (MTSS) – Described below is the problem-solving process used by the District to write the plan.*

The District of Osceola County used the problem solving process first by involving stakeholders in the review of the required components in the Digital Classrooms Plan (DCP) for 2015-2016. New baselines needed to be established, and members of the revision team had discussions about how they interpreted the criterion provided in the template versus the actual guidance document. It was clear that there wasn't only one "problem" to solve. Probing questions were posed about each of the areas, or components, required by the DCP. Therefore, each member offered input from their unique perspective.

The responsibility of the members of the District team in Section I.1 was to provide information associated with student performance, instruction, multicultural education, special needs students, assessment, information technology, school network infrastructure and professional development.

The representatives re-examined the goals and strategies outlined in the 2014-2015 DCP, and agreed to affirm the same goal statements, but with updated strategies that support progress toward the wireless learning environment, supplemental digital resources, and a greater impact with professional development related to the Technology Integration Matrix (TIM) for District leaders and school administrative teams.

Members then reviewed each needs analysis related to each required DCP component, and updated the information based on current data. Examples of the data used to include in the DCP

are aligned with the state provided metrics, the Technology Resources Inventory (TRI), third party recommendations related to network infrastructure, and the 2014-2015 professional development grant for digital learning. Many of the same needs exist, all of which are under constant monitoring and evaluation of forward progress.

A comprehensive digital tool system, providing both access and utilization statistics, has been an ongoing implementation effort. From its inception, the development of one digital tool system, or LIIS, has been complex, but is continuing toward completion. Until it is fully implemented, the District uses several "systems" to accomplish the provision of data (see page 21 for explanation of District systems) to assist instructional personnel and staff in the management, assessment and monitoring of student learning and performance. The monitoring of student learning and performance is through a team effort, from the classroom teachers all the way to the Superintendent.

I.5 *District Policy - The District policies relevant to technology are listed below.*

Type of Policy	**Brief Summary of Policy (limit character)**	**Web Address (optional)**	**Date of Adoption**
Student data safety, security and privacy	Chapter 5.70*+ STUDENT RECORDS	School Board Rules	4/21/2015
District teacher evaluation components relating to technology (if applicable)	Instructional Employee Evaluation Handbook	http://www.osceolaschools.net/employees	6/12/2014
BYOD (Bring Your Own Device) Policy	Chapter 8.00 – Auxiliary Services STUDENT USE OF PERSONAL TECHNOLOGY, 8.63+ Chapter 5.30*+ STUDENT CONTROL Code of Student Conduct	School Board Rules Code of Student Conduct	9/7/2013 8/9/2011
Policy for refresh of devices (student and teachers)	Teacher Laptop Refresh Initiative implemented 2013 requires schools to allocate ten percent of the discretionary budget for teacher laptop refresh The District established funding for student computer refresh at one million dollars annually.		7/30/2013 July 2012
Acceptable/Responsible Use policy (student, teachers, admin)	Chapter 8.00 – Auxiliary Services NETWORK ACCEPTABLE USE, 8.60+	School Board Rules	8/18/2015
Master Inservice Plan (MIP) technology components	Professional Development System and Master Inservice Plan, annual revision	Master Inservice Plan 2015-2016 *(The Supplement to Special Board Meeting Documents)*	8/18/2015

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

District needs are 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.

A. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.A.1.	ELA Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.2.	Math Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.3.	Science Student Achievement – 5th and 8th Grade	48% (5th) 39% (8th)	54% (5th) 44% (8th)	2015-2016
II.A.4.	Science Student Achievement – Biology	64%	67%	2015-2016
II.A.5.	ELA Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
A. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.A.9.	Overall, 4-year Graduation Rate	78 %	82 %	2015-2016
II.A.10.	Acceleration Success Rate	92 %	95 %	2015-2016

The School District of Osceola County has developed long term goals that address the areas of science student achievement in grades 5 and 8, science student achievement in biology, increasing the overall 4-year graduation rate, and increasing the acceleration success rate.

Science student achievement is a goal that the School District of Osceola County recognizes as a priority. Baseline data for student achievement in fifth grade science shows 49% of students are demonstrating proficiency. The District s goal is to increase the proficiency level of fifth grade science students to 54%. In order to achieve this goal, several strategies have been outlined. A science progress monitoring assessment will be implemented four times a year. Teachers will analyze this data and use it to adjust instruction where needed. Additionally, time to reflect, assess, remediate, and enrich is included at the end of each science unit. Science Saturday Camp will also be made available to those fifth grade students who are still not showing mastery of the science standards. To aid in instruction and remediation, teachers will incorporate District provided experiments, online science Fusion interactive lessons, and online resources from Discovery Education. Teachers will also participate in three rounds of science training that is focused on deconstructing the grade level standards.

Using our First Class email/communication software, conference folders are available to all elementary teachers to enhance science instruction. The conference folders include research-based best practices, instructional progressions, instructional strategies, educational websites, and curriculum timelines.

