TO: Commissioner Stewart, Florida Department of Education

FROM: Dr. Douglas Whittaker, Superintendent

DATE: October 14, 2014

SUBJECT: **Digital Classrooms Plan – District Superintendent Certification Form**

Districts shall complete all sections of this form and return it along with the district's Digital Classrooms Plan and any required attachments.

Certification One:

Charlotte County School Board has adopted the attached district Digital Classrooms Plan that meets the unique needs of the students, schools and personnel of the district.

Signature	Name	Date
	Tom M. Vincent	10/14/14

Certification Two

Charlotte County School district superintendent has approved the Digital Classrooms Plan of the following charter schools in the district:

Charter School Name	Charter School Number	Date Approved
None at this time		

Signature	Name	Date
	Douglas Whittaker	Oct 14, 2014

Certification Three:

Charlotte County School district has provided teachers, administrators, students and parents access to:

1. Instructional materials in digital or electronic format, as defined in Section 1006.29, Florida Statutes (F.S).
2. Digital materials, including those digital materials that enable students to earn certificates and industry certifications pursuant to s. 1003.4203 and s.1008.44, F.S.
3. Teaching and learning tools and resources, including the ability for teachers and administrators to manage, assess and monitor student performance data.

Charles Bradley | Charles Bradley | 10/15/14

Signature | Name | Date

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

1.1 District Mission and Vision Statements

District Vision: Student Success!

District Mission: To promote character and competence in a positive learning culture that ensures success and inspires purpose for ALL.

Technology Vision:

Technology Mission: Students creatively manipulate digital resources to produce and communicate globally competitive results, foster positive, collaborative, diverse, solution-oriented, and efficacious relationships, synthesize complex and innovative concepts, while achieving mastery of Next Generation and Florida Standards in pursuit of individual goals and academic prowess.

1.2 District Profile

The data aggregated in the following charts will address the social, economic, geographic, and demographic factors that influence Charlotte County Public Schools' implementation of technology.

In Figure 2.1A, the demographic data illustrates four geographical areas, Charlotte County Public Schools (CCPS) and Charlotte County, which are located in the Southwest portion of Florida, the State of Florida, and the United States. The reasoning for this statistical information provides social data by race, gender, Special Education services (ESE), English Speakers of Other Languages (ESOL), homeless, free and reduced lunch (state assistance services), High School graduates, Bachelor's Degree or higher and also, the median household income.

Data explanation and observation for Figure 2.1A-Demographics

- Charlotte County Public Schools: Data was based on information derived via our Focus program, which is our school community grading and information portal dated October 31, 2012.
- Charlotte County, State of Florida, and the United States: Information gathered from the United States Census Bureau and the Social Security Administration, dated 2010-2011.
- Approximately ten percent of Charlotte County's current population is K-12 students.

(Figure 2.1A) Data: FOCUS 10/31/2012, Census 2010, & Social Security Administration	DEMOGRAPHICS				
	CHARLOTTE COUNTY PUBLIC SCHOOLS (FOCUS Report) 10/31/2012	CHARLOTTE COUNTY (Based on 2010 Census Results)		STATE OF FLORIDA	UNITED STATES
Total Population	16,951	161,000		19,057,542	311,591,917
White	72.40%	85.80%		57.50%	63.40%
Black	9.30%	6.00%		16.50%	13.10%
Mix	4.00%	1.50%		1.80%	2.30%
Hispanic	12.50%	5.90%		22.90%	16.70%
Asian	1.60%	1.30%		2.60%	5.00%
Indian	0.27%	0.30%		0.60%	1.40%
Female	48.60%	51.40%		51.10%	50.80%
Male	51.40%	48.60%		48.90%	49.20%
ESE	18.80%	no data		no data	no data
Full Time ESE	5.12%	no data		no data	no data
ESOL	2.90%	9.30%		26.60%	20.10%
Homeless	1.50%	1.90%		no data	no data
Free/Reduced Lunch (approx. eligibility income level for Free: $28,665 and Reduced: $40,793)	**60.00%**	**63.30%**	53.7 Social Security(SS)	*20.43%*	*17.70%*
			3.3 Supplemental Security Income (SSI)		*2.60%*
			1.0 Cash Public Assistance	*13.80%*	*13.80%*
			5.3 Food Stamps		
			<TOTAL (All Public Assistance Combined)>	**34.23%**	**34.10%**
High School Graduates	87.00%	88.30%		85.30%	85.00%
Bachelor's Degree or Higher	no data	21.30%		25.90%	27.90%
Median Household Income	no data	$41,524		$47,661	$51,914

