FLORIDA DEPARTMENT OF EDUCATION
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DISTRICT DIGITAL CLASSROOM PLAN

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

Seminole County Public Schools (SCPS) will be the premier school district in the State of Florida. The district will be recognized nationally for high standards, academic performance and offering students customized educational pathways 24/7/365 in a safe and caring environment.

- Every student will graduate from high school prepared for their future as a lifelong learner and a responsible citizen.
- All staff members will demonstrate high expectations for student learning and achievement.
- Highly qualified, diverse, innovative, and enthusiastic teachers, administrators and support personnel will embody a growth mindset and be dedicated to the mission.

Beliefs and Guiding Principles:

- Each student can learn and achieve when presented with rigorous and engaging curriculum in a learning environment that fosters creativity, innovation and problem-solving.
- The district is committed to ensuring employees are provided differentiated professional learning.
- The district continuously evolves to meet the needs of today's workforce by providing personalized ePathways (Educational Pathways) for every student.
- Each student will learn in a safe, caring environment in which students and adults are respected.
- The district budget will prioritize the resources needed to ensure each student achieves.
- The Seminole County parent and business community will be engaged to determine future educational and workforce needs.

Seminole County Public Schools is the 12th largest among the 67 school districts in Florida, with an enrollment of over 66,000 students in Prekindergarten through Grade 12. The district is composed of 65 schools – 36 elementary schools, 12 middle schools, 9 high schools, 3 special centers, 2 virtual schools, and 4 charter schools.

Located in the heart of Central Florida, Seminole County, once a largely agricultural area, has transformed in the past 30 years to a hub for economic growth including establishment of numerous corporate headquarters and emergence of many high tech companies. The Orlando Sanford International Airport (OSIA) is the third most active international airport in Florida and the 12th most active in the U.S. (Metro Orlando Economic Development Commission, 2010). Seminole County is the fourth smallest county in the state in land area with a population density ranking third highest (U.S. Census Bureau, 2012). The county's population of 430,838 is

culturally and socially diverse with an ethnic breakdown of 4.2% Asian; 10.8% Black; 18.2% Hispanic; 1.7% other; and 65.1% White.

Juxtaposed within this economically growing county though are areas of poverty amid those of affluence. The range of incomes within the county reflects a great disparity in socioeconomic conditions. Statistics show that the median household income for 2010 ranged from $43,470 to $82,018. Census data (2010) show a 10.8% countywide poverty rate, with the City of Sanford possessing the highest poverty rate in the county at 20.1%. Correlated to the poverty rate, free and reduced (F/R) priced lunch rates indicate that public schools have high rates of economically disadvantaged students. Nationally, the indicator for high-poverty, high need schools is 35% and above. In SCPS the average rate is 47.0%, with a number of high-need schools in the range of 80% - 93%. Further, the district has over 1,000 students who are classified as homeless.

While the district recognizes the social, economic and demographic factors, which may adversely impact the implementation of technology within schools, district leaders have instituted and continue to expand strategies that will support the digital classroom plan's intent to improve student performance outcomes.

In 2013, the district introduced the "24/7/365" initiative to support expanded learning for all students. This initiative is based in educational research that indicates while extraordinary teaching and learning is experienced for the 180 days of school, often students have 185 days out of school with little academic stimulation. The 24/7/365 initiative allows students without means for external support to be exposed to expanded learning through access to education on-demand via high-quality digital learning programs.

District administration is aggressively working with county and state leaders to provide Internet connectivity for students, which offers students the opportunity for expanded learning outside of school, furthering the district's goals for closing the achievement gap. On the local front, the district began a series of pilot programs at SCPS's most at-risk elementary schools (with free and reduced lunch rates of 90% and above) which allowed students who are English language learners to take home laptops loaded with select academic software to engage them in on-demand learning. Students, parents and teachers at these schools were trained in the use of the programs, and Internet access at home was provided by the Connect2Complete program with assistance from private donors to cover the minimal costs.

