FLORIDA DEPARTMENT OF EDUCATION
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WAKULLA DISTRICT

DIGITAL CLASSROOM PLAN

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

District Mission and Vision statements –

The Wakulla County vision is 'a rigorous and appropriate education that results in success for all students'. The mission is 'committed to success for our students, our schools, and our staff'.
As noted in the above, the overall focus for Wakulla County Schools is success. This focus guides the implementation of our curriculum, our employee supports, and all aspects of the system. We will accomplish this vision by creating a technological environment that allows all learners equal access to technological tools in order to establish a foundation for academic growth and achievement. We believe that the use of technology as a part of the curriculum should focus on supporting higher-level learning, problem solving, critical thinking skills, and collaboration, as well as support for our most fragile learners.

Wakulla District has identified eight long-term goals for integrating technology into all aspects of the educational system. These goals will guide the technology planning process and the implementation of the plan during the five-year duration of this plan.

These goals are:

- *Assure equity of access to technology for all students and staff in the district;*
- *Assure the availability of sufficient technology to efficiently manage testing requirements;*
- *Effectively integrate technology into the curriculum aligned with the Florida Standards (FS) (content and performance standards);*
- *Continue to expand the use of data-mining tools to assure that student learning needs are appropriately addressed;*
- *Provide ongoing staff development for the effective integration and use of technology in classrooms;*
- *Establish and maintain district standards for infrastructure, procurement, hardware, software, and communications including upgrade and maintenance;*
- *Identify the resources necessary to implement the technology plan.*
- *Establish an ongoing process as a means to evaluate the effective implementation of the technology plan.*

Wakulla District's Strategic Plan. The goals of the strategic plan include and correlate to the technology plan as indicated:

- *Enhance and maintain high levels of student achievement, which correlates to the curriculum and effective, research- based methods as components of the plan*
- *Employ and retain highly qualified, effective and accountable personnel, which correlates to the professional development component of the plan*
- *Ensure an educational climate that facilitates effective teaching and learning and ensures a safe, drug free, healthy school environment, which correlates to the infrastructure, hardware, technical support, and software component of the plan*
- *Increase communication and enhance parental involvement with the schools, which correlates to effective collaboration strategies and monitoring and evaluation components of the plan*
- *Provide efficient, effective and innovative operations that facilitate and strengthen success in the Wakulla County School System, which correlates to the funding and budget component of the plan*

Wakulla District believes that an ongoing commitment to current technology is an integral component of an educational process designed to:

- *improve student critical thinking, problem solving and decision making skills to prepare students for college and careers upon graduation;*
- *enhance student engagement in the learning process;*
- *improve equity of access to information, learning tools, and communications for all members of the learning community;*
- *improve instructional strategies and curricular alignment to increase student achievement regardless of ethnicity, socioeconomic status, learning styles, or abilities;*
- *accurately and efficiently assess, monitor, and communicate student progress;*
- *improve communications among parents, students, teachers, and community;*
- *provide teachers with consistent and high quality professional development opportunities that will allow them to become highly skilled at integrating technology into their curriculum.*

Wakulla's vision of technology is guided by the following mission statements and articulates Wakulla District's purpose and function as related to technology:

- *Use technology as a tool to enhance student engagement and student access to information: This use should focus on building problem solving and analysis skills while providing a broad foundation for student access to information.*
- *Provide ongoing staff and curriculum development: Intensive staff and curriculum development are critical to realize the potential of new learning technologies. An ongoing update of technology plans and staff skills will be needed.*
- *Accommodate individual learning styles for all students: Restructuring of information into interactive multimedia to increase access to and engagement with information to meet individual learning styles and appropriate pacing.*
- *Facilitate communication and teamwork through the use of various technologies.*

To achieve our vision for technology infusion, we will focus on several projects:

- *Student computing – We will continue to work to ensure that every student has access to a computing device when they need it with devices and policies differentiated by level and learner needs.*
- *Staff computing – We will provide all staff with the appropriate technology needed for high quality planning, instruction, and data use, as well as collaborative learning.*
- *Networks – We will continue to upgrade our Local Area Networks at each school to increase capacity to handle increased computers and devices on each network.*
- *Professional learning for staff – We will continue to implement ongoing, relevant, and collaborative professional learning for staff around instructional technology.*
- *Support for all – We will provide students, staff, and families with high-quality technical support and strategies for authentic engagement.*

The plan includes deliberate preparation, implementation, and monitoring phases to ensure each project's success. By phasing in projects strategically over five years, we can learn from each other and from emerging best practices, build on our successes, spread out up-front costs, and address key challenges that arise. We will also track implementation metrics so we know how the plan is serving our students, staff, and families. Thoughtful and innovative use of technology is a key tool for our district as we stay focused on providing the very best instruction to every

District Profile - Provide relevant social, economic, geographic and demographic factors influencing the district's implementation of technology.

