DISTRICT
DIGITAL CLASSROOM PLAN

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

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

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

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

I.1 District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:

- The digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in ss.1011.62(12)(b), F.S.;
- Development of partnerships with community, business and industry; and
- Integration of technology in all areas of the curriculum, English for Speakers of Other Languages (ESOL) and special needs including students with disabilities.

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Alice McInnis	amcinnis@my.putnamschools.org	386-329-0541
Curriculum District Contact	Helen Muir	hmuir@my.putnamschools.org	386-329-0646
Instructional District Contact	Tonya Whitehurst	twhitehurst@my.putnamschools.org	386-329-0532

Assessment District Contact	Renee Lamoreaux	rlamoreaux@my.putnamschools.org	386-329-0533
Finance District Contact	Shannon Wilson	s2wilson@my.putnamschools.org	386-329-0514
District Leadership Contact	Phyllis Criswell	pcriswell@my.putnamschools.org	386-329-0653
Parent Representative	Kendall Woolridge	kwoolridge@my.putnamschools.org	

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.

INVOLVEMENT OF PARENTS, SCHOOL STAFF, AND OTHERS

- The Putnam County School District works diligently to engage families and the community in school improvement efforts. The district office of Federal Programs conducts monthly meetings with parents and community stakeholders. The focus of the meetings is on improving student achievement throughout the district. At the school level, administrators engage stakeholders in school improvement efforts through school advisory councils and other education focused meetings and events. Parent and community input is solicited through annual surveys which are a meaningful part of the district's planning process.

- As part of the DCP from the prior year, a DLL (Digital Learning Leaders) team representing each school in the District was established. The team has met several times and has provided input on technology related issues affecting their schools. This team will be pivotal in establishing a culture of technology at each school. Additionally, all training that this team receives is disseminated to teachers at their respective schools.

DEVELOPMENT OF PARTNERSHIPS WITH COMMUNITY BUSINESS AND INDUSTRY

- The District has developed partnerships with local businesses namely through the Office of Career and Technical Education (CTE). These partnerships have been instrumental for developing CTE programs of study in the following areas: Health Science, Nursing Assistant, Allied Health Assisting, Engineering, Culinary Arts, Criminal Justice, Computer Systems and Information Technology. Through a Florida Ready to Work partnership, many of the District's students obtain credentials indicating to potential employers that they are prepared for the workforce. Meetings with partners and businesses drive program offerings. With these offerings, the IT department identifies the infrastructure and equipment that is necessary to ensure that Putnam students meet program requirements and future employer workforce needs.

INTEGRATION OF TECHNOLOGY INTO ALL AREAS OF THE CURRICULUM, ESOL, AND SPECIAL NEEDS STUDENTS

- The District School Board supports the use of technology in addressing the district's MTSS goal. The plan emphasizes the monitoring and use of data by teachers and School Based Teams (SBT) to address student academic and behavioral needs through Tier 2 and Tier 3 interventions. Monitoring is largely accomplished through the use of several data bases including DATA-STAR and Performance Matters. The District is committed to reaching all learners, regardless of their abilities. Students with disabilities require accommodations and modifications. Our staff is devoted to utilizing flexible ways to present information such as digital books, text-to-speech

applications, and specialized software. Staff also provides students with various ways to express themselves in order to increase active engagement in different settings and situations. Assistive technology devices are used for students with disabilities enabling them to participate, communicate, and learn more effectively in the classroom.

- An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The District employs a variety of assistive technology devices to augment, supplement and compliment the educational process for students with special needs. School Based Teams identify assistive technology needs on a case-by-case basis, and teachers have access to a laptop or desktop computer in the classroom, which in many cases is connected to an interactive board. All computers have the ability to activate the "Accessibility Options" built in to the Microsoft and Mac operating systems. At the higher-grade levels, students have access to a collaborative global community of learners, using tools such as online learning, podcasts, and wikis. Some of the most common hardware assistive technologies that you will find in the classroom include: Augmentative and Alternative Communication (AAC) devices, alternative keyboards, word processing devices, FM devices for hearing impaired students, and CCTV magnifiers for students with visual impairments.