I.1 District Team Profile

Title/Role	**Name:**	**Email:**	**Phone:**
Information Technology District Contact	Dr. Tim Harper	Tim_Harper@scps.us	407-320-0076
Curriculum District Contact	Dr. Corbet Wilson	Corbet_Wilson@scps.us	407-320-0186
Instructional District Contact	Dr.Anna-Marie Cote	Anna-Marie_Cote@scps.us	407-320-0504
Assessment District Contact	Ms. Kaitlyn Trippany	Kaitlyn_Trippany@scps.us	407-320-0130

Finance District Contact	Mr. Bill Kelly	Bill_Kelly@scps.us	407-320-0040
District Leadership Contact	Dr. Jason Wysong	Jason_Wysong@scps.us	407-320-0212
Blended Learning Manager	Ms. Beth Pocius	Beth_Pocius@scps.us	407-320-0336

I.2 Planning Process

- April 3, 2014: School Advisory Council (SAC) Members from all schools were invited to come together to discuss digital learning. Parents and administrators in attendance reported via live poll that they have the following thoughts related to digital learning:
    - SCPS needs increased digital communication opportunities such as text message blasts, website postings, and e-mail updates.
    - Increased access is required to devices for all students for learning as opposed to testing.
    - More technology classes are needed for students, parents, teachers and administrators
- At the Superintendent's monthly meeting held on May 15, 2014 with all principals and district administrators, digital learning discussions yielded the following needs:
    - Stronger wireless at the classroom level
    - Increased opportunities for teacher training
    - BYOD support (policy, teacher training, and management of student devices)
    - Network infrastructure improvements
    - Human resources to support digital learning both in PD and in systems support
    - Need funding for sustainability of digital learning (curriculum, training, devices, infrastructure)
    - Plans and policies regarding theft of district and student owned devices
    - Increase teacher and administrator readiness and comfort level for digital learning
    - District owned devices to account for equitable access
- On June 10, 2014, Dr. Walt Griffin, Superintendent invited all principals to attend a Digital Learning Seminar. All administrators were informed of new legislation, and participated in focus groups to begin the work of creating the plan. School-based leaders reported the following thoughts on digital learning:
    - Increase access for teacher PD on digital learning, blended learning and online learning
    - Provide blended and online learning opportunities for teachers and students
    - Open the school media centers after school to increase student access to the Internet and digital resources
    - Administrators want to leverage social media and digital learning in the classroom, but realize teachers have concerns.
    - We need to prepare students for career choices that do not exist at this time.
    - BYOD is good, but is creating a sense of "haves and have not's".
    - Not all schools have a staff member on campus who can help with teacher PD in digital learning. Administrators are looking to the district leaders to help with staffing to support this movement.
    - Instruction needs to be the driver for planning for digital learning, not devices and infrastructure. Instruction is the key, not devices.

- There is a desire to abandon traditional text books and adopt more rigorous digital materials in place.
- The district infrastructure needs to be improved.
- Sustainability is a concern regarding recurring costs associated with digital learning.
- Once the DCP is finalized, administrators want the plan to be public knowledge with access on the district website.
- Administrators need a "technology cadre" at each school, with appropriate staffing to help with PD.

