FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

DISTRICT
DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to allow the district to provide a perspective on what it considers to be vital and critically important in relation to digital learning implementation, student performance outcome improvement and how progress in digital learning will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by s.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 s.1011.62(12)(b), F.S.;
- Development of partnerships with community, business and industry; and
- Integration of technology in all areas of the curriculum, English for Speakers of Other Languages (ESOL) and special needs including students with disabilities.

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Thomas P. Lechner	lechnert@pcsb.org	727-588-6243
Curriculum District Contact	Pam Moore	moorep@pcsb.org	727-588-6121
Instructional District Contact	Pat Lusher	lusherp@pcsb.org	727-588-6304
Assessment District Contact	Octavio Salcedo	salcedoo@pcsb.org	727-588-6258
Finance District Contact	Kevin Smith	smithk@pcsb.org	727-588-6318
District Leadership Contact	Thomas P. Lechner	lechnert@pcsb.org	727-588-6243

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.

A cross-functional committee composed of 16 representatives from across the district was formed and charged with the task of developing the 2015-16 District Digital Classroom Plan. Sectors represented included: district offices, elementary schools, middle schools and high schools. Committee members included: teachers, data management technicians, a library information specialist, administrators, technology specialists and technology technicians. The committee also received support and advice from district technology experts. Input was solicited from teachers, students and the community via formal surveys and informal representation of various groups.

The plan will include relevant training for district leadership and support personnel. All areas of curriculum, ESOL and special needs, including students with disabilities, will be addressed in the plan.

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

The TIM is used in our district as an assessment tool for teachers participating in technology professional development that is aligned to their Deliberate Practice. The TIM identifies teacher growth in technology integration. Teachers entering professional development courses annually are given the assessment and schools are measured by the percentage of teacher growth at each level. Technology professional development will be developed based on the results of the TIM, the teacher's annual Deliberate Practice Plan, Grant Implementation and school requests.

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:

Overview

The Multi-Tiered Systems of Support (MTSS) process is used to ensure the Digital Classrooms Plan (DCP) aligns resources in schools to provide high quality instruction and intervention matched to student needs. Learning rate over time and level of performance are used to inform instructional decisions. The MTSS process addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs.

- **Describe the problem-solving process based on available district-specific data which were used for the goals and needs analysis established in the plan**

  Data-Based Problem-Solving

  Problem solving is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions. (Batsche, et al., 2005). Data-based problem solving means that data are used effectively to improve learning and inform how patterns of student performance across diverse groups (e.g., racial/ethnic, cultural, socio-economic, language proficiency, disability status) are addressed.

  Integrated data-based problem solving for student academic, behavior, and social-emotional outcomes occurs across content areas, grade levels and tiers. Across all tiers, data are used to identify the difference or "gap" between expected outcomes and current student performance relative to academic, behavior, and social-emotional goals.

  Tier 1: Core instruction is provided to all students. Data-driven progress monitoring is done across tiers to ensure instruction is standards-aligned, reflects best practices, is accessible, is comprehensible and is sufficiently intense for all students.

  Tier 2: Supplemental intervention is provided to students in need of more time or narrower focus on particular skills. Students that are identified as needing supplemental support are serviced in a systematic way, integrating supplemental support with core instruction.

  Tier 3: Intensive intervention is provided to help students overcome significant barriers to school success. Data-driven progress monitoring identifies students not responding to tier 2 supports - students that would most likely benefit from an individualized plan. If a student needs intensified instruction, all tiers are intensified.

Table 1 delineates how the district's data-based problem-solving process guides implementation and progress monitoring of DCP goals.

Table 1

Problem Solving Process for Implementation and Monitoring of DCP
Identification of Goals The Leadership Team will: 1. Review the DCP State Guide and data – i.e., system level and widespread issues, to select goals that would support positive progress toward the use of different technologies, integrated into core instruction to enhance student learning/achievement 2. Establish clear understanding of the goals among stakeholders 3. Discuss which data are used to measure outcomes
Analysis The Leadership Team will use data collected from needs assessment tools – i.e., inventory records, surveys, and other tools of analysis to identify possible barriers. The leadership team will refer to the research conducted by the Florida Digital

Instructional Materials Work Group to validate the barriers - House Bill 5101 (Chapter 2012-133, Laws of Florida).