I.3 TECHNOLOGY INTEGRATION MATRIX (TIM) – SUMMARIZE THE PROCESS USED TO TRAIN, IMPLEMENT AND MEASURE CLASSROOMS USING THE TIM.

The process of using TIM commenced towards the end of the 2014-2015 school year following the administration of TUPS (Technology Use Perception Survey). Using the TUPS results, those individuals demonstrating strong technology skills and interest at each school were invited to serve on the DLL team (Digital Learning Leaders).

The DLL team members will be provided with a variety of technology based training. They are also charged with disseminating technology related information to their respective schools, educating teachers on new technologies, programs and application, and serving as technology point of contacts for teachers. The DLL team also pilots new technologies and provide feedback as to the suitability of these technologies for the targeted populations.

In the fall of 2015 the district began conducting TIM (Technology Integration Matrix) observations. Administrators and Media Specialists at each school are being trained on usage of the TIM instrument. Under the direction of the District's Teacher on Special Assignment for Technology Integration, walkthroughs for observers at each school site are conducted. Based on the observation results, a plan for technology related staff development will be formulated. The plan will take into consideration that teachers are in varying stages of technology integration, and provide for differentiated staff development activities based upon individual teacher needs, strengths, and weaknesses.

I.4 MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) –

By using MTSS in the planning process, the district will provide a cohesive and comprehensive approach to meeting the needs of all learners. The DCP requires districts to summarize the process used to write this plan including but not limited to:

- Describe the problem-solving process based on available district-specific data which were used for the goals and needs analysis established in the plan;
- Explain the existing system used to monitor progress of the implementation plan; and
- How the district intends to support the implementation and capacity described in the plan

DATA-BASED PROBLEM-SOLVING PROCESS USED FOR THE GOALS AND NEED ANALYSIS ESTABLISHED IN THE PLAN

The Putnam County School District has a strong MTSS process in place and has a full-time district level RtI Coordinator to ensure fidelity to the MTSS process at the district, school, and classroom levels. The process relies on data from state and district level assessments, both formative and summative, as well as implementation data on the impact of interventions. Through the Multi-Tiered System of Supports (MTSS) process, the District implements and delivers evidence-based interventions addressing the identified area(s) of concern in the general education environment. The interventions are developed and selected for implementation through a process that uses student performance

data to identify and analyze the area(s) of concern. Interventions are implemented as designed for a reasonable period of time and with a level of intensity that matches the student's needs. Student's fall into one of three tiers: core instruction (Tier 1), supplemental instruction/interventions (Tier 2), and intensive interventions (Tier 3). Throughout this process the RtI District Level Coordinator meets with school based teams to ensure that the process, data reviews, and interventions are appropriate and at the correct level of intensity.

THE SYSTEMS IN PLACE TO MONITOR PROGRESS OF THE IMPLEMENTATION PLANS

Under the direction of the RtI Coordinator the District has developed a progress monitoring system database explicitly for the purpose of assessing interventions. Teachers have access to tier specific forms for each student which meet district and state requirements. Reports are available for viewing current and historical data for students placed in Tier 2 and Tier 3 interventions. This year alone there are more than 1,000 MTSS plans that are tracked through the system. The system also serves as an archive of historical data on students targeted for interventions.