- August 27, 2014: ESOL Coordinator Ms. Minnie Cardona provided the following feedback and input to the formation of the DCP: Consideration for inclusion of planning for ELL students is important for the DCP plan. Teachers on Assignment from the ESOL department are receiving training alongside core content teachers in the PD model proposed in the Race to the Top District Grant for PD component. Additionally, ESOL teachers are currently participating in the professional development designed to support the proposed digital classroom model at Greenwood Lakes as referenced in Part III of this plan. What do the ESOL teachers require for PD that differs from what regular education teachers will receive? What strategies are included in the proposed digital curriculum allow for specialization to meet the needs of ELL students? What modifications exist within the digital curriculum component that vary language levels for ELL students? Ms. Cardona reported that the target school, Greenwood Lakes Middle School, has a high number of ELL students, with 52 identified. There is also an increased number of Hispanic students on the campus. As part of the project proposal, preparing 5th grade students at Lake Mary Elementary to move into the digital curriculum at Greenwood Lakes, the ELL population at Lake Mary Elementary is 83 students. Lake Mary High School will receive these digital learners in 9th grade. Lake Mary High has 55 ELL students reported to date. Encouraging aspects of the digital curriculum include the engaging auditory and visual components which clearly meet the needs of the ELL students.
- September 2, 2014: Exceptional Student Education Specialist Michelle Ferren provided the following feedback and input to the formation of the DCP: Consideration for inclusion of ESE students is important to the development of the DCP. ESE teachers require professional development in understanding the differences between assistive technology and access to devices for curriculum purposes. Within the feeder pattern for Lake Mary Elementary School, Greenwood Lakes Middle School and Lake Mary High School, students with varying exceptionalities are served in both inclusion and self-contained classroom models. ESE teachers and Support Facilitators require access to professional development as it relates to digital learning initiatives
- September 18, 2014: Youth leadership from every Seminole County Public Schools High School provided the following feedback at their youth summit:
  - Students require better communication regarding: online course requirements and options, graduation options, and optional after-school vocational programs.
  - 95% of students polled reported that they carefully monitor what they post on social media sites less than 50% of the time
- On September 25, 2014, a follow up meeting was held with SAC and PTA representatives to receive additional plan input.

- Digital Learning Leaders provided feedback regarding the submitted plan Fall 2014
- Fall 2014-Spring 2015 Digital Classrooms Committee members met bi-monthly to monitor plan progress and update accordingly
- November 2014 Dr. Walt Griffin, Superintendent of Seminole County Public Schools worked with national leaders in Washington, DC as Florida's only Future Ready Superintendent
- Fall 2014, Spring 2015 and Summer 2015 Term presentations to stakeholders at the University of Central Florida were given to update community members regarding the Digital Learning and Digital Classrooms Plans for Seminole County
- January 2015 district and school-based leadership participated in a Superintendent's Seminar on Digital Learning where plan updates were shared by district and school-based staff involved with plan implementation
- June 2015 district leadership participated in the Future Ready Schools Summit presenting plans and gathering feedback from districts from around the nation
- June 2015 district and school-based leadership attended the Superintendent's Future Ready Principal's Seminar
- October 2015 presentation to community and school leaders alongside PTA and SAC committee members with plan updates

Seminole County Public Schools maintains strong relationships with numerous community and business partners, who contribute both time and talent to support student learning, teacher professional development, and district leadership in the areas of technology and digital learning. One area of focus for the school district is ensuring that programs and curriculum are relevant to local employers who will hire graduates of Seminole County Public Schools; these employers provide feedback through formal and informal loops on digital technology skills that students need for the dynamic workforce. This feedback has influenced development of the Digital Learning Plan. District leaders also have an opportunity to discuss issues related to the Digital Learning Plan with groups such as the SCPS Business Advisory Board, the Seminole County Education & Economic Development Network, Seminole Tech Forum, and various committees of the several Chambers of Commerce that operate within Seminole County. The SCPS Digital Learning Plan is published on the home website as a DRAFT in anticipation from input from multiple stakeholders.

I.3 Technology Integration Matrix (TIM) – Summarize the process used to train, implement and measure classrooms using the TIM. Seminole County Public Schools proudly supports 230 Digital Learning Leaders throughout the district. Each principal selects key teacher leaders who demonstrate innovative approaches to rigorous instruction through implementation of technology and personalized in the classroom. Fall 2014, all Digital Learning Leaders participated in the Technology Use and Perception Survey (TUPS). Data gathered from this survey provided baseline measurable goals for the project. Fall 2015 the TUPS will be taken again by Digital Learning Leaders and comparative analysis will reveal future professional development tracks needed to assure forward trajectory for digital and blended learning. In addition, Digital Learning Leaders from three key pilot schools, Pine Crest School of Innovation, Greenwood Lakes Middle School and Crooms Academy of Information Technology will be trained on TUPS implementation. All teachers from these three schools will participate in the TUPS in 2015-2016.