Possible Barriers

1. Equitable student access to a device or content that meets his or her curricular needs
2. Providing content by core subject area.
3. Training and professional development

Implementation/Monitor Strategies/Resources

Possible Strategies to Eliminate Barriers

A. Equitable student access to a device or content that meets student need
   1. Identify the type, mobility and ratio of devices
   2. Policies and specifications for minimum requirements for devices and digital content - Digital Learning
   3. Establish guidelines for interaction and implementations through the development of reference guides

B. Providing Content by Core Subject Area
   4. PCS will contract the use of outside vendors such as Bright House Networks and Sprint to ensure equity in access at both school and home for devices and primary/supporting instructional materials - TIS.
   5. PCS schools will use utilize TOG Digital Content Repository (Florida Digital Instructional Materials Repository) and other vetted free resources – i.e., Khan Academy.

C. Training and Professional Development
   6. Support teachers in integration of digital instructional materials into lessons
   7. Provide site-based leaders with professional development training on technology integration and the leader's role in leading instructional change
   8. Use learning communities to disseminate best practices and monitor implementation

Response to Intervention

The Leadership Team will monitor and inform supports by reviewing the following:

1. Are the strategies working?
2. Has student learning improved?
3. Are outcomes for all students equitable?
4. What are the next steps?

- **Explain the existing system used to monitor progress of the implementation plan**

The leadership team uses survey data to monitor implementation with fidelity across the district. Additionally, analysis of data in the areas of curriculum, instruction, assessment, equity, and critical supports will be conducted by the team to further monitor effective implementation of the DCP. Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness supports being offered to each tier:

Tier 1: Core | Tier 2: Supplemental | Tier 3: Intensive

The SBLT/Data teams, et al., will use data from formatives, teacher-created on-going assessment, common assessments, Running Records, Istation, AIMSweb, Dibels, and other

assessments to monitor the progress of every learner. Said data can be sourced from Performance Matters, Early Warning System, PMRN, EDS, DecisionEd, Focus, etc.

Plan to support staff's understanding of MTSS and build capacity in data-based problem solving which will assist with the implementation of the DCP.

- **How the district intends to support the implementation and capacity described in the plan.**

Ongoing problem-solving and needs assessments, at both the district and school level, will help the leadership team to determine the degree to which the DCP has been effective at achieving the goals and informing allocations of resources and supports needed.

- What's working?
- What's not working?
- Why is it working?
- How do you know?
- What needs to be revised, extended or expanded?

Additionally, to address the needs of all schools in the area of system-level and school-level processes that improve learning for all students, the district has assigned an MTSS Specialist to each of the four areas. These specialists directly support the schools in the following ways: SBLT, building capacity/infrastructure, data-based problem solving, data-evaluation, data-driven dialogue, and other systems of support. These systems and processes will further serve to aggregate site-level needs and inform the leadership team on implementation and capacity.

I.5 District Policy - The district should provide each of the policies listed below and include any additional digital technology relevant policy in the "other/open" category. If no district policy exists in a certain category, please use "N/A" to indicate that this policy is currently non-applicable. (This does not preclude the district from developing and including a relevant policy in the future.)

These policy types are suggestions, please complete as they are available or add additional if necessary.