Figure 2.1A- Data derived via Charlotte County Public Schools FOCUS report on 10/31/2012, US Census, and Social Security Administration

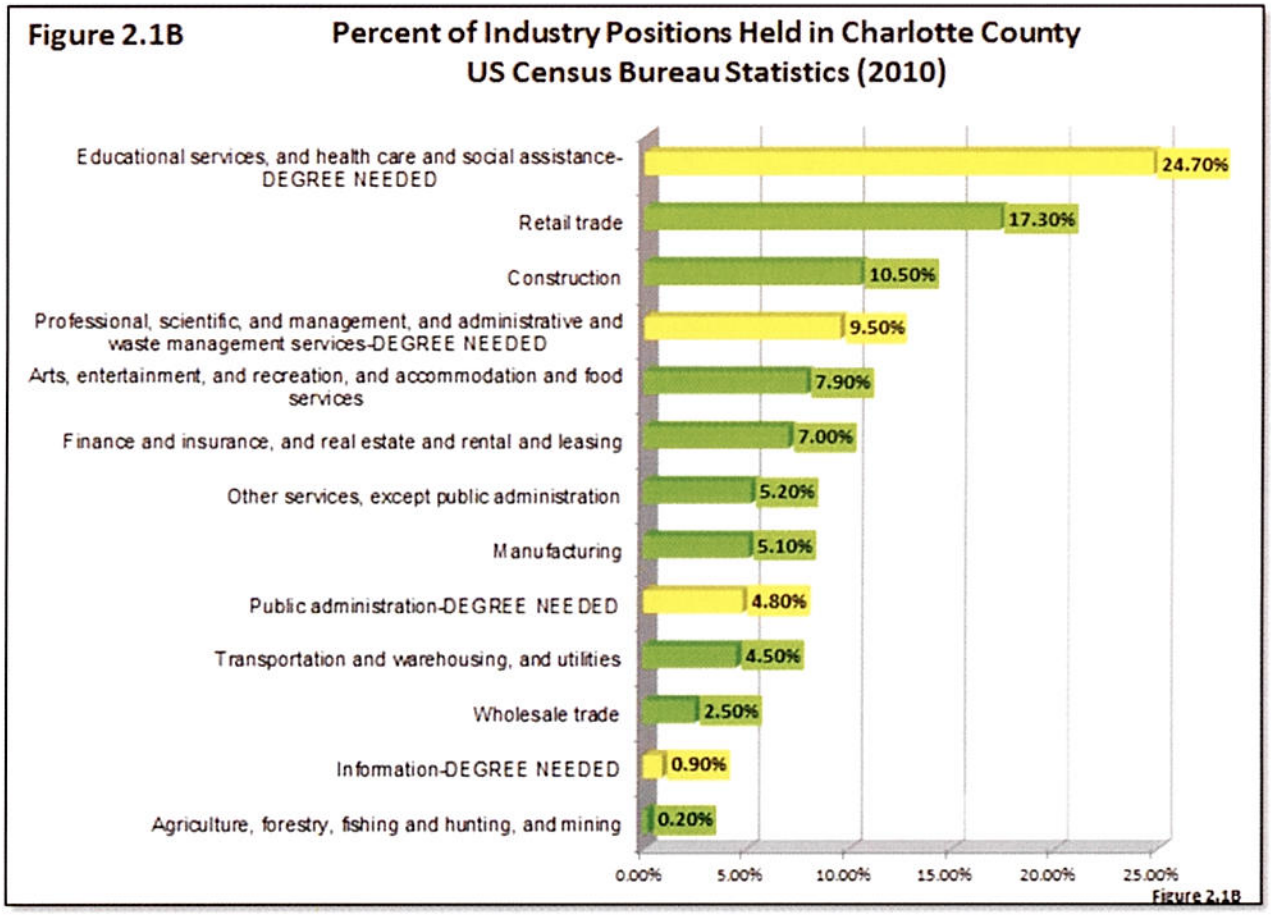
Demographic facts of relevance, which will greatly influence technology implementation due to fiscal, adaptive, and time-management issues, are as follows:

- The amount to qualify for reduced lunch is $731 less than the Median Household Income. (Data based on the Free and Reduced Lunch formula for a family of four, calculated by the Food and Nutrition Service for the school year 2009-2010. For more information, refer to the following website: http://www.fns.usda.gov/cnd/Governance/notices/iegs/IEGs.htm)
- The percent for Free and Reduced Lunch coincides with the percent of residents on public assistance.
    - Thus, as we move to the 1:1 initiative of Bring Your Own Device (BYOD), implementation of the piloted "flipped classroom" model, and online instruction, especially for all students to complete for High School, students and families may have difficulties providing funding for digital devices and adequate Internet accessibility.
- There are 23.92% students receiving ESE services, which is approximately one quarter of all students.
    - Therefore, adaptive digital devices and time-management strategies will be needed to service this student population due to added access, modifications, and documentation.

In Figure 2.1B, the data derived from the United States Census Bureau lists in order of high to low, the percent of Charlotte County's employees by Industry categories. The yellow bars represent positions that require a college degree.

Data explanation and observation for Figure 2.1B-Percent of Industry Positions-Charlotte County

- Four out of the thirteen Industry categories require college degrees.
- The highest employer of workers is Educational Services, Health Care and Social Assistance.
    - As evident in the occupational data provided in this section, Health Care supports most of these positions.
- Retail trade is next on the list and employers seek individuals who have refined "soft skills."
    - Soft skills are the "social" skills companies are seeking from their employees. As they relate to technology, here are some examples: email etiquette, technical writing, online time-management techniques, creating collaborative workspaces, mastery of personal digital equipment, keyboarding and documentation, basic technical troubleshooting, etc.



In Figure 2.1C, Industry information for Charlotte County and the State of Florida are included in the chart. The data provides information on the jobs ranked by the greatest number of people employed in each industry. Also included, besides the matching State of Florida information, is the growth, monthly earnings, growth in earnings, and the education level needed for each of the thirty-seven industry positions listed. All data is dated 2011.

Data explanation and observation for Figure 2.1C- High Growth Industries-Charlotte County and the State of Florida

- Nine out of thirty-seven positions require a degree, nine suggest a high school diploma, and nineteen have no educational requirements.
- Specific to the top ten industries, two thirds are split equally between Health and Food Service/Retail.
- Fiscal positions are the highest paying jobs ranging from $7,336 to $3,542 per month, which do not require an advanced degree.
- The Columns:
    - Columns 1/2: Data is sorted to include all Charlotte County industry positions, totaling thirty-seven, which are ranked by the largest number of employed workers with matching data from the State of Florida industry positions.
    - Column 3: Lists all the industry positions flanked by the three-digit code of the North American Industry Classification System (NAICS.)
    - Columns 4/5: Total number of jobs for each industry position for county and state.
    - Columns 6/7: Percent of job growth in each industry position for county and state.
    - Columns 8/9: Monthly earnings in dollars in each industry position for county and state.
    - Columns 10/11: Percent of earnings growth in each industry position for county and state.
    - Columns 12: Estimated education level for each industry position.