THE PLAN TO SUPPORT IMPLEMENTATION AND CAPACITY

The District RtI Coordinator developed an implementation checklist to inform schools as to what degree they are adhering to the MTSS process with fidelity. Site based MTSS teams have been established at each of the schools and MTSS Coordinators have been designated at the school level to ensure that the MTSS process is adhered to. In order to build further capacity, staff training videos will be developed on a variety of topics from navigating DATA-STAR to differentiating instruction and progress monitoring on the district's numerous data systems including: DATA- STAR, Performance Matters, FAIR, MFAS, the district's SIS, and using technology to differentiate instruction. The Putnam County School DCP provides necessary support to the district's goal in its DIAP which states, "All schools will implement the District's Multi Tier System of Supports (MTSS) framework aligning programs and resources to meet the academic and behavioral needs of all students." In order to achieve this goal, the Instructional Technology Department will implement the following strategies throughout the district at all levels. 1. Increase access to technology for students and teachers 2. Integrate technology into the curriculum aligned with the Florida Standards (FS) (content and performance standards) 3. Integrate technology to automate department paperwork and processes across the district 4. Provide ongoing staff development for the implementation and use of technology for instruction and data analysis 5. Provide ongoing communication with and between the Board, other administration, teachers, staff, students, parents, and the community 6. Establish district standards for infrastructure, procurement, hardware, software, and communications including upgrade and maintenance 7. Identify the necessary resources to implement the technology plan. 8. Establish an ongoing process as a means to evaluate the effective implementation of the technology plan. The implementation of these strategies will result in monitoring and assessing the District's progress in achieving its goal.

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	8350 - Describes confidentiality of education records from public disclosure.	http://www.neola.com/putnam-fl/ Policy 8350	

District teacher evaluation components relating to technology (if applicable)	Not applicable at this time.		
BYOD (Bring Your Own Device) Policy	Compliance with "CIPA", filter blocks, and clearance from the IT Department regarding standards for connection.	http://www.neola.com/putnam-fl/ Policy 7542	
Policy for refresh of devices (student and teachers)			
Acceptable/Responsible Use policy (student, teachers, admin)	Acceptable use, access, and safety. Addresses requirement of CIPA.	http://www.neola.com/putnam-fl/ Policies 7530.02, 7540.04	
Master Inservice Plan (MIP) technology components	NEFEC MIP Plan for all consortia districts describing staff development activities and delivery formats for all curricular areas as well as technology.	http://www2.nefec.org/mip/page-319/	
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	TBD
II.A.2.	Math Student Achievement	TBD from school year 2014-15	TBD 2016	TBD
II.A.3.	Science Student Achievement – 5th and 8th Grade	Num % 37% Gr. 5 24% Gr 8	Num % 50%	School Year 2018 2018
II.A.4.	Science Student Achievement – Biology	53%	65%	2018
II.A.5.	ELA Learning Gains	TBD from school year 2014-15	TBD 2016	TBD
II.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	TBD

II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	TBD
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	TBD
B. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.A.9.	Overall, 4-year Graduation Rate	58.2 *	62%	2019
II.A.10.	Acceleration Success Rate	79%*	83%	2019

* SY 13-14 data. At the writing of this report 15-16 data was unavailable.

One of the primary reasons for developing the DCP is to identify ways to effectively integrate technology into the curriculum. We believe that technology should promote higher-level learning, problem solving, critical thinking skills, and collaboration across all curricular areas. As a parallel development, the Putnam County School District is continuing to refine the use of the Online Assessment Reporting System and reports available through Performance Matters as online repositories of classroom, district, and state assessments.

We will continue to raise the level of technology integration embedded within classroom instruction to increase the learning experience for all students. In order to accomplish this, teachers must receive appropriate professional development with a focus on integration that involves student use of technology within the classroom. Teachers will become more comfortable using technology to support student learning in the classroom resulting in a measurable impact of technology on student achievement. Measurable student outcomes should indicate improvement in English Language Arts, science, and mathematics as a direct result of student interaction with classroom technology. Teachers should be using technology tools to interpret and examine data in making instructional decisions for each student. The DCP plan will address how the District's technology effort will continue to support the District's mission and vision over the next five years.