Type of Policy	**Brief Summary of Policy (limit character)**	**Web Address (optional)**	**Date of Adoption**
Student data safety, security and privacy	3213.01 7530.01 7540.04 Code of Student Conduct Security Risk Management Framework Security Council District Strategic Plan	www.pcsb.org	6/14/2011 12/09/2009 12/09/2009 August 2015 Fall 2014 Fall 2014 Fall 2015
District teacher evaluation components relating to technology (if applicable)	Under Review	www.pcsb.org	TBA

BYOD (Bring Your Own Device) Policy	In Progress	In Progress	June 2016
Policy for refresh of devices (student and teachers)	Based on technology needs for classrooms at each grade level	www.pcsb.org	March 2015
Acceptable/Responsible Use policy (student, teachers, admin)	Network/Internet Acceptable Use Agreement 7540.03	www.pcsb.org	10/20/2014
Master In-service Plan (MIP) technology components	• Infusing Digital Media in Visual Arts • Microsoft Office/ Office365 • Schoolwires Content Management System for School Websites. • Academic subject software for content enrichment. • Academic subject software for content remediation. • ESE-Technology for student success • ELL -testing online • Marzano teacher appraisal • School Data Teams: Data Training for Teachers • Student information systems • Effective integration of instructional technology	www.pcsb.org	09/22/2015
Other/Open Response			

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

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

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

- **Highest Student Achievement**

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

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

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

A. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.1.	ELA Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.2.	Math Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.3.	Science Student Achievement – 5th and 8th Grade	58%	65%	2017
II.A.4.	Science Student Achievement – Biology	66%	70%	2017
II.A.5.	ELA Learning Gains	TBD from school year	TBD 2016	

		2014-15		
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	76%	80%	2017
II.A.10.	Acceleration Success Rate	81%	90%	2017
Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.11. (D)				
II.A.12. (D)				
II.A.13. (D)				
II.A.14. (D)				

Quality Efficient Services

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

For the infrastructure needs analysis, the required data points can and should be pulled from the Technology Readiness Inventory (TRI). The baseline should be carried forward from the 2014 plan. Please describe below if the district target has changed. Districts may choose to add any additional metrics that may be appropriate.

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	3:1	3:1	2:1	School Year - 2019	1:1
II.B.2.	Count of student instructional desktop computers meeting specifications	14,282	26,457	28,957	School Year - 2016	2,500
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	33,977	38,983	42,483	School Year - 2016	3,500
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	0	School Year – 2016	0
II.B.5.	Count of student large screen tablets meeting specifications	0	7354	7354	School Year - 2016	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	80%	86%	90%	School Year - 2016	4%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	50%	57%	100%	School Year - 2016	43%

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

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved *(year)*	
II.B.10. (D)						
II.B.11. (D)						
II.B.12. (D)						

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

- **Skilled Workforce and Economic Development**

  Professional Development:
  Instructional personnel and staff shall have access to opportunities and training to assist with the integration of technology into classroom teaching.

Professional Development should be evaluated based on the level of current technology integration by teachers into classrooms. This will measure the impact of the professional development for digital learning into the classrooms. The Technology Integration Matrix (TIM) can be found at: http://fcit.usf.edu/matrix/matrix.php. Average integration should be recorded as the percent of teachers at each of the five categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

B. **Professional Development Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 15% Adoption: 45% Adaption: 30% Infusion: 5% Transform: 5%	Entry: 5% Adoption: 50% Adaption: 35% Infusion: 5% Transform: 5 %	School Year 2017
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: 30% Adaption: 25% Infusion: 5% Transform: 5%	School Year 2017

C. Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.3. (D)	Deliberate Practice Plans tied to teacher Appraisal	0%	50%	2017
II.C.4. (D)	School Requests MIP data Grant Implementations	50%	50%	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%	100%	100%	School Year 2019
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100%	100%	100%	School Year 2015
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100%	100%	100%	School Year 2015
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	100%	100%	100%	School Year 2015
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100%	100%	100%	School Year 2019