(FIGURE 2.1C) High Growth Industries-Data Available for Private Firms Only-Source: U.S. Census Bureau, Local Employment Dynamics (QWI-Quarterly Workforce Indicators)

Rank by Greatest # of Employees in Charlotte County	Rank by Greatest # of Employees in Florida	Industry Name to include North American Industry Classification System(NAICS) 3-digit code	Charlotte County # of Jobs (2010-2011)	Florida # of Jobs (2010-2011)	Averages						Education Level Needed (Estimated +/-)
					Charlotte County % Growth in # of Jobs (2010-2011)	Florida % Growth in # of Jobs (2010-2011)	Charlotte County Monthy Earnings ($) (2010-2011)	Florida Monthy Earnings ($) (2010-2011)	Charlotte County Earning Growth (%) (2010-2011)	Florida Earning Growth (%) (2010-2011)	
1	1	722 Food Services and Drinking Places	3,841	586,094	-7.28	3.24	$1,497.00	$1,636.00	1.66	4.43	Less than high school
2	4	621 Ambulatory Health Care Services	3,392	396,619	3.16	2.51	$4,450.00	$4,883.00	7.67	5.60	Bachelor's degree or less
3	5	622 Hospitals	2,139	264,458	-2.37	1.56	$3,484.00	$4,288.00	3.84	5.34	Bachelor's degree or less
4	8	623 Nursing and Residential Care Facilities	2,107	182,721	6.95	1.05	$2,454.00	$2,433.00	9.24	3.19	Associate's degree or High School Diploma or equivalent
5	2	561 Administrative and Support Services	2,017	503,535	-44.57	-0.68	$2,683.00	$2,876.00	16.32	6.68	Bachelor's Degree or High School Diploma or equivalent
6	7	452 General Merchandise Stores	1,774	183,259	0.53	9.39	$1,871.00	$1,793.00	1.82	3.41	Less than high school
7	6	238 Specialty Trade Contractors	1,535	197,169	-1.35	0.66	$2,653.00	$3,151.00	4.11	3.04	High school diploma or equivalent
8	3	541 Professional, Scientific, and Technical Services	1,361	445,115	2.45	2.03	$4,277.00	$5,523.00	2.10	4.60	Bachelor's degree or Higher
9	9	445 Food and Beverage Stores	1,229	167,301	-4.04	1.75	$1,952.00	$1,858.00	-1.04	-3.76	Less than high school
10	13	713 Amusement, Gambling, and Recreation Industries	936	156,025	-3.77	1.21	$1,850.00	$2,328.00	4.45	2.54	Less than high school
11	17	441 Motor Vehicle and Parts Dealers	909	113,101	-4.76	3.43	$3,432.00	$3,828.00	2.10	5.08	Less than high school
12	24	444 Building Material and Garden Equipment and Supplies Dealers	663	73,803	7.45	-0.82	$2,361.00	$2,763.00	4.40	5.50	Less than high school
13	22	812 Personal and Laundry Services	602	81,363	-23.86	3.42	$1,858.00	$2,021.00	12.85	3.51	Less than high school
14	12	522 Credit Intermediation and Related Activities	523	156,975	-5.99	3.55	$3,838.00	$4,836.00	18.67	7.32	High school diploma or equivalent
15	16	531 Real Estate	515	116,579	-26.27	0.91	$2,355.00	$3,439.00	13.45	6.94	High school diploma or equivalent
16	25	811 Repair and Maintenance	499	70,716	9.88	-8.56	$2,750.00	$3,052.00	4.91	7.42	High school diploma or equivalent