Our curriculum objectives are divided into four areas: 1. Integrate technology tools/equipment to support student learning, aid teachers in the delivery of the core curriculum, and provide a resource for differentiated instruction. 2. Use assessment data to guide student learning activities and lesson plan development for all classrooms. 3. Identify appropriate software and courseware to support the instructional program of the entire District. 4. Continue to increase student achievement in all core content areas.

The Putnam County School District instructional staff uses data summaries from Performance Matters, DATA-STAR and Skyward to inform instructional decisions in their classrooms, and as early warning systems. DATA-STAR, a district developed tool, is used to closely monitor students referred to the MTSS site based teams for Tier 2 and Tier 3 interventions. Instructional staff also uses Performance Matters for progress monitoring, and developing classroom and District level assessments. All schools, including charter schools, have access to both Performance Matters and to Skyward.

Each school has a myriad of digital resources that are part of the instructional materials adoptions that have taken place over the past several years. These resources include multiple assessments and data points retrieved from: FPMRN, I-Ready(Elementary), MFAS, ELFAS Read 180 (secondary), Achieve 3000 and the Heinman Digital Classroom.

Other digital resources include Discovery Education, Algebra Nation, Khan Academy, and Schmoop.

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	2:1	2:1	1: 1	2020	1:1
II.B.2.	Count of student instructional desktop computers meeting specifications	2836	3734	4,000	2019	266
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	3548	2440	11200	2025	8760
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	130	2016	130
II.B.5.	Count of student large screen tablets meeting specifications	260	472	500	2016	28
II.B.6.	Percent of schools meeting recommended bandwidth standard	100%	100%	Maintain	n/a	100%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	Maintain	School Year	100%

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

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved *(year)*	
II.B.10. (D)	Need for additional access points in classrooms due to full class/school deployments of Chromebooks.	444	n/a	347 additional access points	2016	
II.B.11. (D)	Fiber connections throughout the district.	0	n/a	22	2016	
II.B.12. (D)	Network security. Need for server auditing and network health software	n/a	n/a	na	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.

- **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: 93% Adoption: 5% Adaption: 2% Infusion: 0% Transform: 0%	Entry: 20% Adoption: 15% Adaption: 40% Infusion: 15% Transform: 10%	School Year 2020
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: 20% Adoption: 15% Adaption: 40% Infusion: 15% Transform: 10%	School Year 2020

C. Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.3. (D)	PLCs on technology integration	N/A	N/A	2015 ongoing
II.C.4. (D)	Technology integration summer institute for teachers	N/A	500 teachers	June 2016
II.C.5. (D)	Saturday Technology Institute	N/A	100 teachers	2015 ongoing
II.C.6. (D)	District Technology Coach provided workshops and individual assistance on various topics throughout the year.	N/A	500	2016 ongoing

- **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.	0 %	0 %	100%	2018
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	0%	0 %	100 %	2018
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100 %	100 %	100 %	n/a
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 %	75%	2018
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100 %	100 %	100 %	n/a

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 %	N/A	100%	n/a
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	N/A %	100%	School Year
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
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 %	N/A	100 %	School Year
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 %	N/A	100 %	School Year
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 %	N/A %	100 %	School Year
II.D.7. (T)	A system that houses documents, videos and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	0 %	N/A %	100%	2016
II.D.8. (T)	A system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents and district	100 %	100 %	100 %	School Year

	administrators to use data to inform instruction and operational practices.				
II.D.9. (T)	A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	100 %	100 %	100 %	2015

D. **Digital Tools Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved *(year)***
	Parent Access and Utilization (P)	**% of parent access**	**% of parent utilization**	**% of parent access**	
II.D.1. (P)	A system that includes comprehensive student information which is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	40 %	40%	80 %	2020

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)	30 %	60%	2020
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	40 %	60 %	2020
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	0 %	75%	2020
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100 %	100%	2020
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	100 %	100%	2020
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 %	20 %	2020

- **Quality Efficient Services**

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

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

D. **Online Assessments Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	6647	11,200	2020
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	100%	100 %	2020
E. Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.E.3. (D)	Additional portable devices for testing are needed to further reduce time on computer based assessments.	3,000	4,300	2016

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.