I.4 Multi-Tiered System of Supports (MTSS) -

In order to ensure that the problem solving MTSS process was included in the development of the Digital Classroom Plan, Dr. Jason Wysong, Director of ePathways and Strategic Partnerships was selected to be a member of the work group that developed the Digital Classroom Plan. The MTSS process continues to evolve in Seminole County as schools become more adroit at using early warning systems to identify students, engage in the problem-solving process, plan and implement interventions, and evaluate the effectiveness of those efforts. School-based MTSS teams are supported by two Inclusion/Intervention Specialists, who provide professional development, data analysis, and fidelity monitoring services to both school teams and district leadership. Principals and their Executive Directors receive monthly reports on a variety of MTSS-related data metrics. Additionally, the school district has partnered with OnHand Schools to develop a robust MTSS dashboard, early warning system, truancy tracking protocol, and intervention tracking module within EdInsight, the district's student performance data management system. This system can also be used to monitor the effectiveness of the digital curriculum related to student achievement and engagement as measured by the progress monitoring assessments and identified behavioral factors.

I.5 District Policy -

Type of Policy	**Brief Summary of Policy (limit character)**	**Web Address (optional)**	**Date of Adoption**
Student data safety, security and privacy	Seminole County demonstrates commitment to student data safety, security and privacy. Annual security checks of Intranet and network are provisioned in the Board adopted Strategic Plan.	http://www.scps.k12.fl.us/Portals/53/assets/pdf/PolicyFiles/AUP/AUP%20Student%20Policy%206.175.pdf http://www.scps.k12.fl.us/portals/53/assets/pdf/strategicplan/strategicplan.pdf	July 19, 2005 Adoption with latest revision June 21, 2011 June 9, 2015
District teacher evaluation components relating to technology (if applicable)	Marzano Art and Science of Teaching Model Learning Map: Indicators 45 and 46 in Domain 2 evaluate planning and preparing for use of resources and technology.	http://www.scps.k12.fl.us/Portals/80/assets/pdf/Learning%20Map%20original.pdf	October 28, 2011

BYOD (Bring Your Own Device) Policy	The Board adopted Acceptable Use policy and Student Code of Conduct outline acceptable use of personal owned devices on school property.	http://www.scps.k12.fl.us/Portals/53/assets/pdf/PolicyFiles/AUP/AUP%20Student%20Policy%206.175.pdf http://www.scps.k12.fl.us/Portals/53/assets/pdf/PolicyFiles/StudentConductDisciplineCode.pdf	July 19, 2005 Adoption with latest revision June 21, 2011 July 28, 2015
Policy for refresh of devices (student and teachers)	Strategic Plan: System Initiative E Technology Innovation specifies all schools will have a minimum 3:1 student to modern computer ratio by 2019-2020.	http://www.scps.k12.fl.us/portals/53/assets/pdf/strategicplan/strategicplan.pdf	June 9, 2015
Acceptable/ Responsible Use policy (student, teachers, admin)	Seminole County Public Schools has clearly defined Acceptable Use Policy for staff and students in support of meaningful integration of innovative teaching practices.	http://www.scps.k12.fl.us/Portals/53/assets/pdf/PolicyFiles/AUP/AUP%20HR%20Policy%206.175.pdf http://www.scps.k12.fl.us/Portals/53/assets/pdf/PolicyFiles/AUP/AUP%20Student%20Policy%206.175.pdf	July 19, 2005 Adoption with latest revision June 21, 2011 July 19, 2005 Adoption with latest revision June 21, 2011
Master Inservice Plan (MIP) technology components		http://www.scps.k12.fl.us/Portals/35/assets/pdf/SCPS%20MIP.pdf	September 8, 2015

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

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	59%	76%	2019-2020
II.A.4.	Science Student Achievement – Biology	72%	80%	2019-2020
II.A.5.	ELA Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
B. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.9.	Overall, 4-year Graduation Rate	85%	90%	2019-2020
II.A.10.	Acceleration Success Rate	66%	77%	2019-2020
A. Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.11. (D)	Attendance	97%	99%	2019-2020
II.A.12. (D)	Discipline	12%	7%	2019-2020