D. **Digital Tools Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
	Teachers/Administrators Access and Utilization (T)	**% of Teacher/ Admin access**	**% of Teacher/ Admin Utilization**	**% of Teacher/ Admin access**	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100%	<20%	100%	School Year 2019
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	<20%	100%	School Year 2019
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	100%	100%	School Year 2015
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%	School Year 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%	School Year 2015
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and	100%	100%	100%	School Year 2015

	instructional resources to provide new ways of viewing and analyzing data.				
II.D.7. (T)	A system that houses documents, videos and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	100%	100%	100%	School Year 2015
II.D.8. (T)	A system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents and district administrators to use data to inform instruction and operational practices.	100%	100%	100%	School Year 2015
II.D.9. (T)	A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	100%	100%	100%	School Year 2015

D. **Digital Tools Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
	Parent Access and Utilization (P)	**% of parent access**	**% of parent utilization**	**% of parent access**	
II.D.1. (P)	A system that includes comprehensive student information which is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	100%	<50%	100%	School Year 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)	50%	50%	School Year 2019
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	50%	75%	School Year 2019
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	0%	100%	School Year 2019
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100%	100%	School Year 2017
II.D.5. (IM)	Percentage of the materials in answer 2 that are accessible and utilized by students	100%	100%	School Year 2015
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students' instructional materials [s. 1006.283(2)(b)11, F.S.]	100%	100%	School Year 2015
D. **Digital Tools Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.D.7. (IM)	N/A	N/A	N/A	N/A
II.D.8. (IM)				
II.D.9. (IM)				

- **Quality Efficient Services**

  Online Assessment Readiness:
  Districts shall work to reduce the amount of time used for the administration of computer-based assessments.

Online assessment (or computer-based testing) will be measured by the computer-based testing certification tool and the number of devices available and used for each assessment window.

E. **Online Assessments Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	50,000	62,000	School Year 2017
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	85%	100%	School Year 2017
E. Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.E.3. (D)				
II.E.4. (D)				
II.E.5. (D)				

STEP 2 – Goal Setting:

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

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

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

District Goals

Goal 1: Increase student achievement resulting in improvements for each school's learning gains, higher promotion rates (each level) and graduation rates.

Goal 2: Ensure curriculum, instruction and assessment is designed and delivered with a focus on content rigor, student engagement, and continuous improvement of academic achievement.

Goal 3: Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement and overall school improvement.

Goal 4: Develop and sustain effective and efficient use of all resources for improved student achievement.

Goal 5: Provide quality technology and business services to optimize operations, communications and academic results.

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
Goal 1: Increase student achievement resulting in improvements for each school's learning gains, higher promotion rates (each level) and graduation rates.	Students will have access to the necessary technology to meet subject instructional needs and requirements enabling the demonstration in ELA, Mathematics, Science, and Social Studies in order to achieve increased learning gains and higher promotional and graduation rates.	Purchase instructional materials in digital format	50% of purchases in 2015-2016 and beyond.
Goal 1: Increase student achievement resulting in improvements for each school's learning gains, higher promotion rates (each level) and graduation rates.	The district will work to provide equitable access to technology for students that otherwise may not have access to these types of resources.	Increasing bandwidth across the district for greater access to technology use	2015 - Ongoing
Goal 1: Increase student achievement resulting in improvements for each school's learning gains, higher promotion rates (each level) and graduation rates.	The district will also provide support for Exceptional Student Education (ESE) and socioeconomically challenged students by engaging the community and building partnerships	Access to district technology and time spent on beyond the classroom activities will be increased by 25% per year	2015-2019

	to assist in providing access to technology beyond the school day.		
Goal 1: Increase student achievement resulting in improvements for each school's learning gains, higher promotion rates (each level) and graduation rates.	Increase mathematics proficiency rates for each subgroup at each grade level to meet or exceed the state average using Florida Standards assessment comparisons.	Access, implementation, and use of digital content and programs for the initial, remedial and/or enrichment instruction of curriculum and state standards.	2015-2016 and ongoing.
Goal 2: Ensure curriculum, instruction and assessment is designed and delivered with a focus on content rigor, student engagement, and continuous improvement of academic achievement.	The district will ensure that the appropriate technology is available for the development, design and delivery of curriculum, instruction and assessment that will be focused on keeping students engaged and providing continuous improvement in academic achievement	Common assessments are developed, designed and delivered through the Performance Matters (PM) platform. Analysis reports generated through PM provides feedback on student achievement and direction and focus for continuous improvement.	2015-2016 and ongoing.
Goal 3: Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement and overall school improvement.	The District will improve the safety, security, health, and management of the work and learning environment. The district will encourage a digital citizenship curriculum developed by Library, Technology, Instructional Materials and Digital Learning to be taught at all grade levels that addresses: • Internet safety	Development and implementation of: • a digital citizenship curriculum: Reports from Sonic Wall to track Internet usage and safety to provide focus for digital citizenship curriculum development • a secure wireless infrastructure • 60 day mandatory password change	2015-2016 and on going