Putnam County School District Goals

Goal 1: All schools will implement the district's Multi Tier Systems of Support (MTSS) framework which will align programs and resources to meet the academic and behavioral needs of all students.

Goal 2: The district will establish and clearly communicate expectations for planning, preparing, performing, reflecting on performance and establishing collegiality and professionalism.

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.

Goal 1: All schools will implement the district's Multi Tier Systems of Support (MTSS) framework which will align programs and resources to meet the academic and behavioral needs of all students.		
Strategy	**Measurement**	**Timeline**
Monitor and provide teacher and administrator access to District data management programs.	• Annual Purchase of Programs • Usage statistics	2015-2019
Identify and monitor Tier 2 and Tier 3 students through a district developed data portal (DATA-STAR).	• % and # of students identified at each grade level as Tier 2 and Tier 3 with documented interventions	2015 -2019
Create an infrastructure that supports the needs of digital learning and online assessments.	• Increase the # of portable digital devices for student and teacher access. • Increase bandwidth and the number of wireless access points in classrooms.	2015-2019
Support web-based tutorial and learning programs, which provide necessary assessment, challenge, and remediation opportunities for all students regardless of ability.	• Usage and student outcome statistics in relation to standardized tests or alternative assessments.	2015-2019
Provide staff development on new software, hardware and programs.	• Number and percent of teachers attending technology based staff development opportunities	2015-2019

Goal 2: The district will establish and clearly communicate expectations for planning, preparing, performing, reflecting on performance and establishing collegiality and professionalism.		
Strategy	**Measurement**	**Timeline**
Provide professional development on new products, software, and hardware.	Teacher sign in sheets for virtual and onsite training.	2015-2019
Provide Online or blended PLC's.	# of online or blended PLC's offered to staff	2015 -2019
Create "in house" videos on topics to include differentiation, data management and interpretation, accessing systems, Gradebook, etc.	# of videos created, # of teachers accessing videos, topics addressed.	2015-2019
Create "in house" videos on using various technologies available throughout the district.	# of videos created, # of teacher accessing videos.	2015-2019

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

The district participates in federal technology initiatives and grants programs when funding is available and meets the District's needs. The most recent initiative that the District has participated is the e-rate Category 1 and 2 funding for networking and infrastructure needs. Deployment of wireless devices, specifically Chromebooks has necessitated upgrades in infrastructure.

The Department of Information Services houses a Grants Department which is primarily responsible for ensuring that the requirements of grant and e-rate initiatives programs are met.

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.

EXAMPLES			
A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.1	Increase percent of fourth grade mathematics students performing at Sunshine Elementary school.	45%	48%
III.A.2	Improve graduation rates at Sandy Shores High school.	78%	80%

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

A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.3.	Increase percentage of students performing at or above the state minimum in mathematics	38%	TBD
III.A.4.	Increase percentage of students performing at or above the state minimum in English language arts.	35%	TBD
III.A.5.	Increase percentage of students performing at or above the state minimum in science.	N/A	TBD
III.A.6.	Improve graduation rates by a minimum of 1% annually.	58.2%	TBD

B) Digital Learning and Technology Infrastructure

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

Implementation Plan for B) Digital Learning and Technology Infrastructure:

EXAMPLES					
B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.X.	Purchase and implement wireless access points	May 2015	$4,000	All fourth grade classes at Sunshine Elementary school.	II.B.7
III.B.X.	Purchase and implement 100 new student laptop devices	February 2015	$6,000	All fourth grade classes at Sunshine Elementary school.	II.B.3