- **Quality Efficient Services -**

B. **Infrastructure Needs Analysis (Required)**		**Baseline from 2014**	**Fall 2015**	**Target**	**Date for Target to be Achieved** *(year)*	**Gap to be addressed** *(Actual minus Target)*
II.B.1.	Student to Computer Device Ratio	2.66:1	2:09:1	1.43:1	2019-2020	.66:1
II.B.2.	Count of student instructional desktop computers meeting specifications	18,047	18,744	20,000	2019-2020	1,256
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	6,016	12,138	25,000	2019-2020	12,862
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	0	N/A	0
II.B.5.	Count of student large screen tablets meeting specifications	991	3350	10,000	2019-2020	6,650
II.B.6.	Percent of schools meeting recommended bandwidth standard*	10%	100%	100%	2019-2020	N/A
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	100%	2014	N/A

*Refer to 2015 Network Infrastructure Report for a detailed explanation of 11.B.6.

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	100%	100%	2015	Y/N

B. Infrastructure Needs Analysis (District Provided)		**Baseline**		**Target**	**Date for Target to be Achieved** *(year)*	
II.B.10. (D)	Greenwood Lakes Middle School and feeder schools infrastructure to be analyzed to expand external school network bandwidth capacity	32mbps		1000mbps	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.

C. **Professional Development Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** *(year)*
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 80% Adoption: 15% Adaption: 5% Infusion: 3% Transform: 2%	Entry: 25% Adoption: 25% Adaption: 20% Infusion: 20% Transform: 10%	2019-2020
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 80% Adoption: 15% Adaption: 5% Infusion: 3% Transform: 2%	Entry: 25% Adoption: 25% Adaption: 20% Infusion: 20% Transform: 10%	2019-2020

Seamless Articulation and Maximum Access

D. **Digital Tools Needs Analysis (Required)**		**Baseline** (to be established in 2015)	**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved** *(year)*
	Student Access and Utilization (S)	**% of student access**	**% of student utilization**	**% of student access**	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100%	10%	100%	2019-2020
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100%	10%	100%	2019-2020
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100%	10%	100%	2019-2020
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%	10%	100%	2019-2020
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100%	10%	100%	2019-2020

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%	50%	100%	2019-2020
II.D.2. (T)	A system that provides the ability to create instructional	100%	20%	100%	2019-2020

	materials and/or resources and lesson plans.				
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	10%	100%	2019-2020
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%	80%	100%	2019-2020
II.D.5. (T)	A system that includes comprehensive student information that is used to inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress.	100%	100%	100%	2015
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	100%	10%	100%	2019-2020
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%	10%	100%	2019-2020
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	100%	10%	100%	2019-2020

	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%	10%	100%	2019-2020

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%	2%	100%	School Year

D. **Digital Tools Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
(IM)	**Instructional Materials**	**Baseline %**	**Target %**	**School Year**
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	80%	100%	2019-2020
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	80%	100%	2019-2020
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	30%	100%	2019-2020

II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	50%	100%	2019-2020
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	50%	100%	2019-2020
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.]	10%	100%	2019-2020

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.

	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	30,444	35000	2019-2020
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	0%	100%	2019-2020

STEP 2 – Goal Setting

Enter district goals below:

- Highest Student Achievement: Seminole County Public Schools will be the premier school district in the State of Florida. The district will be recognized nationally for high standards, academic performance and offering students customized educational pathways 24/7/365 in a safe and caring environment.
- Seamless Articulation and Maximum Access: All students will have opportunities to work towards industry certifications and are prepared to enter postsecondary with the skills necessary to succeed.
- Skilled Workforce and Economic Development: Teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum

- Skilled Workforce and Economic Development: Seminole County Public Schools will deploy technology strategically to support student learning and staff productivity, manage data effectively, and keep pace in all operational areas.
- Quality Efficient Services: All school sites will be safe and effective environments to
    - support developing students into responsible digital citizens who understand the rewards and consequences for accessing global communication tools. (Student Survey: Baseline 2014-15)

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.

The Theory of Action for Seminole County Public Schools serves as a philosophical foundation for every action taken in our organization and guides our strategic planning efforts to ensure educational programs represent the School Board's commitment to Excellence and Equity for all students.

