DISTRICT
DIGITAL CLASSROOM PLAN
Board Approved 09/22/15
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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	Terence O'leary	Terence.O'leary@stlucieschools.org	772-429-7576

Curriculum District Contact	Nick Zrallack	Nicholas.zrallack@stlucieschools.org	772-429-7546
Instructional District Contact	Tybule Saint-Louis	Tybule.Louis@stlucieschools.org	772-429-3943
Assessment District Contact	Katheen Dailey	Kathleen.Dailey@stlucieschools.org	772-429-5539
Finance District Contact	Tim Bargeron	Tim.Bargeron@stlucieschools.org	772-429-3970
District Leadership Contact	Dr. Helen Wild	Helen.Wild@stlucieschools.org	772-429-3913

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.

SLPS's Digital Plan was developed with a diverse group of individuals representing instructional technology, student services, school reform, curriculum, professional development, accountability and assessment, and federal programs. Additional insight into District needs was gleaned by reflecting upon the voice as documented in focus group discussions and survey results from parent groups and instructional staff groups.

Based on this input, the plan was developed to support the professional development and resource procurement required to systematically expand the infusion of technology needed to enhance access to the curriculum. With an understanding that differentiated needs exist in the support of schools and students alike, the plan was developed to align to the District's model of tiered support for schools as well as its MTSS model for providing differentiated support for students.

An existing strong partnership with HMH Publishing Company served as an added layer of support for this plan in that an instructional program infrastructure had already been planted. SLPS's Digital Plan was designed to maximize the growth and wide use of this infrastructure.

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

The process used to train teachers and administrators on how to implement and measure classrooms using TIM is usually face to face initially, then via virtual. Participants are usually provided with professional development on the different levels of TIM. These levels include:

- Entry,
- Adoption,
- Adaptation,
- Infusion, and
- Transformation

Part of this process is also to integrate content from the SLPS Framework for Quality Teaching and Learning. The content from the Framework is usually embedded through Domain 2 and Element 46. Further, we offer a variety of options for online and face-to-face professional development that can be customized to meet the needs of our schools to both teachers and school-based administrators.

Our professional development and evaluation staff have experience in teaching, K12 technology integration, district level planning, evaluation, and educational research. As captured in our Master Inservice Plan (MIP) we assist our teachers, school-based administrators and district level administrators with aligning effective instructional technology strategies with state standards and with district or school improvement plans or goals.

I.4 Multi-Tiered System of Supports (MTSS) - By using an MTSS in the planning process, the district will provide a cohesive and comprehensive approach to meeting the needs of all learners. The DCP requires districts to summarize the process used to write this plan including but not limited to:

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

St. Lucie Public School's Digital Plan was written by a multi-disciplinary group of individuals representing Office of Teaching and Learning, Information and Instructional Technology Systems, Exceptional Student Education and Student Services, Testing and Accountability, Secondary Education and Federal Programs.

Following a well-defined problem solving process and maintaining the focus of increasing student achievement to improve educational outcomes for all students, the team identified the

areas of greatest concern that exist as barriers to success for all students, reviewed the current infrastructure that supports technology, reviewed the current technology plan which was developed to enhance the technology at all schools and improve access for all students and, reviewed what systems currently exist within the infrastructure to capture data related to the current use of technology.

The goals of the digital plan are designed to advance opportunities for professional development for teachers, expand the infrastructure currently in place to provide greater access to data and instructional supports for teachers and to enhance the opportunities for all students to fully access technology at all levels and expand the opportunities for all students to access the curriculum. In order to build capacity and sustain growth over time, the plan places a great emphasis on professional development and aligns with our current instructional framework. The goals set the expectation for greater access to technology to increase access and improve student outcomes. Our district currently uses a Multi-Tiered System of Supports (MTSS) that is differentiated to meet the learning needs of all students and we also utilize the same model to provide differentiated supports to schools. The identification of the support is driven by data collected, reviewed, and analyzed through the problem solving process. The continued analysis of data allows us to monitor the effectiveness of the implementation of our plan and the full utilization of technology for student access to curriculum.

Our team will continuously review the data from a variety of sources as it relates to student performance on state and district assessments.