17	27	236 Construction of Buildings	460	67,735	-1.92	-12.60	$2,714.00	$4,360.00	8.46	3.20	High school diploma or equivalent
18	19	624 Social Assistance	436	107,779	-15.64	-0.39	$1,753.00	$2,068.00	5.08	3.83	Associate's Degree or higher
19	30	453 Miscellaneous Store Retailers	428	50,135	6.86	2.64	$1,866.00	$2,366.00	-1.13	3.44	Less than high school
20	20	448 Clothing and Clothing Accessories Stores	387	99,049	-8.74	0.18	$1,508.00	$1,787.00	6.43	9.34	Less than high school
21	11	721 Accommodation	356	157,811	-15.38	6.33	$1,835.00	$2,474.00	5.94	4.07	Less than high school
22	23	446 Health and Personal Care Stores	350	75,109	-7.64	3.71	$2,870.00	$3,226.00	10.25	13.10	Less than high school
23	33	111 Crop Production	340	43,467	-5.80	4.43	$2,344.00	$2,186.00	16.32	6.80	Less than high school
24	26	813 Religious, Grantmaking, Civic, Professional, and Similar Organizations	338	70,281	-2.67	-3.67	$2,049.00	$3,062.00	14.55	4.70	Bachelor's degree
25	15	524 Insurance Carriers and Related Activities	320	125,846	10.56	6.27	$3,542.00	$5,300.00	15.88	5.44	High school diploma or equivalent
26	28	451 Sporting Goods, Hobby, Book, and Music Stores	271	58,757	23.84	70.26	$1,708.00	$2,507.00	6.40	44.54	Less than high school
27	10	423 Merchant Wholesalers, Durable Goods	250	159,790	4.16	0.62	$3,566.00	$5,376.00	-1.45	7.01	Less than high school
28	38	447 Gasoline Stations	244	37,883	-30.86	0.15	$1,798.00	$1,873.00	1.59	0.74	Less than high school
29	14	611 Educational Services	244	129,168	1.67	5.81	$1,463.00	$3,325.00	-12.67	4.56	Bachelor's degree
30	42	442 Furniture and Home Furnishings Stores	242	32,009	7.41	0.18	$2,264.00	$2,694.00	4.35	3.79	Less than high school
31	18	424 Merchant Wholesalers, Nondurable Goods	221	111,433	1.28	-1.59	$3,671.00	$4,792.00	15.02	5.43	Less than high school
32	44	511 Publishing Industries (except Internet)	221	31,695	0.00	1.37	$2,720.00	$5,694.00	6.77	-1.03	High school diploma or equivalent
33	31	237 Heavy and Civil Engineering Construction	217	49,694	8.57	-12.60	$3,061.00	$4,106.00	-6.78	0.35	Bachelor's degree
34	37	523 Securities, Commodity Contracts, and Other Financial Investments and Related Activities	143	40,100	20.53	5.02	$7,336.00	$10,532.00	13.72	7.38	High school diploma or equivalent
35	52	454 Nonstore Retailers	128	23,411	-0.74	0.46	$2,839.00	$3,930.00	-6.81	6.94	Less than high school
36	36	425 Wholesale Electronic Markets and Agents and Brokers	124	41,008	0.00	-1.56	$4,730.00	$6,265.00	-4.94	8.03	High school diploma or equivalent
37	66	337 Furniture and Related Product Manufacturing	100	10,019	21.78	0.49	$3,145.00	$2,917.00	-17.35	8.52	Less than high school
		All NAICS subsectors	31,467	6,103,277	-4.83	1.67	$2,815.00	$3,628.00	7.03	5.11	