Wakulla County is an outlying community of Tallahassee. The county consists of two incorporated cities, Sopchoppy and St. Marks, along with six unincorporated areas: Crawfordville, Medart, Panacea, Newport, Smith Creek, and Shell Point. Approximately 70% of the land is owned by the state and federal government in state parks, national forests, and wildlife refuges. This negatively impacts the tax base for Wakulla County.

The 2010 census data states that there are 30,775 people in Wakulla County with 10,490 households and 6,237 families. Of the 10,490 households 44% had school age children living in them. The median income per household Wakulla County according to Census 2010 data is $54,151 and the per capita income for the County is $28,711.

Census data also states that the county's racial statistics are as follows: 81.7% White 15.1% African American, 3.6% Hispanic, two or more races 1.9 %, other races 1.3%.

Wakulla County Schools student population falls into the following categories: 81% White, 10% African American, 17% American Indian, 3% Hispanic, 1% Asian or Pacific Islander, and 4% Other. Student with disabilities make up 19.92% of the population, while economically disadvantaged constitute 48.28% of the population, and the ELL population is 0.12%. All elementary schools in the district are Title I schools based on the percentage of economically disadvantaged students in those schools.

Recent economic downturns have also negatively impacted the district. Employment is heavily dependent on state government, with many citizens traveling to Tallahassee for jobs. The foreclosure rate has accelerated and remains high at this time. These issues appear to have contributed to the decline in student enrollment in grades K-8. High School enrollment has grown significantly over the past two years, however.

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.

The district team consists of the district-level administrators, and technology coordinators. Leads for the team include the IT Director and the Director of Instruction. Team members represent all schools and levels in the district. A variety of perspectives and needs are evident in discussions and the decisions made. In addition, the connection to the district Strategic Plan assures that community members have input to the goals and objectives.

While the current DCP will largely continue projects begun during the 2014-15 school year, the district has formed a Digital Learning Committee to plan for next steps in implementation. This committee will focus on determining the types of student devices that will work best in Wakulla, providing input on interactive instructional devices, and generally assuring that planning is centered in the needs of students and teachers. While district staff carry the responsibility of plan submission, monthly update sessions supplement work sessions to assure that all team members are participating in the decision making. Ongoing analysis of curriculum needs, student data, and technology needs drive the topics of discussion.

Title/Role	**Name:**	**Email:**	**Phone:**
Information Technology District Contact	Belinda Fries	belinda.fries@wcsb.us	850-926-0065
Curriculum District Contact	Katherine Spivey	katherine.spivey@wcsb.us	850-926-0065
Instructional District Contact	Sunny Chancy	sunny.chancy@wcsb.us	850-926-0065

Assessment District Contact	Sue Anderson	sue.anderson@wcsb.us	850-926-0065
Finance District Contact	Randy Beach	randall.beach@wcsb.us	850-926-0065
District Leadership Contact	Robert Pearce	robert.pearce@wcsb.us	850-926-0065

I.2 Planning Process

The district began collecting information regarding the integration of technology resources in classrooms three years ago. District staff worked with schools to identify existing instructional software, track usage, and inventory existing hardware and infrastructure components. Monthly reports and interactions occurred during district-level leadership meetings, which included all school and district administrators. In addition, the annual climate survey was used to capture information on the availability of technology resources outside of schools.