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	**Network security is addressed in the District Technology Plan**	**http://www.stlucie.k12.fl.us/pdf/TechPlan.pdf**	**Network security has been in the technology plan since 1999. Most recent plan approved by board in April 2014.**
District teacher evaluation components relating to technology (if applicable)	**The St. Lucie Public Schools (SLPS) Framework for Quality Teaching and Learning as based on the work of Dr. Robert J. Marzano.**	**A specific focus on Domain 2 Element 46 entitled "Use of Available Technology" is where implemented instructional strategies are captured when observed by school-based instructional leaders.**	**The SLPS Framework for Quality Teaching and Learning began being implemented since 2010.**
BYOD (Bring Your Own Device) Policy	**District policy allows for BYOD and is covered in Student Code of Conduct**	**http://www.stlucie.k12.fl.us/pdf/codeofconduct.pdf**	**BYOD has been in the policy for many years but this policy is updated annually and most recent approval was July 2015.**
Policy for refresh of devices (student and teachers)	**Inventory is evaluated annually and funds appropriated to bring schools to same standard in**	**http://www.stlucie.k12.fl.us/pdf/TechPlan.pdf**	**This process has been in the technology plan since 1999. Most recent plan approved by board in April 2014.**

	technology plan		
Acceptable/Responsible Use policy (student, teachers, admin)	**Acceptable use for students is addressed in Student Code of Conduct. Acceptable Use for staff is adopted and posted**	**For Students: http://www.stlucie.k12.fl.us/pdf/codeofconduct.pdf For Staff: http://www.stlucie.k12.fl.us/pdf/acceptable-use-policy.pdf**	**Last revised 05/18/07**
Master Inservice Plan (MIP) technology components	**Instructional Technology is addressed in the MIP in the following Pages: 147, 148, 149, 150, 151, and 152.**	**http://www.stlucie.k12.fl.us/pdf/departments/professional-development/Master_Inservice_Plan.pdf**	**Last revised 2010. Currently under revision beginning in 2016.**
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 once DOE has provided data
II.A.2.	Math Student Achievement	TBD from school year 2014-15	TBD 2016	TBD once DOE has provided data
II.A.3.	Science Student Achievement – 5th and 8th Grade	5th: 45% 8th: 46%	5th: 48% 8th: 49%	2015-2016
II.A.4.	Science Student Achievement – Biology	58 %	61 %	2015-2016
II.A.5.	ELA Learning Gains	TBD from school year 2014-15	TBD 2016	TBD once DOE has provided data
II.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	TBD once DOE has provided data

II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	TBD once DOE has provided data
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	TBD once DOE has provided data
B. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.9.	Overall, 4-year Graduation Rate	72 %	74 %	2015-2016
II.A.10.	Acceleration Success Rate	53%	57%	2017-2018
A. Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.11. (D)				
II.A.12. (D)				
II.A.13. (D)				
II.A.14. (D)				

- **Quality Efficient Services**

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

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

B. **Infrastructure Needs Analysis (Required)**		**Baseline from 2014**	**Actual from Spring 2015**	**Target**	**Date for Target to be Achieved** ***(year)***	**Gap to be addressed** ***(Actual minus Target)***
II.B.1.	Student to Computer Device Ratio	2.13:1	2.13:1	1:1	2022	1.13
II.B.2.	Count of student instructional desktop computers meeting specifications	12,053	12,390	12,390	2015	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	5,768	5,678	38,526	2022	32,848
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	0	N/A	N/A
II.B.5.	Count of student large screen tablets meeting specifications	64	34	59	2015	25
II.B.6.	Percent of schools meeting recommended bandwidth standard	6.98%	11.63%	100%	2018	88.37%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	12.65%	12.64%	100%	2016	87.36%

B. Infrastructure Needs Analysis (Required)		Baseline from 2014	Actual from Spring 2015	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
II.B.8.	District completion and submission of security assessment *	N/A	N/A	N/A	N/A	N/A
II.B.9.	District support of browsers in the last two versions	N/A	YES	YES	N/A	None

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

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

- **Skilled Workforce and Economic Development**

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

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

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

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: 58% Adoption: 2% Adaption: 38% Infusion: 2% Transform: 0%	Entry: 50% Adoption: 3% Adaption: 40% Infusion: 5% Transform: 2%	School Year: 2016-2016 SY
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 58% Adoption: 2% Adaption: 38% Infusion: 2% Transform: 0%	Entry: 50% Adoption: 3% Adaption: 40% Infusion: 5% Transform: 2%	School Year: 2015-2016 SY

C. Professional Development Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved *(year)*

- **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:

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 % IN	5 %	100 %	2015
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100 % IN	5 %	100 %	2015
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100 % IN	5 %	100 %	2015
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	100 % IN	5 %	100 %	2015
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100 % IN	5 %	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)***
	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 % IN	5 %	100 %	2015
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 % IN	6 %	100 %	2015
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	3 % PM	3 %	100 %	2016
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100 % ERO	100 %	100 %	2015
II.D.5. (T)	A system that includes comprehensive student information that is used to inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress.	100 % SK	100 %	100%	2015
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and	1 % DW	1 %	100 %	2017

	instructional resources to provide new ways of viewing and analyzing data.				
II.D.7. (T)	A system that houses documents, videos and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	100 % IN	5 %	100 %	2015
II.D.8. (T)	A system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents and district administrators to use data to inform instruction and operational practices.	1 % DW	1 %	100 %	2017
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.	1 % DW	1 %	100 %	2017

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 % SK	27 %	100 %	2015

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)	54%	99 %	2022
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	50 %	99 %	2022
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	50 % IN	100 %	2022
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100 % Accessible	100 % Accessible	2015
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	100 % Accessible	100 % Accessible	2015
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 %	100 %	2022
D. **Digital Tools Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.D.7. (IM)				
II.D.8. (IM)				
II.D.9. (IM)				

- **Quality Efficient Services**

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

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

E. **Online Assessments Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	7783	17518	2018
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	5%	15%	2018
E. Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.E.3. (D)				
II.E.4. (D)				
II.E.5. (D)				

STEP 2 – Goal Setting:

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

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

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

Goals Examples:

EXAMPLES

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

Enter district goals below:

Learning Goals

Long Term Goal:

1. By 2020, all learners will engage in professional development and learning experiences both in and out of school that prepare both teachers and students to be active, creative, knowledgeable, and ethical participants in our globally networked society.
2. By 2020, all learners will engage in professional development and learning experiences on digital learning, Florida Digital Tools Certification and CAPE Industry Certification both in and out of school that prepare both teachers and students to be active, creative, knowledgeable, and ethical participants in our globally networked society.

Short Term Goals:

a. Through the implementation of the Florida Standards for English Language Arts (ELA), students will purposefully use technology to effectively collaborate with others to deepen their understanding of the content area standards.

b. Through the implementation of the Florida Standards for ELA, students will purposefully use technology to effectively communicate their understanding of content standards through a variety of venues.

c. Integrate technology with the potential to inspire and enable all learners to excel in Science, Technology, Engineering and Math (STEM)

Assessment Goals
Long Term Goal:
2. Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.

Short Term Goals:
a. Design, develop and implement assessments that give timely and actionable feedback about student learning to improve achievement of adopted standards and improve instructional practices
b. Build the capacity of educators and schools to use a digital platform for both formative and summative assessments
c. Implement a reporting system that is easy for parents, students, teachers, and principals to use that shows growth of students, teachers, schools, and district disaggregated by standards.

Teaching Goals
Long Term Goal:
3. Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise and learning experiences that enable and inspire more effective teaching for all learners.

Short Term Goals:
a. Expand opportunities for educators to have access to technology-based content, resources, and tools where and when they need them.
b. Leverage a technology platform to allow for the creation and sharing of digital content and activities with educators across the district.
c. Design, develop and implement assessments that give timely and actionable feedback about student learning to improve achievement and instructional practices.
d. Build the capacity of educators and schools to better prepare students for computer-based assessments by providing students with multiple opportunities via quality online formative and summative assessments throughout the school year.
e. Design and collect pertinent data to evaluate the impact of the integration of various types and components of technology.
f. Maintain a reporting system that is easy for teachers and administrators to use that shows growth of students, teachers, schools, and district disaggregated by subject and demographics. Teachers and administrators would be able to generate or create reports to share with all stakeholders.

Infrastructure Goals
Long Term Goal:
4. All students and educators will have access to a comprehensive infrastructure for learning when and where they need it.

Short Term Goals:
a. Ensure students and staff have access to a 24/7 reliable network for accessing digital content from both school and personal devices.
b. Enact on a wider basis policies, structures, procedures and guidelines toward the use of personal devices to access district content during the school day.
c. Develop and use interoperability standards for content and student-learning data to enable

collecting and sharing resources and collecting, sharing, and analyzing data to improve decision making at all levels of our education system.

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.