Seminole County Public Schools Theory of Action
If we provide high quality, differentiated professional development for teachers and administrators related to standards-based digital curriculum implementation, formative and summative assessment, monitoring and evaluation, **then** Seminole County Public School students will have greater opportunities and the necessary supports to be successful on state assessments when compared to all districts in Florida.

If we prioritize creating an infrastructure that will support digital learning and online assessments, **then** students and teachers will have the resources to engage in meaningful, differentiated instruction that leads to opportunities to work towards industry certifications, postsecondary graduate level degrees, and skills designed for global work force success.

In particular, for the current project described in the Digital Classroom Plan, Greenwood Lakes Middle School will serve as the target school. **If** we prioritize maintaining the implementation of the ELA Amplify digital curriculum for students in grades 6, 7 and 8 during the 2015-16 school year, **then** we will continue to learn the requirements for professional development, student support, technology devices, and infrastructure so that the district can expand this project to Greenwood Lake's feeder elementary and high schools.

Goal Addressed	Strategy	Measurement	Timeline
Highest Student Achievement: Seminole County Public Schools will be ranked first in Florida* in reading, mathematics, writing, and science based on Florida Department of Education A+ Accountability Program data. *Comparison made to the 67 comprehensive school districts, as well as demographically-similar school districts.	Provide teachers and administrators with high quality professional development to support implementation and evaluation of digital curriculum. Supply teachers and students with high quality digital content aligned to the Florida Standards	Teachers and administrators will participate in at least two professional development experiences designed to support implementation and evaluation of digital curriculum Increase by 5 the percent of digital curriculum instructional material purchases.	2014-2016
Seamless Articulation and Maximum Access: All students will have opportunities to work towards industry certifications and are prepared to enter postsecondary with the skills necessary to succeed.	Invest resources in school-developed programs of enrichment, exploration and emphasis to ensure students have access to college, career and workforce related programs.	Increase by 2 the number of elementary school programs of enrichment Increase by 2 the number of middle school programs of exploration Increase by 1 the number of high school programs of emphasis Increase by 5 the percent of students earning industry certifications.	(Baseline 2012-13) 2014-16
Skilled Workforce and Economic Development: Teachers will have opportunities for professional development to develop	Offer differentiated professional development	Increase by 5 the percent of teachers who participate in	(Baseline 2012-13) 2014-2016

skills for implementing digital learning into the curriculum.	activities for teachers related to implementing digital learning into the curriculum. Provide teachers and administrators with tools to document the amount of digital learning instructional time.	industry-related and instructional technology professional development activities Increase by 5 the percent of teachers who demonstrate use of digital learning in their classrooms at least 25% of instructional time as documented by administrator and teacher feedback.	
Skilled Workforce and Economic Development: Seminole County Public Schools will deploy technology strategically to support student learning and staff productivity, manage data effectively, and keep pace in all operational areas.	Create an infrastructure that supports the needs of digital learning and online assessments	• Bandwidth amount • Wireless access for all classrooms	2014-2019
Quality Efficient Services: **All school sites will be safe and effective environments to support developing students into responsible digital citizens who understand the rewards and consequences for accessing global communication tools. (Student Survey: Baseline 2014-15)**	Continue support of integrated digital curriculum, systems and tools to support teachers as they work to provide the best education for each student and learning opportunities 24/7/365.	Integrate instructional materials into systems Provide personalized and targeted professional development	2014 and ongoing

The District is continuing to pursue participation in federal technology initiatives and grant programs. Upon receipt of these opportunities, the district will comply with all requirements.

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.

Assumption:
The most current information from FL DOE indicate that the Digital Classroom Plan initiative may not be funded after the 2015-16 school year. Although the status of future funding remains to be seen, it is prudent to use the currently allocated resources to fund a three-year plan designed to maintain support for digital classroom initiatives. It is also important to note that continuing needs of technology in schools beyond the 3 years, including human resources, technology infrastructure, and continues, strategic professional development, will play a critical role in providing students and faculty with the digital tools they need for learning in the 21st Century classroom. Seminole's DCP Allocation of $1,266,772.00 is reduced by approximately $30,089.00 to charter school applications. The remaining 2015-2016 DCP Allocation for Seminole is $1,236,683.00.