Currently in grade eight, the proficiency level in science is 39%. The goal is to increase the proficiency rate to 44%. To meet this goal, teachers will utilize the District assessments to monitor scientific understanding by analyzing data, and differentiating instruction to enhance student achievement. Technology supportive resources will also be integrated into eighth grade science classrooms as a way of providing tier two supports and remediation for struggling students.

In Biology, the current proficiency rate of students varies by grade. In eighth grade 98 % of students are proficient, in ninth grade 76%, in tenth grade 31%, and in eleventh grade 35%. In order to increase student proficiency, the District will create a review for Biology formative assessments. This review will help students and teachers identify areas that need further instruction. In addition, there will be quarterly assessments administered and reviewed by teachers to help further pinpoint instructional needs. To assist students with the need for actual hands on learning, a lab calendar will be created and used to address this area. The integration of technology as a resource will be used to support struggling students. With these supports in place, the school District anticipates an increase in proficiency to 99% in eighth grade, 79% in ninth grade, 36% in tenth grade, and 40% in eleventh grade.

In an effort to address the needs of all students, including our highest achieving students, the District will increase the success rate of students on an accelerated pathway. To start, there will be an effort to increase awareness about the opportunities for Dual Enrollment with Valencia College, The University of Central Florida, The University of Florida, and the Technical Education Center Osceola. The baseline data shows 911 students taking part in Dual Enrollment. An increase to 925 students is desired. In other efforts, the District will increase the number of students taking Advanced Placement courses and monitor their progress to raise the number of students passing the AP exams. Currently, the pass rate on AP exams is 36%. The goal is to increase this number to 40% for the 2015-2016 school year.

The School District of Osceola County recognizes that in order to for students to thrive as adults, high school graduation is a non-negotiable. In the 2015-2016 school year, the target to achieve is an 82% graduation rate. To make this attainable, within the first three weeks of school, seniors that are at risk of not graduating will be identified. Once they have been identified, personalized support systems will be put in place to ensure success. Another support, will be to provide ACT and PERT preparation for students that need the concordant score for graduation. At the high school level, post- secondary plans will be tracked. The use of the digital tool FOCUS, will assist in the tracking of these plans. Utilization of this program will aid in providing targeted resources and support to our student body.

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 have been pulled from the Technology Readiness Inventory (TRI). The baseline is carried forward from the 2014 plan.

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	2.76 : 1.0	2.41 : 1.0	1:1	2019-2020	1.41:1
II.B.2.	Count of student instructional desktop computers meeting specifications	16,374	18,373	20,374	2016-2017	2,001
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	3,849	4,217	7,698	2017-2018	3,481
II.B.4.	Count of student web-thin client computers meeting specifications	693	693	693	2014-2015	0
II.B.5.	Count of student large screen tablets meeting specifications	0	0	0	n/a	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	100%	100%	%	2014-2015	0%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	13%	69%	100%	2015-2016	31%
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	2015-2016	N

B. **Infrastructure Needs Analysis (District Provided)**		**Baseline**		**Target**	**Date for Target to be Achieved *(year)***	
II.B.10. (D)	Upgrade cabling at 16 schools: Boggy Creek Elementary, Celebration K-8, Discovery Intermediate, Gateway High, Horizon Middle, Kissimmee Elementary, Kissimmee Middle, Lakeview Elementary, Michigan Avenue Elementary, Narcoossee Middle, Parkway Middle, Pleasant Hill Elementary, Poinciana High, Reedy Creek Elementary, St. Cloud Middle, and Thacker Avenue Elementary for International Studies	Cat 5		Cat 6	2017-2018	
II.B.11. (D)	Upgrade switches in IDF/MDF from 10/100 Mbps to 1Gbps at 26 schools: Celebration K-8, Celebration High, Chestnut Elementary School for Science and Engineering, Cypress Elementary, Deerwood Elementary, Flora Ridge Elementary, Gateway High, Harmony Community, Harmony High, Hickory Tree Elementary, Highlands Elementary, Horizon Middle, Koa Elementary, Lakeview Elementary, Liberty High, Michigan Avenue Elementary, Narcoossee Elementary, Narcoossee Middle, Neptune Elementary, Neptune Middle,	10/100 Mbps		1 Gbps	2017-2018	

	Osceola School for the Arts, Pleasant Hill Elementary, St. Cloud Elementary, St. Cloud Middle, Sunrise Elementary, and Thacker Avenue Elementary for International Studies					
II.B.12. (D)	Provide additional access points to provide adequate wireless coverage at 15 schools: Central Avenue Elementary, Chestnut Elementary School for Science and Engineering, Cypress Elementary, Deerwood Elementary, Hickory Tree Elementary, Kissimmee Elementary, Lakeview Elementary, Michigan Avenue Elementary, Partin Settlement Elementary, Pleasant Hill Elementary, Poinciana Academy of Fine Arts Elementary, St. Cloud Elementary, Sunrise Elementary, Thacker Avenue Elementary for International Studies, and Ventura Elementary	30%		100%	2017-2018	
II.B.13. (D)	Replace end-of-life core switches at 10 facilities: Neptune Middle, St. Cloud Middle, Horizon Middle, Celebration High, Partin Settlement Elementary, Hickory Tree Elementary, Lakeview Elementary, Celebration K-8, Gateway High, and District Complex Building 2000.	0%		100%	2016-2017	
II.B.14. (D)	Obtain services of a network architect to review current network structure;	0%		100%	2015-2016	

	develop a comprehensive plan to update/modify current network structure to meet the future needs of the District					
II.B.15. (D)	Network Security Upgrades – Arbor Scrubbing Solution and IPS	0%		100%	2015-2016	