	• Appropriate usage agreements • Promotion and demonstration of digital citizenship and responsibility • Usage issues that address legal and ethical aptitude • Authentication requirement for students and teachers		
Goal 4: Develop and sustain effective and efficient use of all resources for improved student achievement.	The district will leverage technology in the analysis of data to ensure that sound instructional strategies are developed.	Use of Data Warehouse and Performance Matters data and reports to ensure the effective and efficient use of instructional strategies that improve student achievement. Implementation of a staggered district testing calendar requiring electronic devices.	2015-2016 and on going
Goal 5: Provide quality technology and business services to optimize operations, communications, and academic results.	The district will establish a fiscally responsible technology update/replacement plan that will be continually reviewed to evaluate cost efficiencies and effectiveness of delivered services.	Approval of a district technology plan	2015-2016
Goal 5: Provide quality technology and business services to optimize operations, communications, and academic results.	The district will expand its use of a Data Warehouse and Performance Matters that allows for data-driven decisions to be made at all levels. The data warehouse	Use of reports and data from the Data Warehouse and Performance Matters to drive instructional decisions	2015-2016 and on going

	contains information collected from a variety of District and state resources, which allows for easy access to aggregated information in simple dashboards and reports.		
Goal 5: Provide quality technology and business services to optimize operations, communications, and academic results.	Improve the process for conducting all computer assessments for the EOC exams, including sufficient computers capable of completing the exams on schedule with minimum disruption to daily instruction and the student/teacher day. Implement the District's technology plan on schedule based on the refresh recommendations.	Survey Technology inventory Log of technology issue reports	2015-2016 and on going

In addition, if the district participates in federal technology initiatives and grant programs, please describe below a plan for meeting requirements of such initiatives and grant programs.

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by s.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 s. 1011.62(12)(c), F.S., charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in s. 1002.33(17)(b).

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

A) Student Performance Outcomes

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

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

A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.1.	Increase Federal 4-year Graduation Rate	72%	80%
III.A.2.	Increase ELA Learning Gains	TBD	70%
III.A.3.	Increase Math Learning Gains	TBD	70%
III.A.4.	Increase Science Student Achievement	58%	70%
III.A.5.	Increase Acceleration Success Rate	81%	90%

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.	Purchase bandwidth Bright House Networks – See Addendum A	2016	$332,500	District	A.II.B.6.
III.B.2.	Purchase Internet access Level 3 Communications – See Addendum B	2016	$71,100	District	A.II.B.7.
III.B.3.	Infrastructure and Security Airwatch MDM Software BMC Asset/Patch Management Software	2016	$285,067	District	A.II.B.7. C.II.D.2.(S) C.II.D.3.(S) C.II.D.5.(S)
III.B.4.					

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

Brief description of other activities	**Other funding source**

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.	Purchase bandwidth from provider	Bandwidth district-wide to deliver instruction and conduct online assessments.
III.B.2.	Purchase Internet access from provider	Internet access district-wide to improve the speed of the internet.
III.B.3.	Distribute funds to Charter Schools	Charter Schools will receive their funds to carry out their plans.
III.B.4.	Purchase infrastructure software	MDM to connect to wireless network, Asset/Patch Management system, training through the Microsoft Premier, and content filtering on take home devices so Title 1 students may extend their learning.