Updates to the Strategic Plan and communication of Climate Survey information are reviewed each year with the District Advisory Council, which includes parents, community members, and school personnel. The revision of the District Strategic Plan in 2012 included community meetings and resulted in objectives and strategies that focus building the foundation for increased use of technology resources. A Curriculum Software Specialist position was added to district staff to assist with implementation of instructional software, integration in classroom instruction, and training for teachers and staff. The district technology department has been increased to allow for more support to schools. A new job description for school-level technology coordinators allows for focus on technology integration as well as some technical support for schools, and the Local Assistive Technology Specialist (LATS) works closely with the teachers of exceptional students to assure that instructional needs are met. These students, based on the goals and needs identified in their IEPs, receive help from text-to-speech software, keyboards for response and other technology tools that allow them to successfully function in the classroom. Instructional software programs such as READ 180 and Fast ForWord serve these students, as well as identified general education students, to help them move forward in the accomplishment of the Florida Standards. Wakulla District is committed to reaching all learners, regardless of their abilities.

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

During the 2014-15 school year, funds from the Digital Professional Learning Grant were used to train lead teachers from each district school to administer the TIM. These teachers went into schools and conducted observations to collect data on current patterns of technology integration. The 2015-16 school year will find these teachers participating in recalibration in the use of TIM. They will then conduct additional observations to collect data that will allow the district to capture how the increased access to hardware and training is impacting the instruction of students in Wakulla.

Additionally, school technology coordinators will participate in the online TIMS training to expand the understanding of the use this tool. In the future, they will become responsible for collecting school-wide data on technology integration.

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

Wakulla District has a vibrant Multi-Tiered System of Supports (MTSS) in place. This system relies on the data from state and district assessments as well as implementation data on the effectiveness of intervention tools. The district monitors usage data of core and intervention programs, and uses this data to determine professional development needs and changes to programs used for students. One example of this is the data collected on the READ 180 program. After four years of implementation, data review indicated that ninth-

grade students were showing good growth in their reading ability when placed in the program. Tenth-grade students, however, did not show the same level of growth. This resulted in a change in program implementation at 10th grade.
Core instruction (Tier I) requires differentiation. Technology tools provide strong support for small-group instruction and targeted instructional delivery. This model for Tier I requires that sufficient hardware be available in classrooms to allow for small-group use of the technology, so this is the focus for our first year implementation of this plan. After we can assure some equity in technology access across the district, we will be able to move forward with providing individual devices for students to use for accessing instructional materials and collaboration with peers and instructors.

District staff and schools use the MIS system, Focus, and the data- mining tool, Performance Matters, to track student achievement data of students who are receiving Tier II and Tier III levels of intervention. Ongoing progress monitoring tools such as Discovery Education (K-5) and FAIR (6-12) are used to determine needs in core instruction. Review of this data occurs at the classroom, school, and district-level. Reading/literacy coaches support school-wide data review and assist teachers in interpreting data for the creation of 'Watch Lists' or Early Warning Systems.

The same problem-solving methodology has guided the creation of this plan. The collection of usage data compared to school-wide student achievement data and the review of technology infrastructure have provided a picture to guide us in the placement and implementation of instructional technology. We continue to monitor and evaluate the effectiveness of our tools to best serve students in all tiers.

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	SB Policies 5.70, 5.71, and 5.711 all deal with the protection of student data	http://wakulla.schooldesk.net/AboutOurDistrict/SchoolBoard/tabid/54220/Default.aspx	2003, presently being updated
District teacher evaluation components relating to technology (if applicable)	A-4, and C-1 in the rubrics address the teacher's effective use of technology as a tool for instruction and assessment.	http://wakulla.schooldesk.net/Resources/EmployeeResources/tabid/54328/Default.aspx Instructional Staff Evaluation Handbook	2014-15
BYOD (Bring Your Own Device) Policy	NA	NA	NA
Policy for refresh of devices (student and teachers)	NA	NA	NA
Acceptable/ Responsible Use policy (student, teachers, admin)	Section 4.0 of our IT Policies and Procedures covers acceptable use.	http://wakulla.schooldesk.net/Portals/Wakulla/District/docs/Employee%20Resources/Forms/IT/IT%20Policies%20and%20Procedures%2002-28-14.pdf	2012
Master Inservice Plan (MIP) technology components	The district participates in the PAEC Master Inservice Plan. Components include, but are not limited to, Assistive Tech in the Classroom, Career and Technical Education; and Technology Application Strategies.	NA	2012, Reviewed and updated each year
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	51%	54%	2016/2017
II.A.2.	Math Student Achievement	51%	54%	2016/2017
II.A.3.	Science Student Achievement – 5th and 8th Grade	65/49%	68/52%	2016/2017
II.A.4.	Science Student Achievement – Biology	74%	77 %	2016/2017
II.A.5.	ELA Learning Gains	Not available	TBD 2016	
II.A.6.	Math Learning Gains	Not available	TBD 2016	
II.A.7.	ELA Learning Gains of the Low 25%	Not available	TBD 2016	
II.A.8.	Math Learning Gains of the Low 25%	Not available	TBD 2016	
B. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.9.	Overall, 4-year Graduation Rate	82%	85 %	2016/2017
II.A.10.	Acceleration Success Rate	85 %	85 %	2016/2017