** 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.*

Computer-based testing capacity is a priority for all stakeholders in the District. To support the online learning environment during the scheduled assessments, the District has updated the bandwidth capacity to 400 Mbps at each school. District staff monitor network traffic and work carefully with other departments to ensure sufficient bandwidth capacity. The District has applied for E-rate funding for up to 600 Mbps at each school. The District currently has 2000 Mbps of Internet access with plans to increase to 4000 Mbps.

The capacity of each school's infrastructure equipment (switches, cabling, and access points) and the on-site equipment owned and configured by the ISP are two of many determining factors when the District contemplates increasing bandwidth throughput to the student desktops or wireless devices. The District is trending toward the future in planning for bandwidth capacity upgrades, but there is much to be done. Schools that are unable to support future bandwidth requirements because of obsolete infrastructure equipment have been identified.

The funding support of the Universal Service Administrative Company's (USAC) E-rate program for infrastructure has certainly been scarce, though the District has made application each funding year. The District is currently waiting for USAC approval to upgrade the wireless capacity at nine elementary schools. The District is planning on applying for wireless upgrades at the remaining twelve elementary schools during the FY2016-2017.

Several recommendations for upgrades to the District's network have been made as a result of third-party evaluations (see Appendix B). To protect the security of our network and minimize DDoS attacks, the District has contracted with our ISP to use the Arbor Peakflow SP Threat Management System. Additionally, the District's network was recently evaluated by Presidio Networked Solutions. As a result, five recommendations were made: upgrade the District's web filtering capability, create a Firewall redundancy, upgrade core sites, upgrade border gateway protocol layer 3 switch, and upgrade the District's DMZ switch.

- **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 (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: 55% Adoption: 28% Adaption: 12% Infusion: 1% Transform: 4%	Entry: 35% Adoption: 35% Adaption:20% Infusion: 4 % Transform:6%	2017-2018
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 0% Adoption: 0% Adaption: 0% Infusion: 0% Transform: 0%	Entry: 35% Adoption: 35% Adaption: 20% Infusion: 4% Transform: 6%	2017-2018

In order to provide instructional personnel and staff access to opportunities and training to assist with the integration of technology into classroom teaching, data was collected through a variety of sources including the annual Professional Development Needs Assessment, informal observations conducted by the Media and Instructional Technology Department during classroom visits, and review of documents such as the District's Master In-service Plan.

The annual needs assessment conducted by the Professional Development Department, surveys employees and utilizes the data to determine District professional development needs. Results of the survey are used in-house and distributed to District professional developers and the Professional Development Evaluation Committee for feedback and to analyze the data for future professional development courses. The data from this needs assessment indicates staff members need and want training opportunities to assist with the integration of technology into classroom teaching.

Although not new to our District, the Technology Integration Matrix (TIM) was not used as part of the "look-fors" by school administrators. In 2014-2015, the District received $75,000 from the Professional Development for Digital Learning Grant (Race to the Top funds). An outside technology coach consultant provided leadership training on the matrix, teacher training on the matrix for selected schools, evaluation of selected classrooms using the matrix, and expert conversations focused on effective methods of incorporating web-based digital resources into the students' learning environment. The outside technology coach consultant worked with school leaders to guide and monitor the feedback to teachers on deepening quality implementation of

digital learning in the classroom. Plans for 2015-2016 include using a technology consultant to provide professional development for members of the school reflection team, District K-12 resource teachers, and administrators to deepen the understanding and increase the use of the TIM.

The baseline data for II.C.1 (Average teacher technology integration via the TIM) in the table above was collected by the technology consultant during 2014-2015. The baseline data for II.C.2 (Percentage of total evaluated teacher lessons plans at each level of the TIM) is zero percent in all areas. The DCP committee is working to develop a plan to evaluate teacher lesson plans at each level of the TIM.

The current District Master In-service Plan (MIP) components have been reviewed and there is a need to revise the current technology components and create technology components to meet the new criteria of High Quality Master In-service Plan (HQMIP) components. Currently, there is no HQMIP component correlating to "school leadership 'look-fors' on quality digital learning process in the classroom." In addition, there are gaps in the current technology components to address: (1) educator capacity to use available technology, (2) instructional lesson planning using digital resources, and (3) student digital learning practices.