Figure 2.1C- Data derived from the United States Census Bureau's High Growth Industries on October 31, 2012

In Figure 2.1D, national data was aggregated to substantiate and extend the occupational outlook, while providing information about the number of new or replacement positions, wages and levels of education needed for the projected years of 2010-2020. Please note that the available statistics were for private firms only.

Data explanation and observation for Figure 2.1D-Largest Numeric Growth of Occupations Nationally

- In the analysis of the twenty occupations, only two will require a four-year degree, which are in the teaching profession.
- Registered nurses, needing a two-year Associate's degree according to the Occupational Outlook Handbook, will add twenty-six percent new positions, plus offer a substantial wage.
- Eight of the top ten positions require a high school diploma or less. This trait is prevalent throughout the research of occupational outlook data, Therefore, degreed positions, which tend to pay more, will continue to have fierce competition as more students graduate college.

(Figure 2.1D) Occupations with the largest numeric growth, projected 2010-20 (Department of Labor's National Statistics)

Matrix Code	Occupation	Number of new jobs added	Percent change	Wages (May 2010 median)	Entry-Level Education	Related Work Experience	On-the-job Training
29-1111	Registered Nurses	711,900	26	$64,690	Associate's degree	None	None
41-2031	Retail Salespersons	706,800	17	20,670	Less than high school	None	Short-term on-the-job training
31-1011	Home Health Aides	706,300	69	20,560	Less than high school	None	Short-term on-the-job training
39-9021	Personal Care Aides	607,000	70	19,640	Less than high school	None	Short-term on-the-job training
43-9061	Office Clerks, General	489,500	17	26,610	High school diploma or equivalent	None	Short-term on-the-job training
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	398,000	15	17,950	Less than high school	None	Short-term on-the-job training
43-4051	Customer Service Representatives	338,400	15	30,460	High school diploma or equivalent	None	Short-term on-the-job training
53-3032	Heavy and Tractor-Trailer Truck Drivers	330,100	21	37,770	High school diploma or equivalent	1 to 5 years	Short-term on-the-job training
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	319,100	15	23,460	Less than high school	None	Short-term on-the-job training
25-1000	Postsecondary Teachers	305,700	17	62,050	Doctoral or professional degree	None	None
31-1012	Nursing Aides, Orderlies, and Attendants	302,000	20	24,010	Postsecondary non-degree award	None	None
39-9011	Childcare Workers	262,000	20	19,300	High school diploma or equivalent	None	Short-term on-the-job training
43-3031	Bookkeeping, Accounting, and Auditing Clerks	259,000	14	34,030	High school diploma or equivalent	None	Moderate-term on-the-job training
41-2011	Cashiers	250,200	7	18,500	Less than high school	None	Short-term on-the-job training
25-2021	Elementary School Teachers, Except Special Education	248,800	17	51,660	Bachelor's degree	None	Internship/residency
43-4171	Receptionists and Information Clerks	248,500	24	25,240	High school diploma or equivalent	None	Short-term on-the-job training
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	246,400	11	22,210	Less than high school	None	Short-term on-the-job training
37-3011	Landscaping and Groundskeeping Workers	240,800	21	23,400	Less than high school	None	Short-term on-the-job training
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	223,400	16	52,440	High school diploma or equivalent	None	Moderate-term on-the-job training
47-2061	Construction Laborers	212,400	21	29,280	Less than high school	None	Short-term on-the-job training

Figure 2.1D- National projections for 2010-2020 by Department of Labor, occupations with the largest numeric growth, thus to the job totals.

In Figure 2.1E, the occupations displayed will see growth due to the positions that will be added in each area of employment. The chart provides information for career choices and confirms that technology education, no matter the level of education needed, will play an important role in job security.

Data explanation and observation for Figure 2.1E-Occupations with the Fastest Growth Nationally

- Six careers will need a Bachelor's degree or higher, four require an Associate's degree, and ten will need a High School diploma or less.
- Five occupations are categorized as therapists with diplomas ranging from High School to Doctorate.
- Fifty percent of the occupations are in the Health field.
- One third of the twenty occupations are in the skilled trades.