- **Quality Efficient Services**

Technology Infrastructure:

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

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

A. **Infrastructure Needs Analysis (Required)**		**Baseline from 2014**	**Actual from Spring 2015**	**Target**	**Date for Target to be Achieved** ***(year)***	**Gap to be addressed** ***(Actual minus Target)***
II.B.1.	Student to Computer Device Ratio	3.7 to 1	1.3 to 1	1 to 1	2016 - 2017	0.3
II.B.2.	Count of student instructional desktop computers meeting specifications	916	2,232	2,682	2016 - 2017	450
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	190	300	450	2016 - 2017	150
II.B.4.	Count of student web-thin client computers meeting specifications	149	995	1,000	2016 - 2017	5
II.B.5.	Count of student large screen tablets meeting specifications	0	0	0	2015 - 2016	Complete
II.B.6.	Percent of schools meeting recommended bandwidth standard	43%	43%	100%	Completed Oct. 2015	Complete
II.B.7.	Percent of wireless classrooms (802.11n or higher)	85%	100%	100%	Complete May 2015	Complete

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

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved *(year)*	
II.B.10. (D)	Teacher computers meeting DOE standards across district based on model classroom plan	40%		100%	2016-2017	60%
II.B.11. (D)						
II.B.12. (D)						

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

- **Skilled Workforce and Economic Development**

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

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

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

B. **Professional Development Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 50% Adoption: 44% Adaption: 5% Infusion:1 % Transform: 0%	Entry: 35% Adoption: 50% Adaption: 10% Infusion: 4% Transform: 1%	2016-17
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 85% Adoption: 10% Adaption: 5% Infusion: 0% Transform: 0%	Entry: 35% Adoption: 50% Adaption: 10% Infusion: 4% Transform: 1%	2016-17

C. Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.3. (D)	Need for Basic Technology Management	40%	60%	2016-17
II.C.4. (D)	Need for software integration	20%	65%	2016-17

- **Seamless Articulation and Maximum Access**

  Digital Tools:
  Districts shall continue to implement and support a digital tools system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

A key component to digital tools is the implementation and integration of a digital tool system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance. Districts may also add metrics for the measurement of CAPE (Career and Professional Education) digital tools. For the required metrics of the digital tool system need analysis, please use the following responses:

C. **Digital Tools Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved *(year)***
	Student Access and Utilization (S)	**% of student access**	**% of student utilization**	**% of student access**	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100%	10%	30%	2016-17
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100%	50%	75%	2016-17
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100%	50%	60%	2016-17
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	0%	0%	25%	2016-17
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100%	100%	100%	2016-17

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%	75%	80%	2016-17
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	50%	65 %	2016-17
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	10%	5%	15%	2016-17
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100%	100%	100%	2016-17
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%	2016
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and	100%	40%	65%	2016-17

	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 %	25%	50%	2016-17
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.	50%	40%	75%	2016-17
II.D.9. (T)	A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	100%	100%	100%	2016-17

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%	60%	75%	2016-17

D. **Digital Tools Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
(IM)	**Instructional Materials**	**Baseline %**	**Target %**	**School Year**
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	50%	50 %	2016-17
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	60%	60 %	2016-17
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	80 %	90 %	2016-17
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	75 %	100 %	2016-17
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	40 %	75%	2016-17
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.]	100%	100%	2017-18
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	485	700	2016-2017
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	50 %	100%	2016-2017
E. Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.E.3. (D)				
II.E.4. (D)				
II.E.5. (D)				

STEP 2 – Goal Setting:

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

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

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

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:
Goal 1: Enhance and maintain high levels of student achievement. All schools will meet expected targets on state assessments.
Goal 2: All students will be prepared to for successful matriculation into college and/or careers.
Goal 3: All teachers and staff will have sufficient professional development opportunities to allow them to develop skills for implementing digital learning into the curriculum.