- **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.	0%	0 %	50%	2017-2018
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	0%	0%	50%	2017-2018
II.D.3. (S)	A system that supports student access to online assessments and personal results.	50%	50%	100%	2017-2018
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%	50%	2017-2018
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100%	20%	100%	2017-2018

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%	5%	100%	2017-2018
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	5%	100 %	2017-2018
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	0%	50%	2015-2016
II.D.4. (T)	A system that includes District staff information combined with the ability to create and manage professional development offerings and plans.	100%	100%	100%	2014-2015
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%	2014-2015
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%	50%	100%	2017-2018
II.D.7. (T)	A system that houses documents, videos and	100%	25%	75%	2017-2018

	information for teachers, 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%	60%	100 %	2017-2018
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%	80%	100%	2017-2018

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.	36%	54%	100%	2018-2019

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)	80%	90%	2017-2018
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	80%	90%	2017-2018
II.D.3. (IM)	Percentage of instructional materials integrated into the District Digital Tools System	50%	100%	2017-2018
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	80%	90%	2017-2018
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	70%	80%	2017-2018
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%	50%	2017-2018

The School District of Osceola County's goal is to implement a local instructional improvement system (LIIS) that enables access to benchmarks, curriculum guides, and provide the ability to link to lesson plans and test items. The system will include comprehensive student information that is secure and used to assist in both instructional decision making and data analysis. The District's targets for the Instructional Management component have not yet been met due to a variety of complications involved with the implementation of the LIIS. The District's goal is for all targets to be met by 2017.

The District currently contracts with True North Logic for implementation of the professional learning management system. The My Professional Growth System (MyPGS) allows District employees to assess and register current professional development initiatives directly related to research based instructional strategies and employee needs. Instructional employees' Individual Professional Growth Plan (IPGP) are also created and stored within the MyPGS platform along with deliberate practice and evaluations.

The District's Student Information System with integrated gradebook, FOCUS, provides student information including prior test history, current grades and past grades, as well as other student information. This system helps guide student placement and instructional needs. Within FOCUS, there is a parent portal module to allow parents 24/7 access to their student's grades on assignments and activities, and the ability to communicate with the teacher regarding any concerns.

District Systems Explanations and Usage

FOCUS – Focus systems are fully integrated, web-based systems that provide support for all the day-to-day requirements of managing the School District. Our SIS Solution allows educators to create, store, and track any form of data including demographic data, scheduling, transcripts, attendance, disciplinary issues, and more.

PGS – My Professional Growth System or "MyPGS" combines professional learning and performance evaluations into an interactive forum. MyPGS will enhance the learning experience by customizing professional development to an individual's identified needs.

IMS (PCG) – The EdPlan™ Instructional Management System (IMS) provides access to the data needed to drive instruction and support at the District and state level. IMS tools in use include Assessment Management, which is a one-stop shop for managing assessments at the District and campus level and promoting day-to-day success in the classroom, as well as Curriculum Management, which allows educators to collaborate and develop content to meet the needs of the learning population, along with extensive analysis capabilities with which to identify academic gaps.

RENAISSANCE (STAR) – Reading and Math assessments include skills-based test items and in-depth reports for screening, instructional planning, progress monitoring, and standards benchmarking. Educators have immediate access to skill-specific, actionable data to target instruction and practice, select students for intervention, and predict state-test performance.

ACHIEVE 3000 – Web-based differentiated instruction using nonfiction content and real-time Lexile assessment.

FirstClass (FC) – FirstClass is the Osceola District email system that also serves a repository of conference folders for educators, for example, Curriculum Area Standards, pacing guides, focus guides, test blueprints, and teacher resources.

Osceola District Homepage (SDOC) – The District homepage contains K-12 information for parents, students, and teachers. The SharePoint site (currently under development) will provide an organized format with Curriculum Area Standards, pacing guides, focus guides, test blueprints, and teacher resources.

CPALMS – CPALMS is Florida's collaborative platform that connects education stakeholders, researchers, subject matter experts, practicing professionals, and professional organizations to Collaborate, Plan, Align, Learn, Motivate, and Share (CPALMS) instructional/educational

resources and interactive tools that support standards-driven instruction. CPALMS is Florida's official source for the standards, course information, assessment information, and serves as the dissemination platform for professional development and digital resources.

FLKRS – The purpose of the Florida Kindergarten Readiness Screener (FLKRS) is to gather information about a child's overall development and address each student's readiness for kindergarten based on the Florida Early Learning and Developmental Standards for Four-Year-Olds. The FLKRS is also used to calculate VPK Provider Kindergarten Readiness Rate, which measures how well a VPK provider prepares 4-year-olds to be ready for kindergarten based on the standards.

IBTP – Item Bank and Test Platform (IBTP), a statewide secure system which allows Florida educators to search the item bank, export test items, and generate assessments.

Reflective Visits Feedback Form (REFL) – This document is used during Reflective visits at the schools to capture observed data (learning goals, pacing, instructional techniques, grouping, etc.) and provide immediate and pertinent feedback to administration in the form of trends observed.

ICT Essentials (ICT) – A suite of 10 courses designed for teachers to infuse the use of technology into their subject area, to engage students with specific and appropriate technologies, and to empower their students with technological skills necessary for either educational or career pursuits. ICT Essentials spans; Information Technologies, Communications Technologies, and Media Technologies.