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, s.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.

Partnered with local business partners and Gartner to review and evaluate the MDM and Asset/Patch Management System. We also utilized the Technology Resource Inventory (TRI) to develop our plan for the Infrastructure Implementation.

3rd Party Evaluation

See Addendum A – Bright House Networks Invoice
See Addendum B – Level 3 Communications Purchase Order

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.

Master Inservice Plan – See Addendum C

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.	NA				
III.C.2.					
III.C.3.					
III.C.4.					

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

Brief description of other activities	**Other funding source**
300 Classroom Teachers participate in Professional Development as required by technology hardware installation.	County Referendum
Moving away from hybrid of Marzano and Danielson evaluation model to a full Marzano district-wide model.	Leadership Grant, St. Pete College Grant, Title I, and Title II.
Transition to a district-wide Professional Development from Moodle LMS to the Professional Learning Network in TrueNorth Logic.	TIF Grant

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	Monitoring and Evaluation and Process(es)	Success Criteria

above)		
III.C.1.	MIP- Course Completions	100%
III.C.2.	District-wide Marzano Model	100% staff using the Marzano model
III.C.3.	District-wide PLN	100% staff utilizing the PLN
III.C.4.		

C1- MIP Master Inservice Plan- Through our MIP we are offering more courses and "Just in Time Training" to teachers throughout the year. We have increased the number of courses that are directly tied to student achievement. We are measuring progress toward our goal by the number of courses taken and the amount of hours teachers have taken in these courses. Compared to this point last year, we have seen a dramatic increase from previous years.

C2- District Wide Marzano - Through the implementation of the Marzano Instructional Framework district-wide, we are using a common language for improved instruction and feedback. All teachers and administrators have received extensive professional development in the use of goals and scales in their subject area. This is directly tied to student achievement and is measured both school wide and across the district through our iObservation evaluation platform. Student progress is also monitored in each class through the use of goals and scales as the students and teachers track progress towards the standard.

C2- District – Wide PLN (Professional Learning Network)- Each teacher is required to complete a Deliberate Practice Plan for improved performance and increased student achievement. This plan is based on a combination of their self-assessment on each of the elements of the Marzano Framework and their previous evaluation. The teacher's professional learning is directly connected with their deliberate practice plan. Through the use of our PLN platform, administrators have the ability to monitor the teacher's progress of courses taken and improved performance as measured by the classroom observation instrument.

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
III.D.1.	Data Warehouse Decision Ed Software	2016	$114,686	District	D.II.D.3.(T) D.II.D.5.(T)

					D.II.D.8.(T)
III.D. 2.	Online Assessments Performance Matters Software Write Score Software FileMaker Pro Software Total	2016	 $500,000 $274,507 $124,367 $898,874	District	C.II.D.3.(S) D.II.D.6.(T)
III.D. 3.					
III.D. 4.					

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

Brief description of other activities	**Other funding source**

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.	Decision Ed Reports	Utilized to alter instruction to enhance academic growth on a quarterly basis.
III.D.2.	Performance Matters Software Write Score Software FileMaker Pro Software	Cycle Assessments analyzed and used to improve instruction on a monthly basis. * See info below.
III.D.3.		
III.D.4.		

- Performance Matters

Grade Level(s)	**Subject**	**# of Annual Assessment Cycles**	**Assessment Type**	**State Assessed**
K-2	ELA	2	Formative	

3-5	ELA	2	Formative	Y
1-2	Math	3	Formative	
3-5	Math	3	Formative	Y
1-4	Science	2 + 1 optional	Formative	
5	Science	1	Diagnostic/Formative	Y
5	Science	2 + 1 optional	Formative	Y
6-8	Math	2	Formative	Y
6-7	Science	3	Formative	
8	Science	1	Diagnostic/Formative	Y
8	Science	3	Formative	Y
6, 8	Social Studies	2	Summative	
7	Civics*	3	Formative	Y
7-12	Algebra 1*	3	Formative	Y
8-12	Geometry*	3	Formative	Y
9-12	Algebra 2*	3	Formative	Y
9-12	Biology*	3	Formative	Y
9-12	US History*	3	Formative	Y
11	English 3*	1	Summative	
12	English 4*	1	Summative	

*based on course enrollment

How data is used to achieve academic goals:

The district assessments (which we call "cycle assessments") are given three times a year to measure the progress of our students in the core subject areas. The assessment data are loaded into Performance Matters within 24 hours after the assessment is given, providing teachers with real-time data.