B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	Purchase and install wireless access points.	Feb. 2016	$67,000	District wide	II.B.7
III.B.2.	Purchase and deploy 992 new Chromebooks.	Spring 2016	$224,860	CLO 6th grade center, 9th grade students at all schools	II.B.3
III.B.3.	Install lit fiber to connect all district schools to improve connectivity to all schools	Summer 2016	$70,000*	District	II.B.11
III.B.4.	Install server auditing system and system to monitor server health	Feb. 2016	$10,000	District	II.B.12

**** $100,000 in roll forward DCP funds from SY 14-15 will be used in addition to the $70,000 allocated for this year's plan to cover the District's share of Category 1 e-rate for fiber installation. In the event that the district obtains another funding source to***

cover the $ 170,000 allocated to fiber installation, the funds will be used to purchase additional Chromebooks.

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**
Application for e-rate Category 1 for fiber installation.	USAC Category 1 e-rate funding for 90% of project cost.

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.

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.	List of locations and number of access points installed.	Installation 100% complete and all access points working
III.B.2.	Number of Chromebooks purchased, etched, provisioned and distributed.	All sixth grade students at CLO Sixth Grade Center and all ninth grade students throughout the district will utilize Chromebooks for testing and instruction.
III.B.3.	Funding secured for fiber installation, schools connected.	Improved internet service in all schools throughout the district.
III.B.4.	Purchase and install auditing of software on all servers to enhance and monitor network health and security.	Installation complete. Improved network security.

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

C) Professional Development

State recommendations for digital learning professional development include at a minimum, High Quality Master In-service Plan (MIP) components that address:

- School leadership "look-fors" on quality digital learning processes in the classroom
- Educator capacity to use available technology
- Instructional lesson planning using digital resources; and
- Student digital learning practices

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

Please insert links to the district MIP to support this area, attach a draft as an appendix to the district DCP or provide deliverables on how this will be addressed.

Implementation Plan for C) Professional Development:

The plan should include process for scheduling delivery of the district's MIP components on digital learning and identify other school based processes that will provide on-going support for professional development on digital learning.

EXAMPLES

C. **Professional Development Implementation**

	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.X.	X# high school teachers participate in professional development aligned with MIP.	May 2015	$X	Sandy Shores High School	II.C.1.
III.C.X.	X# teachers participate in book study and lesson studies on digital learning	May 2015	$X	Sandy Shores High School	II.C.2.

C. **Professional Development Implementation**

	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	10 teachers participate in Learning.com training which includes technical training and standards	December 2015	$ 0 Offered at no cost by vendor for	District	II.A.1, II.A.2,II.A.3,II.A.4, II.C.1, II.C.2

	based curriculum, with technology integrated lessons included		hosting multi-district camp.		
III.C.2.	PLC's set up with Susan and DLL team members.	June 2016	$ 0 Dedicated Distr. Level Tech. Int. Coach	District	II.A.1, II.A.2,II.A.3,II.A.4, II.C.1, II.C.2
III.C.3.	Discovery Education Training	January 2016	$ 0	District	II.A.1, II.A.2,II.A.3,II.A.4, II.C.1, II.C.2
III.C.4.	SharpSchools LMS Training	June 2016	$0	District	II.A.1, II.A.2,II.A.3,II.A.4, II.C.1, II.C.2
III.C.5.	Saturday Tech. Integration Mini Camp (8 hours)	June 2016	$1000 (total) for stipends to Media Specialists and non-core teachers	District	II.A.1, II.A.2,II.A.3,II.A.4, II.C.1, II.C.2
III.C.6.	Summer Technology Institute – 2 days	June 2016	$ 5,000 total for stipends for non-core subject teachers	District – Core Teachers	II.A.1, II.A.2,II.A.3,II.A.4, II.C.1, II.C.2

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

Brief description of other activities	**Other funding source**
Individual assistance in TOSA for Technology Integration	General fund: $42,000
Google certification Training for TOSA for Technology Integration	$12,000 Title 2