Florida Choices (FLC) – An online college and career readiness tool sponsored by the FLDOE for the purpose of developing student interest in career pathways and planning for college and careers through interest inventory surveys, online planning tools, and career search options.

Defined STEM (STEM) – A unique set of real-world themed resources to create a 21st century learning platform. The common core aligned performance tasks, literacy tasks, and real-world videos enable students to see the relevance of K-12 topics through real-world themes. Each resource allows students to apply concepts in simulated scenarios that increase student engagement and performance preparing them for college and 21st century careers.

- **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	5641	6641	2015-2016
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	0%	100%	2019-2020
E. Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.E.3. (D)	Percent of elementary schools which have infrastructure to test wirelessly	36% (i.e., 9/25)	100% (i.e., 25/25)	2016-2017
II.E.4. (D)	Percent of schools with mobile carts/laptops (at least one cart with at least 15 laptops)	45% (i.e., 22/49)	90% (i.e., 44/49)	2016-2017

To continue the District's readiness for online assessments, the District has implemented multiple changes and upgrades to the network and student devices. The operating systems on all student computers have been migrated from Windows XP to Windows 7. In 2013-2014, thirty-six computer carts with access points were purchased. An additional twenty-six computer carts with access points were purchased in 2014-2015. In 2015-2016, the District will purchase additional computers and carts using a combination of District funds and DCP funds to fill gaps at schools that need additional computers for testing. The District will continue to expand the number of mobile computer carts for online assessments to accommodate expanded testing requirements. Although the primary use of the carts is for online assessments, the carts will be used for classroom instruction when not required for online assessments.

The District provided six million dollars in funding to commence the upgrade of the wireless infrastructure at all K-8, middle and high schools to the next generation of wireless technology, 802.11ac. The wireless upgrade was completed in February 2015 for these schools. The District plans to leverage E-rate funding support to complete wireless upgrades at twenty-one elementary schools. The District's E-rate applications are waiting for USAC funding approval for nine

schools in 2015-2016, and the District plans to apply for E-rate funding for the remaining twelve schools in 2016-2017.

Starting in the 2013-2014 school year, the District began the process to increase the wide area network bandwidth from schools to core sites as well as the District connection to the Internet. As of August, 2015, all schools had a 400 Mbps connection to the assigned core site, the core sites to the District had a 2 Gbps connection, and the District to the Internet had a 2 Gbps connection. District staff continuously monitor network traffic and work collaboratively with other departments to ensure sufficient bandwidth capacity. The District has applied for E-rate funding to increase wide area connections up to 600 Mbps for each school to its assigned core site, up to 4 Gbps for Cores B and C to the District, up to 6 Gbps for Core A to the District, and up to 4 Gbps connection to the Internet.

The District's Internet Service Provider has upgraded equipment and fiber connections to accommodate the increases. The District's equipment at the core sites and the District Data Center received upgrades to accommodate increased capacity.

STEP 2 – Goal Setting:

Provide goals established by the District that support the District's 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

Increase student achievement in every school as measured by statewide assessments.

Seamless Articulation and Maximum Access

All students will have opportunities for industry certifications and will be prepared to enter postsecondary with the skills necessary to succeed.

Professional Development

All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.

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 District's 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
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	Purchase core switches at 10 facilities Upgrade cabling to Cat 6 at 16 schools Upgrade MDF/IDF switches at 26 schools from 10/100 Mbps to 1 Gbps Upgrade core switches and related equipment at two core sites	2015 and ongoing
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida standards	Purchase Instructional Materials in digital format Purchase digital resources for continuous anytime/anywhere access	2015 and ongoing
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student	Full implementation of Local Instructional Improvement System (LIIS)	2018
Seamless Articulation and Maximum Access	Increase industry certification programs	Number of students enrolled in programs and receiving certificates	2016 and ongoing
Seamless Articulation and Maximum Access	Increase student participation in vertically articulated STEM and CTE courses/programs	Number of students enrolled in programs at all levels	2016 and ongoing
Seamless Articulation and Maximum Access	Improve college and career readiness	Number of students with a postsecondary plan Number of students participating in accelerated	2016 and ongoing

		courses (Dual Enrollment, Advanced Placement, International Baccalaureate) Increased graduation rate	
Professional Development	Provide year-round Professional Development in a variety of formats	Professional Development Reports	2015 and ongoing
Professional Development	Funding stipends, registration fees for conferences for Professional Development	Professional Development Reports	2015 and ongoing
Professional Development	Provide professional development for District leaders, administrators, District resource teachers, media specialists, and school instructional coaches in the use of the Technology Integration Matrix (TIM)	Professional Development Reports	2015 and ongoing
Professional Development	Update HQMIP technology components	New/revised technology and digital learning PD components adopted in the District's HQMIP	2017

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

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

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

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

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

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

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

A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on District needs and goals that will be directly impacted by the DCP allocation. These outcomes can be specific to 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.