STEP 3 – Strategy Setting:

Districts will outline high-level digital learning and technology strategies that will help achieve the goals of the district. Each strategy will outline the 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
High Student Achievement	*Provide appropriate digital tools to support student learning*	*Purchase/maintenance of digital tools.*	*50% in 2015-16*
High Student Achievement	*Continue to work to support teacher utilization of digital tools.*	*Access of digital tools through single sign on.*	*50% in 2015-16*
High Student Achievement	*Continue to build capacity for digital*	*Training on use of digital assessment creation tools.*	*50% of teachers in 2015-16*

	assessment creation and use.		
Preparation for College and Careers	*Maintain student access to industry certifications.*	*Increase student achievement of industry certifications.*	*3% increase in 2015-16*
Teacher Preparation	*Increase teacher knowledge and expertise in the use of digital tools.*	*Ongoing training provided with at least 50% of teachers impacted.*	*50% of teachers in 2015-1*6

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.	Decrease the percent of third grade students scoring in the lowest quintile on ELA.	9%	8%
III.A.4.	Increase the percent of tenth grade students meeting the graduation requirement for ELA.	65%	69%
III.A.5.	Increase the number of students earning industry certifications.	300	325
III.A.6.			
III.A.7.			

B) Digital Learning and Technology Infrastructure

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

Implementation Plan for B) Digital Learning and Technology Infrastructure:

B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	Purchase and implement computer hardware and installation for model classrooms	June 2015	217,083.00	CES, MES, RES, SES, RMS, WMS, WHS	11.B.10
III.B.2.	Installation of computers in every classroom	June 2015	19,550.00	CES, MES, RES, SES, RMS, WMS, WHS	11.B.10
III.B.3.	Purchase 64 additional Devices for student assessment Student Stations ($500)	December 2015	32000.00	CES, SES, RES	11.E.2
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.

Purchase 11 additional Devices for student assessment (5500.00) out of district funds.
Student Stations ($500)

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.	Analysis of testing time and usage reports of district software.	Testing time will be reduced due to greater access to computers. Increase in usage of digital tools due to greater access to computers.
III.B.2.	Additional TIM analysis	Increase in number of classrooms with increased technology integration due to greater access to computers
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.
http://www.paec.org/HQMIPTechnologyComponents/
Implementation Plan for C) Professional Development:
The plan should include process for scheduling delivery of the district's MIP components on digital learning and identify other school based processes that will provide on-going support for professional development on digital learning.

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	75% of elementary teachers participate in professional development aligned with MIP. This training is delivered through an institute on a non-contract day. The institute is a full day with multiple breakout sessions. Sessions include instructional software programs, management systems, troubleshooting issues, and other sessions that assist the teacher in using technology as a tool in the classroom. Budget covers stipends for teachers and honoraria for trainers.	May, 2016	15,000	CES MES RES SES PreK Wakulla	
III.C.2.	65% of secondary teachers participate in professional development aligned with	May, 2016	15,000	RMS WMS WHS	

	MIP. This training is delivered through an institute on a non-contract day. The institute is a full day with multiple breakout sessions. Sessions include instructional software programs, management systems, troubleshooting issues, and other sessions that assist the teacher in using technology as a tool in the classroom. Budget covers stipends for teachers and honoraria for trainers.			SEC	
III.C.3.					
III.C.4.					

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

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

Evaluation and Success Criteria for C) Professional Development:

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

C. **Professional Development Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	Review of TIM data for elementary	An increase of 5% at the adoption level.
III.C.2.	Review of TIM data for secondary	An increase of 5% at the adoption level.
III.C.3.		
III.C.4.		

D) Digital Tools

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

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

Implementation Plan for D) Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D. 1.	Maintain Performance Matters for Data Review and Assessment Delivery	August, 2016	28,000	Wakulla	II.D.3, II.D.5
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.	Account Reports; Item Creation	75% of teachers utilizing.
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:

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.					
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**

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
1.		