(Figure 2.1E) Occupations with the fastest growth, projected 2010-20 (Department of Labor's National Statistics)							
Matrix Code	Occupation	Percent Change	Number of new jobs added	Wages (May 2010 median)	Entry-level Education	Related Work Experience	On-the-job Training
39-9021	Personal Care Aides	70	607,000	$19,640	Less than high school	None	Short-term on-the-job training
31-1011	Home Health Aides	69	706,300	20,560	Less than high school	None	Short-term on-the-job training
17-2031	Biomedical Engineers	62	9,700	81,540	Bachelor's degree	None	None
47-3011	Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters	60	17,600	27,780	Less than high school	None	Short-term on-the-job training
47-3012	Helpers--Carpenters	56	25,900	25,760	Less than high school	None	Short-term on-the-job training
29-2056	Veterinary Technologists and Technicians	52	41,700	29,710	Associate's degree	None	None
47-2171	Reinforcing Iron and Rebar Workers	49	9,300	38,430	High school diploma or equivalent	None	Apprenticeship
31-2021	Physical Therapist Assistants	46	30,800	49,690	Associate's degree	None	None
47-3015	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters	45	26,300	26,740	High school diploma or equivalent	None	Short-term on-the-job training
13-1121	Meeting, Convention, and Event Planners	44	31,300	45,260	Bachelor's degree	Less than 1 year	None
29-2032	Diagnostic Medical Sonographers	44	23,400	64,380	Associate's degree	None	None
31-2011	Occupational Therapy Assistants	43	12,300	51,010	Associate's degree	None	None
31-2022	Physical Therapist Aides	43	20,300	23,680	High school diploma or equivalent	None	Moderate-term on-the-job training
47-2121	Glaziers	42	17,700	36,640	High school diploma or equivalent	None	Apprenticeship
27-3091	Interpreters and Translators	42	24,600	43,300	Bachelor's degree	None	Long-term on-the-job training
43-6013	Medical Secretaries	41	210,200	30,530	High school diploma or equivalent	None	Moderate-term on-the-job training
13-1161	Market Research Analysts and Marketing Specialists	41	116,600	60,570	Bachelor's degree	None	None
21-1013	Marriage and Family Therapists	41	14,800	45,720	Master's degree	None	Internship/residency
47-2021	Brickmasons and Blockmasons	41	36,100	46,930	High school diploma or equivalent	None	Apprenticeship
29-1123	Physical Therapists	39	77,400	76,310	Doctoral or professional degree	None	None

Figure 2.1E- National projections for 2010-2020 by Department of Labor, occupations with the fastest growth, thus jobs that will increase in their current amount quickest.

Occupational facts of relevance which will greatly influence technology implementation due to college, career and technical preparedness:

- Diplomas are not mandatory for a majority of the jobs that will be readily available once students prepare to exit High School.
    - Prior to leaving middle school, students will need to obtain "soft skills" to prepare them for the job market like time management, communication, networking, etc. Online resources, such as the Department of Labor's, "Soft Skills: The Competitive Edge," can be used for instructional support, found at the following link: http://www.dol.gov/odep/topics/youth/softskills/. Also, business skills in technology, like Microsoft Office, will give students an advantage in their quest for employment, especially in Excel, therefore continued funding for Industry Certification is suggested. Also, mastery of Adobe software or its equivalent will provide added marketability.
- Home Health and Food Service industries represent the bulk of employers, and many of the positions are for entry level positions, such as aides and food service workers.
    - Training in "soft skills" will be necessary for potential employees to service their customers and/or patients at the level of professionalism to sustain a lucrative position/s. Basic technology skills are important, as many of the food service establishments and the duties of home health aides use digital equipment.
- Some of the highest paying positions in Florida that require Associate's degrees or less are in the health, insurance, and investment industries.
    - The increase in high schools training for data and financial software will become a factor, as we need to supply employees that are job ready.
    - Also, training for technical software to run medical equipment, document patient data, and master the coursework to obtain the credentials to match the position.

- The highest paying positions requiring an advanced degree is in the Professional, Scientific and Technical Services, also the Marketing Research and Specialists.
    - The result will be the need for advanced technical training in a variety of data collection and manipulation software in the job market.
    - Also, advanced technological expertise will be required to complete the extensive coursework.
- Basically, even though the data states that advanced degreed positions will be in the minority, technical skills will be needed for the majority of positions no matter what the educational requirements.
- Also, to produce competitive graduates, we must institute basic technology, work processing and keyboarding programs in K-5, not only for instruction, but to prepare for the online tests. We need to teach business technology skills in middle and high, plus, offer Industry Certifications that we can reasonably fund. We will contemplate, as funding and resources become available, the addition of competitive curriculum and/or expand our current programs at our Charlotte Technical Center to meet the demands of the changing job market.