A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.3.	Science Student Achievement – 5th and 8th Grade	48% (5th) 39% (8th)	54% (5th) 44% (8th)
III.A.4.	Science Student Achievement - Biology	64%	67%
III.A.5.	Overall, 4-year Graduation Rate	78 %	82 %
III.A.6.	Acceleration Success Rate	92 %	95 %
III.A.7.			

No District DCP Allocation funding will be spent in this category. Below is a brief description of how this category will be addressed by other fund sources.

Brief description of other activities	**Other funding source**
Go Vertical Institute	Louis Stokes Alliance for Minority Participation (LSAMP), Florida Standards Professional Development Action Project (PDAP) Grant, Title I, and SAI
Math Solutions	Title I and SAI
Science technology-enhanced inquiry-based science learning and remediation	K-12 Math and Science Partnership Grant
ELA – Core Connections	District Funds
Reading – Renaissance Learning and Reading Plus	District Funds
Edmentum (Plato)	District Funds

The School District of Osceola County has several initiatives and professional learning opportunities for teachers and administrators that will help increase student performance for all students, including our second language learners and students with disabilities.

Go Vertical

For the last two years, Osceola County has conducted the Go Vertical Institute. This has been a result of District English Language Arts (ELA), Writing, Math, Algebra, Geometry data indicating a need for vertical articulation to address the decrease in percentage proficiency in 2013 vs 2014 in grades 5 through 11. A leadership team comprised of elementary, middle, high and postsecondary members concluded that intense vertical academic alignment training was needed to address the decrease. Valencia professors collaborated with District curriculum teams over a period of six months to design a delivery format. As a result, the Go Vertical Institute emerged which included a 3-day institute, a mid-year 1 day session and ongoing Professional Learning Communities (PLC). Funding sources included the Louis Stokes Alliance for Minority

Participation (LSAMP) and Florida standards Professional Development Action Project (PDAP) Grant as well as Title Funds and SAI funds.

Math Solutions

For math, we have continued our Math Solutions training for teachers and coaches, as well as District level resource teachers and school administrators. The goal for the Math Solutions training is to provide training to our math teachers on the conceptual understanding of mathematical concepts and how to shift instructional practice to help students master this understanding. Funding for Math Solutions comes from Title I funds and SAI.

Year 1 Focus in Math Solutions:

1. Students will share their mathematical thinking and reasoning in math class and listen to and respect the thinking of their classmates.
2. Students will participate in discussions that illustrate their mathematical thinking and reasoning.
3. Students will respond to higher-level questions using mathematical thinking and reasoning.

Year 2 Focus in Math Solutions:

1. Students will share their mathematical thinking and reasoning in math class and listen to and respect the thinking of their classmates through participation in discussions.
2. Students will respond to higher-level questions using mathematical vocabulary, thinking, and reasoning.
3. Students will have increased access to rigorous tasks to develop deeper understanding of mathematical concepts and procedures.

Year 3 Focus in Math Solutions:

1. Learning Environment will continue as a focus by observing:
    a. Students will take an academic risk and rely on their own thinking and the thinking of others.
    b. Students will listen and ask questions of each other to clarify information; respectfully challenge ideas; make conjectures.
    c. Students will explain their reasoning; construct viable arguments and critique the reasoning of others.
2. Reasoning and Sense Making will be a focus in planning and instruction as evidenced by:
    a. Students will seek out multiple approaches to solving a problem.
    b. Students will use appropriate tools strategically, including mental calculations that fit the situation.
3. Focus and Coherence of standards will be a central Focus observed by:
    a. Students will apply the math they know to solve real-world problems.

Science

Another area of focus the School District of Osceola is concentrating on is Science. The District was awarded a grant through the K-12 Math & Science Partnership which included a partnership between Osceola, Okeechobee, Volusia & the University of South Florida. The purpose of this proposed project is to increase the academic achievement of students in science, using the following approaches:

1. Help science teachers form professional learning communities (PLCs) that can integrate cooperative learning strategies and use formative assessments and science argumentation to help students learn content through the process of science (inquiry based activities) in multiple content areas.
2. Facilitate lesson study for science teachers in professional learning communities, building on existing Inquiry Activity Portal (iAP) lessons developed by Lou and Blanchard (2010) as a way to incorporate technology into science instruction.
3. Provide professional development to science teachers on using technology to assess students on their inquiry skills and to remediate struggling students, through a partnership with faculty in the Instructional Technology program at the University of South Florida.
4. Assist teachers in increasing student engagement and incorporating cooperative learning strategies through a partnership with Kagan Publishing and Professional Development.
5. Partner science teachers with scientists from three institutes of higher learning to improve the science teachers' content knowledge. Use existing tools such as the Florida Department of Education's Item Bank and Test Platform (IBTP) to develop an Inquiry Skill Analyzer (iSA) to assist teachers in analyzing their own as well as their students' science inquiry skills in order to identify areas of need and/or strength and to monitor progress. iSA will include technology-enhanced items, which will be created in the IBTP.
6. Develop and share via CPALMS a bank of rigorous STEM model lessons and professional development modules that are aligned to Florida's standards for science and mathematics, as well as the International Society for Technology in Education (ISTE) standards.