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

A) Student Performance Outcomes

A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.3.	Increase the percent of 6th, 7th and 8th grade ELA students performing at proficiency or higher on Progress Monitoring Assessment	64%	69%

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	Increase by 100 the number of laptop computers meeting specifications at approximately $700 per device.	June 2016	$71,858.00	District	11.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 sources**
Based on 5 year projections, total estimated costs of increasing the number of desktop computers meeting specifications yields a cost of $756,800.	Operational, Capital Outlay, pending annual budget review
Based on 5 year projections, total estimated costs of increasing the number of large screen mobile devices meeting specifications yields a cost of $3,600,000.	Operational, Capital Outlay, DCP 2014-2015 roll over-pending annual budget review
Based on 5 year projections, total estimated costs of increasing the number of laptop computer devices meeting specifications yields a cost of $9,527,000.	Operational, Capital Outlay, DCP 2014-2015 roll over -pending annual budget review
Based on 5 year projections, total estimated costs of increasing and maintaining the number of schools meeting minimum bandwidth specifications yields a cost of $1,000,000.	Operational, Capital Outlay, pending annual budget review

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

B. **Infrastructure Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	Work with Finance, Purchasing, Information Services to secure timely ordering, imaging and processing of laptop computers meeting specifications.	100% of the laptop computers meeting specifications are deployed on campuses by the start of the 2016-2017 school year.

Seminole County Public Schools has contracted with UDT (United Data Technologies) to investigate our current HP infrastructure at Greenwood Lakes Middle School, feeder schools, and hubs districtwide. Results of the updated 3rd party evaluation are attached.

C) Professional Development

Implementation Plan for C) Professional Development:

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.a	To increase the number of teachers at all levels of the TIM, Digital Learning Leaders at all grade levels representing 100% of schools throughout the district will participate in targeted professional development in digital and blended learning implementation. DCP funds will support 240 teachers attending three blended trainings, one fully online session, one Blended and Digital Learning Showcase, special speaker events and online book studies. Funds will pay for the entire project including but not limited to participant stipends, presenter and/or consultant fees, and materials.	June 2016	$132,000	District- with representation from all schools attending the professional development opportunities.	11.C.1

III.C.1.b	To increase the number of teachers at all levels of the TIM, Digital Learning Leaders at all grade levels representing 100% of schools throughout the district will participate in targeted professional development in digital and blended learning implementation. Funds will support sustainability and replicability of the Digital Learning Leader Project.	June 2017	$132,000	District- with representation from all schools attending the professional development opportunities.	11.C.1
III.C.1.c	To increase the number of teachers at all levels of the TIM, Digital Learning Leaders at all grade levels representing 100% of schools throughout the district will participate in targeted professional development in digital and blended learning implementation. Funds will support sustainability and replicability of the Digital Learning Leader Project.	June 2018	$132,000	District- with representation from all schools attending the professional development opportunities.	11.C.1
III.C.2.a	To increase the number of teachers at all levels of the TIM, ELA and STEM teachers will participate in digital curriculum implementation training with Amplify	June 2016	$10,000	Greenwood Lakes and Feeder Schools (Lake Mary Elementary School, Pine Crest School of Innovation, elementary magnet schools and	11.C.1

				all high school Programs of Emphasis)	
III.C.2.b	To increase the number of teachers at all levels of the TIM, ELA and STEM teachers will participate in digital curriculum implementation training with Amplify	June 2017	$10,000	Greenwood Lakes and Feeder Schools (Lake Mary Elementary School, Pine Crest School of Innovation, elementary magnet schools and all high school Programs of Emphasis)	11.C.1
III.C.2.c	To increase the number of teachers at all levels of the TIM, ELA and STEM teachers will participate in digital curriculum implementation training with Amplify	June 2018	$10,000	Greenwood Lakes and Feeder Schools (Lake Mary Elementary School, Pine Crest School of Innovation, elementary magnet schools and all high school Programs of Emphasis)	11.C.1
III.C.3.a	Employ a Manager of Digital and Blended Curriculum Implementation and Support to manage the Digital Learning Leaders project, and Amplify implementation at Greenwood Lakes	June 2016	$70,000	District (see attached job description) and Greenwood Lakes	11.C.1
III.C.3.b	Employ a Manager of	June 2017	$70,000	District (see	11.C.1