The data is displayed in Performance Matters as a total score (% proficient) and also by performance bands (% not proficient, % approaching proficiency and % proficient). The data are also displayed in the same manner by standard, which shows teachers which standards the students have mastered and which still need remediation.

Teachers are expected to use that data after each assessment as part of their PLC conversations within schools. Principals and district leaders also review data after each cycle to monitor the school and district progress.

Each school is required to send a team of data managers to a periodic data training called Data Champions, where school teams learn how to mine the data and to align the data to student progress reports and teacher gradebooks.

Assessment results provide valuable information regarding students' mastery of the course standards. This information is used by classroom teachers to modify whole group instruction, to differentiate instruction based on individual student needs, and to place students in interventions.

At the district level, the aggregated results provide information that is used to differentiate support for teachers, determine professional development needs, allocate resources such as instructional coaches, target curriculum areas for improvement, and to evaluate programs and interventions.

- Write Score – We utilize in all Language Arts classes in grades 6-10th (including Eng. I Hon. Students in 8th grade). The assessment is administered twice per year, once in Sept-Oct and once in Dec-Jan. Write Score provides practice in the skills of writing in order for our students to achieve mastery of the informational and argumentative writing standard (ex: planning, outline, note taking, organization of information, elaboration, organization, introduction, conclusion, and conventions). When the data is returned the skills are broken down by the same reporting categories that are on the state FSA rubric (purpose, focus, and organization, evidence and elaboration, conventions). This enables the teachers to do remediation lessons between the first and second round of Write Score and between the second round of Write Score and the FSA writing assessment to ensure our students are prepared.

  The assessments also helps with practice such as typing, endurance, and computer skills. There is also a multiple choice component that aligns to the standards being taught in the particular quarter that they take Write Score. When these results are returned, teachers are able to see what standards students need remediation with and adjust lessons accordingly. Write Score also provides lesson plans for both writing skills and particular standards for more practice.
  Teachers also use the students' own work for data chats and for remediation on writing skills and editing skills in the classroom.
  All the Write Score data is placed on the student's individual Performance Matters' baseball card so that teachers can track from Write Score to Write Score and from year to year.

  Every high school principal, department chair, and literacy coach also receives school-specific data reports highlighting their school's performance this year in relation to last year, and their performance in relation to district performance. In addition, schools are provided with a breakdown of their raw scores by teacher and class period.

- FileMaker Pro - Educational Data System (EDS) utilizes the FileMaker Pro software to monitor student progress. Used primarily by Elementary administrative team and teachers. Various student scores are pulled into one location and filtered onto the PMP form (Progress Monitoring Plan) for elementary students who are struggling in one or more subject areas.

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.	Implement Sonic Wall for restricting bandwidth during testing windows	January 2016	$0 Already purchased	District	Outcomes 1-5
III.E.2.					
III.E.3.					
III.E.4					

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

Brief description of other activities	**Other funding source**
Increase the ratio from 3:1 to 2:1 for student devices for assessment	Capital Outlay
Purchase computers for statewide FSA/EOC computer based assessments	Capital Outlay

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.	Continually monitored with bandwidth software	No bandwidth issues during online assessments
E.2.	Monitor yearly purchases of student devices	Meet student 2:1 ratio by 2019

The following addendum is attached:

Addendum A: Bright House Networks Invoice
Addendum B: Level 3 Communications Purchase Order
Addendum C: Master Inservice Plan