It is expected that technology-enhanced inquiry-based science learning and remediation process through formative assessment and cooperative learning will better engage middle and high school students, leading to higher student success on the science FCAT 2.0 and the Florida Biology EOC. The overall deliverables of the project will be to develop lesson plans and assessments that help teachers understand what their students are struggling with, in both science content as well as science process/inquiry. Funding for this initiative comes directly from the MSP Grant.

ELA

The School District of Osceola County has contracted Core Connections to provide Florida Standards Writing training to our teachers to increase student performance. They specialize in providing schools K-12 with guidance and instructional strategies for establishing a holistic, vertically integrated reading and writing curriculum. As students learn to read, write, and think critically in response to a variety of texts across the curriculum, relationships are discovered and connections become clear. Core Connections provides training to teachers in grades 3 – 11. Multiple sessions are provided. This is paid from various funding sources.

Reading

The School District of Osceola County has contracted with Renaissance Learning and Reading plus to provide accurate progress monitoring tools to our students as well as Reading remediation to help support our most struggling readers. Reading Plus provides assessment, instruction, and progress monitoring. This is implemented in all high schools District wide. STAR Renaissance is utilized in K-10 grades to progress monitor our students reading levels and provided targeted

interventions. The District has also contracted Achieve 3000, KidBiz and TeenBiz to provide Lexile level reading passages teachers can use in small groups, whole group, or content area. The use of this resource provided informational text as various levels to help close the reading gap our students are experiencing. Various funding sources are utilized for these programs.

Graduation Rate

Osceola County has contracted with Edmentum to provide credit retrieval and grade forgiveness to our struggling high schoolers. Students that fall behind in credits or have a low GPA, which are in danger of dropping out of school are placed in a PLATO lab to assist in these deficiencies. This program is provided District wide and is funded through various sources.

B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure 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.	Purchase and install wireless access points	September 2018	$83,679	Nine schools: Central Avenue Elementary, Chestnut Elementary School for Science and Engineering Hickory Tree Elementary, Kissimmee Elementary, Lakeview Elementary, Michigan Avenue Elementary, Partin Settlement Elementary, St. Cloud Elementary, Sunrise Elementary	II.B.12 (D)
III.B.2.	Upgrade switches in MDF/IDF areas	September 2018	$82,646	Nine schools: Central Avenue Elementary, Chestnut Elementary School for Science and Engineering Hickory Tree Elementary, Kissimmee Elementary, Lakeview Elementary, Michigan Avenue Elementary, Partin Settlement Elementary, St. Cloud Elementary, Sunrise Elementary	II.B.11 (D)
III.B.3.	Update cabling for wireless APs		$1,115	Nine schools: Central Avenue Elementary, Chestnut Elementary School for Science and Engineering Hickory Tree Elementary, Kissimmee Elementary, Lakeview Elementary, Michigan Avenue Elementary, Partin Settlement Elementary, St. Cloud Elementary, Sunrise Elementary	II.B.10 (D)
III.B.4	Purchase 222 additional student devices for assessments	June 2016	$218,670	District	II.E.1 II.E.2

In addition to the above DCP Allocation funding, the District is addressing other needs through District funding sources and participation in the Federal E-rate Program. A brief description is listed below.

Brief description of other activities	**Other funding source**
Upgrade switches in MDF/IDF areas	District Funds
Purchase and install wireless access points	District Funds
Update cabling for wireless APs	District Funds

Update/modify current network structure to meet the future needs of the District	District Funds
Arbor security upgrades and IPS	District Funds
Purchase 132 additional student devices for assessments	District Funds

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

B. **Infrastructure Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	Monitor status of E-rate applications, comply with USAC PIA Reviews	Approval of E-rate application, Purchase and Installation of equipment, and submission of E-rate Form 486
III.B.2.	Monitor status of E-rate applications, comply with USAC PIA Reviews	Approval of E-rate application, Purchase and Installation of equipment, and submission of E-rate Form 486
III.B.3.	Monitor status of E-rate applications, comply with USAC PIA Reviews	Approval of E-rate application, Purchase and Installation of equipment, and submission of E-rate Form 486

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.

The modernization of the E-rate program is causing the District to reconsider its plans to best use the available funding support. In the past, full retrofits of campus infrastructure equipment was entirely possible, but future E-rate applications will have funding for partial upgrades. Nevertheless, the goal is to press on with continued emphasis on wireless components for more robust connectivity for all students in order to create learning environments that are truly the highest in quality.

The District has invested in building wireless network connectivity, beginning with high schools, and middle/K-8 schools to construct a culture of acquiring knowledge as students use connected devices of all types. A partner in this process, Presidio Networked Solutions, has assisted in evaluating present demands and offering advice to meet future requirements. As previously stated, more than six million dollars in consultation, evaluation and implementation of their proposed improvements has already taken place. Now, the District must look to elementary school wireless infrastructure, while seeking to replace equipment that is either near or is at the end-of-life. See Appendix B for recommendations from this partner as recently as July, 2015.

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.