	Digital and Blended Curriculum Implementation and Support to manage the Digital Learning Leaders project, and Amplify implementation at Greenwood Lakes			attached job description) and Greenwood Lakes	
III.C.3.c	Employ a Manager of Digital and Blended Curriculum Implementation and Support to manage the Digital Learning Leaders project, and Amplify implementation at Greenwood Lakes	June 2018	$70,000	District (see attached job description) and Greenwood Lakes	11.C.1

Evaluation and Success Criteria for C) Professional Development:

C. **Professional Development Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	Digital Learning Leader sign-in sheets, Learning Logs, and survey feedback Administrator observation and reflection logs	90% of Digital Learning Leaders participate in required trainings 100% of Digital Learning Leaders present trainings to staff
III.C.2.	Administrator and Instructional Coach observation Feedback from Professional Learning Communities	100% of trained teachers with evidence of implementation
III.C.3	Manage, create and deliver blended and digital curriculum implementation training to 230 Digital Learning Leaders Manage, support and evaluate Amplify implementation at Greenwood Lakes	100% of Digital Learning Leaders offered a minimum of 15 hours of professional development annually. 100% of Amplify instructors receive specialized training, along with coaching and mentoring.

D) Digital Tools

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.a	Increase student utilization using a system that provides students the ability to access instructional materials and/or resources and lesson plans including Amplify STEM games, ELA games and curriculum in grades 5, 6, 7, 8, and 9.	June 2016	$176,275	Greenwood Lakes Middle School and Feeder Schools (Lake Mary Elementary School, Pine Crest School of Innovation, elementary magnet schools and all high school Programs of Emphasis)	II.D.2 (S)
III.D.1.b	Increase student utilization using a system that provides students the ability to access instructional materials and/or resources and lesson plans including Amplify STEM games, ELA games and curriculum in grades 5, 6, 7, 8, and 9.	June 2017	$176,275	Greenwood Lakes Middle School and Feeder Schools (Lake Mary Elementary School, Pine Crest School of Innovation, elementary magnet schools and all high school Programs of Emphasis)	II.D.2 (S)
III.D.1.c	Increase student utilization	June 2018	$176,275	Greenwood	II.D.2 (S)

	using a system that provides students the ability to access instructional materials and/or resources and lesson plans including Amplify STEM games, ELA games and curriculum in grades 5, 6, 7, 8, and 9.			Lakes Middle School and Feeder Schools (Lake Mary Elementary School, Pine Crest School of Innovation, elementary magnet schools and all high school Programs of Emphasis)	

Evaluation and Success Criteria for D) Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Assessment and Accountability will review the results of the progress monitoring assessments each year of program implementation	Increase the percent of students in grades 6, 7, and 8 performing at proficiency or higher on the district ELA progress monitoring assessment
III.D.2.	Assessment and Accountability will review the results of the progress monitoring assessments each year of program implementation	Increase the percent of students in grades 5, 6, 7, 8 and 9 performing at proficiency or higher on the district Math progress monitoring assessment

E) Online Assessments

Implementation Plan for E) Online Assessments-

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.

Funding from the 2015-2016 Digital Classrooms Plan Allocation is not sufficient to cover the needs of Seminole County Public schools regarding online assessments, therefore other resources will be identified.

Brief description of other activities	Other funding source
To meet III.E.1.: Replace computers/testing devices as part of the district's refresh program at a rate of 4 devices per student every 6 years. This comes out to 2,708 devices per year at an estimated cost of $1,895,600 annually assuming $700 per device.	Operating, Capital Outlay, and TBD pending annual budget review. *Note: By meeting the deliverable in section B, increasing the number of laptops meeting specifications supports refresh goals.*
To meet III.E.2.: Purchase 1,806 additional computer/testing devices for the state's Standards Based Assessment requirement.	Operating, Capital Outlay, 2014-2015 DCP roll over funds and TBD pending annual budget review.