Examples of Strategies:

EXAMPLES			
Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	• Purchase Instructional Materials in digital format	50% of purchases in 2015-16
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	• Fully implement system across nine components • Integrate instructional materials into system	2014 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	• Bandwidth amount • Wireless access for all classrooms	2014-2019

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Ensure students and staff have access to a 24/7 reliable network for accessing digital content from both school and personal devices.	Update wireless equipment to latest standards of 802.11AC or higher at all school sites	Measure increase in number of classroom reported in this category in the TRI DOE survey.	Continue upgrades in 15/16 with completion by 2019. Erate is providing coverage for instructional spaces only and DCP funding will help to eliminate out-dated WIFI entirely at

			school locations (all spaces).
By 2020, all learners will engage in professional development and learning experiences on Digital Learning, Florida Digital Tools Certification and CAPE Industry Certification both in and out of school that prepare both teachers and students to be active, creative, knowledgeable, and ethical participants in our globally networked society.	On-going Professional Development and Follow-Up support implementation of Digital Learning and Instructional Technology.	Measure increase of planned usage of available technology through Element 46 found in Domain 2 found in the St. Lucie Public Schools Framework for Quality Teaching and Learning.	Continue professional development and learning on Digital Learning, Florida Digital Tools Certification and CAPE Industry Certification in 15/16 through 2020.
By 2020, all learners will engage in professional development and learning experiences on digital learning, Florida Digital Tools Certification and CAPE Industry Certification both in and out of school that prepare both teachers and students to be active, creative, knowledgeable, and ethical participants in our globally networked society	IC3 Digital Literacy Certification curriculum will be acquired for the elementary level and middle schools will add Internet Business Associate (CIW)Industry Certification curriculum	Measure increase in the number of students participating in the CAPE digital tools and Industry Certification assessments.	Continue administration of current Industry Certifications available in middle school and add newly acquired CAPE Digital Tools and CIW in 2016 for first full- year implementation in 2016-2017 with all identified schools implementing by 2017-2018 school year.

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

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by 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.	School will have full coverage at 802.11AC sufficient to support 1:1 and BYOD devices	13% Schools meet high speed wireless needs	100% of schools will meet high speed wireless standards in instructional spaces and common areas
III.A.4.	Through Digital Learning PD, Teachers will perform at the Adaptation Level where students will in turn explore and independently use technology tools (Aligned with MIP)	Adoption	Adaptation
III.A.5.	Through Digital Learning PD, K-5 or Elementary School Teachers will perform at the Adaptation Level where students will in turn explore and independently use technology tools (Elementary Schools)	Adoption	Adaptation
III.A.6.	Through Digital Learning PD, grades 6-8 Teachers will perform at the Adaptation Level where students will in turn explore and independently use technology tools (Middle Schools)	Adoption	Adaptation
III.A.7.	Through Digital Learning PD, High School Teachers will perform at the	Adoption	Adaptation

	Infusion Level where students will in turn choose the technology tools to achieve the outcome (High Schools)		
III.A.8.	Instructional Technology Trainer will train selected teachers from all school levels on Digital Learning, Florida Digital Tools Certification, and CAPE Industry Certification with the goal of building capacity and Train the Trainer Model.	Adoption	Adaptation
III.A.9.	Through Florida Digital Tools Certification and CAPE Industry Certification PD, Elementary School Elective Teachers will perform at the Adaptation Level where students will in turn explore and independently use technology tools.	Adoption	Adaptation
III.A.10.	Through Florida Digital Tools Certification and CAPE Industry Certification PD, Middle School Elective Teachers will perform at the Adaptation Level where students will in turn explore and independently use technology tools.	Adoption 0% Student participation during 2014-15 SY	Adaptation 10% Student participation for 2015-16 SY

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 implement wireless access points and switch infrastructure to support them. This will complement the existing erate project to cover entire school campus beyond just classrooms so that students can connect from all locations at the schools.	Sep. 2016	$642,889.00	All high schools that still need coverage (TCHS, FPCH, SLWCH, LPA, FPW-ANG) Most secondary and one elementary schools that still need coverage (APFK8, DMM, MANK8, NPK8,	School will have full coverage at 802.11AC sufficient to support 1:1 and BYOD devices with 100% campus coverage.

				OAKK8, SOM, WGK8, WMP)	
III.B.2.					
III.B.3.					
III.B.4.					

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

Brief description of other activities	**Other funding source**
Balance of funds ($1,718.03) required to complete projects above	District capital funds

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.	Wireless inventory will be evaluated along with traffic reports	Report will reflect all access points are on network and carrying traffic at 802.11AC speed.
III.B.2.		
III.B.3.		
III.B.4.		