Implementation Plan for C) Professional Development:

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	Technology Consultant to provide professional development for District leaders, school administrators, instructional coaches and media specialists on the TIM	June 2016	$75,000	District	II.C.1. II.C.2.

In addition to the above DCP Allocation funding, the District is addressing other needs through District funding sources. A brief description is listed below.

Brief description of other activities	**Other funding source**
Provide year round PD in a variety of formats such as face-to-face instruction, online courses, and classroom modeling/coaching	District Funds
Funding stipends and registration fees for conferences for professional development	District Funds

Evaluation and Success Criteria for C) Professional Development:

C. **Professional Development Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	Professional development documentation (training sign-in sheets)	Increased awareness of TIM and fluency in common language of technology integration
III.C.2.	Coaching and modeling for	Data collected in the TIM-O to determine

	school based administrators in the use of the TIM-O	professional development for schools

During the 2014-2015 school year, the District received a $75,000 Professional Development for Digital Learning Grant funded by Race to the Top (RTTT). This grant provided all interested administrators and District resource teachers the opportunity to learn about the Technology Integration Matrix (TIM). Interested school-based administrators were given the opportunity to use the observation component, TIM-O, with side-by-side coaching/modeling from the technology consultant. Through an application process, three schools were selected for more extensive coaching/modeling for six teachers. The technology consultant visited classrooms six times: classroom visit, model lesson, co-plan, co-teach, and two follow-up visits. The goal of this plan was for the selected teachers at the three schools along with the administrators to share their new knowledge with their peers with resulting observations on the TIM-O indicating increased technology integration.

The Media and Instructional Technology Department has designed a top-down approach to TIM professional development. The plan will focus on District leaders and K-12 resource teachers, school-based instructional coaches, school-based media specialists and principals. The goal of this year's plan is develop a common language of digital integration and gather the data to make informed decisions for professional development. The table below outlines the key components of the professional development plan.

Description	Date/Notes	Number of Days
TIM Awareness Training for: K-12 Resource Teachers School-based Reading Coaches and Math/Science Coaches	Dates to be scheduled 2 sessions per day Total 8 sessions	4 days
TIM Overview Presentation for Media Specialists	November 18, 2015	1 day
TIM Training/Coaching/Modeling for 18 participating schools last year; each administrator to receive three ½ day sessions	Dates to be scheduled	27 days
TIM Training/Coaching/Modeling for 20 administrators; each will receive three ½ day sessions	Dates to be scheduled	30 days
TIM-O visits by MITD Team at SCHS, NCMS, HLES and DSCV	Dates to be scheduled	4 days
TIM-O visits by MITD Team at four schools – one elementary, middle, K-8, and high	Dates to be scheduled	4 days
Progress update meetings and year end and review/planning	Dates to be scheduled	5 days

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. 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
III.D.1.	Purchase annual LIIS License Fees	June 2016	$121,779	District	II.D.1. (T) II.D.2. (T) II.D.3. (T) II.D.4. (T) II.D.5. (T) II.D.6. (T) II.D.7. (T) II.D.8. (T) II.D.9. (T)
III.D.2.	Purchase annual license fees for Classlinks Launchpad	June 2016	$111,000	District	II.D.2. (S) II.D.2. (T)
III.D.3.	Purchase annual access to Digital Resources for students and teachers	June 2016	$350,853	District	II.D.2. (S) II.D.2. (T)

Classlinks/Launchpad will act as the mediation mechanism for the District's Single Sign On initiative. Osceola Schools is an Active Directory based District. We have been looking for a way to allow our teachers and students to access a wide variety of programs and digital content via a single sign on. With the implementation of Classlinks/Launchpad we hope to accomplish this goal.

Once a student or Teacher has logged into a computer, using their Active Directory login, they will have a desktop portal that displays an icon for each program for which they are provisioned. With just a click of their mouse they can choose the appropriate program and gain access without having to know any additional usernames or passwords. We believe that simplifying this process will make navigation of programs and resource much easier for both teachers and students.

The digital resources provided as a result of the funds allocated through our DCP include, but are not limited to, Britannica School, Discovery Education Streaming, Discovery Education Science, Safari Montage and Safari LIVE videoconferencing.

In addition to the above DCP Allocation funding, the District is addressing other needs through District funding sources. A brief description is listed below.

Brief description of other activities	**Other funding source**
Increase industry certification programs	District Funds
Increase number of students participating in vertically articulated STEM and CTE courses/programs	District Funds

Evaluation and Success Criteria for D) Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Increasing use of elements of LIIS for student and parent access/utilization	Licensing subscription to LIIS, data from LIIS reports indicating increased access/utilization
III.D.2.	Oversee installation and upload of student data to Classlinks/Launchpad portal; supervise set up of student accounts	Implementation of Classlinks/Launchpad
III.D.3.	Review of usage statistics by school resource teachers; media specialists can encourage more usage of digital resources	Data reflecting increased student/teacher usage of digital resources

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.

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.					
III.E.2.					

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.	Determine online testing computer needs by location Purchase student devices	Use of additional devices for online testing Reduction in testing time
E.2.	Purchase computer carts	Use of additional carts and WAPs for online testing