The Putnam County School District is a member of NEFEC (Northeast Florida Educational Consortium). As such, the District participates in NEFEC's Master Inservice Plan which is accessible through the following link http://www2.nefec.org/mip/page-319/

Evaluation and Success Criteria for C) Professional Development:

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

C. **Professional Development Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	Record of workshop attendance	Ten teachers will share information regarding Learning.com with peers and colleagues as evidenced by record logs.
III.C.2.	Record of PLC attendance and technology based discussions/demonstrations with grade level teams.	Positive movement among categories in the TIMS instrument observations.
III.C.3.	Discovery Education Training attendance rosters	Increase in the number of teachers using Discovery Education.
III.C.4.	SharpSchools LMS training attendance rosters	Increase in number and percent of teachers utilizing the LMS.
III. C.5.	Record of attendance of Technology Mini Camp.	Positive movement of attendees on TIMS instrument observations.
III.C.6.	Record of attendance of Summer Institute, surveys	Attendees show increase in positive movement among categories in the TIMS instrument observations.

D) Digital Tools

Digital Tools should include a comprehensive digital tool system for the improvement of digital learning. Districts will be required to maintain a digital tools system that is intended to support and assist district and school instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

Digital tools may also include purchases and activities to support CAPE digital tools opportunities and courses. A list of currently recommended certificates and credentials can be found at: http://www.fldoe.org/workforce/fcpea/default.asp. Devices that meet or exceed minimum requirements and protocols established by the department may also be included here.

Implementation Plan for D) Digital Tools:

EXAMPLES					
D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.X.	Integrate X sets of instructional materials into the digital tools system	September 2014	$X	Sunshine Elementary school	II.D.2 (S)
III.D.X.	Offer X additional CAPE digital tool certifications from approved list	2014-15	$X	Sandy Shores High School	II.D.1 (D)

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	Integration of instructional videos and materials into LMS.	Ongoing	$ 0	District wide	II.D.4, II.D.7
III.D.2.	Mac for editing of instructional and informational videos on technology, information systems, studio microphones and materials for recording studio to produce videos for housing in an online library.	Ongoing	$8,500	District wide	II.D.4, II.D.7
III.D.3.	Mobile App for parents which interfaces with our SIS and allows parents to check student progress, notifies parents of absences, and informs parents of school events as well as emergencies.	February	$15,000	District wide	II.D.1 (p)

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.	LMS houses student and teacher digital materials, PutnamSchoolsTV houses informational videos for parents, students, and community	Usage statistics will indicate ongoing increases in the LMS and the PutnamSchoolsTV YouTube Channel.
III.D.2.	Title listing of digital recordings categorized by topics that have been created during the 2015-16 school year.	Usage statistics on views of digital recordings.
III.D.3.	Deployment of Apps on district website.	Parent usage statistics on apps.

E) Online Assessments

Technology infrastructure and devices required for successful implementation of local and statewide assessments should be considered in this section. In your analysis of readiness for computer-based testing, also examine network, bandwidth, and wireless needs that coincide with an increased number of workstations and devices. Districts should review current technology specifications for statewide assessments (available at www.FLAssessments.com/TestNav8 and www.FSAssessments.com/) and schedule information distributed from the K-12 Student Assessment bureau when determining potential deliverables.

Implementation Plan for E) Online Assessments:

EXAMPLES					
E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.X.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	September 2014	$X	Sandy Shores High School	II.E.1
III.E.X.	Purchase 100 additional student devices for assessments	February 2015	$X	Sandy Shores High School	II.E.1 and II.E.2

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.	See Section IIIB	Dec. 2015		All Schools	II.B.10
III.E.2.	See Section IIIB	Dec. 2015		CLO Sixth Grade Center an 9th grade students district-wide	II.B.3

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 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 Processes)	Success Criteria
E.1.	Access points installed	Improved access to internet
E.2.	Chromebooks distributed to CLO Sixth Grade Center and ninth grade students	Decrease in time to administer assessments.