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.	2 teachers from each school will participate in professional development on quality digital learning processes for the classroom aligned with MIP.	May 2016	$7,000	2 teachers per school	Through Digital Learning PD, Teachers will perform at the Adaptation Level where students will in turn explore and independently use technology tools
III.C.2.	1 teacher from K-5 Level will participate in book study and lesson studies on digital learning	May 2016	$7,000	2 teachers per school	Through Digital Learning PD, K-5 or Elementary School Teachers will perform at the Adaptation Level where students will in turn explore and independently use technology tools
III.C.3.	1 teacher from each school from grades 6-8 (including K-8 schools) will participate in book	May 2016	$7,000	2 teachers per school	Through Digital Learning PD, grades

	study and lesson studies on digital learning				6-8 Teachers will perform at the Adaptation Level where students will in turn explore and independently use technology tools
III.C.4.	1 teacher from each High School will participate in book study and lesson studies on digital learning	May 2016	$7,000	2 teachers per school	Through Digital Learning PD, High School Teachers will perform at the Infusion Level where students will in turn choose the technology tools to achieve the outcome
III.C.5.	Hire 1 full time Instructional Technology Trainer to provide Professional Development for digital learning, for Florida Digital Tools Certification, and for CAPE Industry Certification.	May 2016	Salary of $85, 000	1 Full Time Instructional Technology Trainer	Instructional Technology Trainer will train selected teachers from all school levels on Digital Learning,

					Florida Digital Tools Certification, and CAPE Industry Certification with the goal of building capacity and Train the Trainer Model.
III.C.6.	1 Elective Teacher per elementary school will participate in Professional Development on Florida Digital Tools Certification, and for CAPE Industry Certification	May 2016	$7,000	1 Elective Teacher per elementary school	Through Florida Digital Tools Certification and CAPE Industry Certification PD, Elementary School Elective Teachers will perform at the Adaptation Level where students will in turn explore and independently use technology tools.
III.C.7.	1 Elective Teacher per middle school will participate in Professional Development on Florida	May 2016	$7,000	1 Elective Teacher per middle school	Through Florida Digital Tools Certificatio

	Digital Tools Certification, and for CAPE Industry Certification				n and CAPE Industry Certificatio n PD, Elementary School Elective Teachers will perform at the Adaptation Level where students will in turn explore and independen tly use technology tools.

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 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
C.1.	Professional Development On-going or Follow-Up support and Classroom Observation and Feedback	Number of Teachers and Students engaged in utilizing and implementing Digital Learning / Instructional Technology and what impact Digital Learning will have on Student Achievement / Learning.
C.2.	Same as above	Same as above
C.3.	Same as above	Same as above
C.4.	Same as above	Same as above
C.5.	Same as above	Same as above
C.6.	Same as above	Same as above
C.7.	Same as above	Same as above

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.	Offer at least one CAPE digital tool or industry certification from approved list for each of our 30 schools with elementary and middle grades in at least one grade level per school	2016-17	$75,000.00	25 schools with elementary grades and 12 with middle grades	CAPE Industry Certification and Digital Tools performance rate in Middle Grades
III.D.2.					
III.D.3.					

III.D. 4.					

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

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

Evaluation and Success Criteria for D) Digital Tools:

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

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Staff will monitor the purchase and implementation and complete an inventory checklist for assurance. Student course records and assessment results will be monitored by the CTE staff in order to verify instruction toward and administration of the related assessments. Survey results will be verified while for CAPE funding as well.	Each site will have at least one CAPE Industry Certification or Digital Tools curriculum materials and resources for quality instruction and assessment. Each identified site will have implemented the curriculum and administered the Digital Tool and/or the industry certification Participation rates will meet or exceed targets. Performance rates will meet or exceed targets
III.D.2.		
III.D.3.		
III.D.4.		

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.	None required				
III.E.2.					
III.E.3.					
III.E.4					

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

Brief description of other activities	**Other funding source**
Technology Refresh	District capital funds are allocated every year to update equipment in the schools based upon district standards which align with DOE testing specification. This

	support all devices needed including online assessment. In 15/16 the district plans to expend over 1.8 million for new devices.

Evaluation and Success Criteria for E) Online Assessments:

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

E. **Online Assessment Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	N/A	
E.2.		