1.3 District Team Profile

Title/Role	Name:	Email/Phone:
ICS Director/Information Technology District Contact	John Weant	john.weant@yourcharlotteschools.net/941-255-0808
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Chief Technology Officer/District Leadership Contact	Chris Bress	chris.bress@yourcharlotteschools.net/941-255-0808
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Psychometrician/Analytics Contact	Christine Murno	christine.murno@yourcharlotteschools.net/941-255-0808
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Coordinator of Federal & State Programs/Grant Contact	Christine Dollinger	christine.dollinger@yourcharlotteschools.net/941-255-0808
District Technology Trainers/Digital Training Contacts	Mary Deboer Debbie Jones Christina Carboni	mary.deboer@yourcharlotteschools.net/941-255-0808 debbie.jones@yourcharlotteschools.net christina.carboni@yourcharlotteschools.net
VP, Business Development & Strategy /Digedu Contact	Jeff Ottens	jeff@digedu.com/ 847.606.6364

1.4 Planning Process

The active process of writing the Digital Classroom Plan for Charlotte County Public Schools was a team effort. Each person from the District Team was responsible to author their part, as well as, collaborate on the entire plan. As we progress toward digital immersion within our school community, interactions with all stakeholders were taken into consideration. As part of our business partnerships, digedu will provide our school community with an

Instructional Platform, Infrastructure and Hardware, Technical and Instructional Support and Training and Professional Development.
Involved in the deployment of the Digital Classroom Plan will be the "Digital Catalysts," defined as teachers who earn additional professional development and will act as their building liaison for the use of the "Classroom Cloud." We will be providing our Digital Classroom Cadre of teachers, intensive professional development for the purpose of creating, managing, and distributing digital content in various forms.

1.5 Multi-Tiered System of Supports (MTSS)

A district team including staff from the Departments of Learning, School Support, Technology, and Professional Development was pulled together to review available student outcomes data and the data and information indicating what district and school based technology is currently available. Based on the review of the data, the team then identified what the needs and gaps were and then established goals for this project. Once the goals were agreed upon, suggestions were made for possible solutions and the team agreed on what would be purchased with grant funds.

The team identified how to monitor project implementation as well as how to monitor progress made towards goals. The Chief Technology Officer of the Department of Innovation Through Technology will be responsible for the monitoring plan. The district team will review the goals of the project quarterly to ensure implementation of the project is on schedule and is delivered as intended. The team will also review outcome data quarterly to determine the impact of the project. This will also be an opportunity for the team to make revisions to the plan as needed and appropriate.

The district team reviewed what other funding sources are and may be available to further support the project beyond the grant funds. Existing resources were also reviewed to determine the ability to support the implementation of the project. The project described in this grant application received full support of district and school based staff.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis

Highest Student Achievement

A) Student Performance Outcomes:

Student Performance Outcomes (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.	ELA Student Achievement	58%	75%	2016
2.	Math Student Achievement	57%	72%	2016
3.	Science Student Achievement	57%	63%	2016
4.	ELA Learning Gains	63%	66%	2016
5.	Math Learning Gains	64%	70%	2016
6.	ELA Learning Gains of the Low 25%	60%	66%	2016
7.	Math Learning Gains of the Low 25%	57%	63%	2016
8.	Overall, 4-year Graduation Rate	75%	81%	2016
9.	Acceleration Success Rate	72%	77%	2016
10.				
Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved**

				(year)
1.	Grade K-5 i-Ready Reading On-Level	74%	80%	2016
2.	Grade K-5 i-Ready Math On-Level	36%	48%	2016

Quality Efficient Services

B) Technology Infrastructure:

Infrastructure Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.	Student to Computer Device Ratio	3:1	2:1	2017
2.	Count of student instructional desktop computers meeting specifications	6000	8000	2017
3.	Count of student instructional mobile computers (laptops) meeting specifications	400	400	N/A
4.	Count of student web-thin client computers meeting specifications	0	0	N/A
5.	Count of student large screen tablets meeting specifications	2500	3500	2017
6.	Percent of schools meeting recommended bandwidth standard	65%	100%	2019
7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	N/A
Infrastructure Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
8.	Increase Wireless Density	1AP:150 students	1AP:30 students	2017
9.	Increase touch enabled PC's	200	1200	2017

Skilled Workforce and Economic Development

C) Professional Development:

Professional Development Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.	Average Teacher technology integration via the TIM	E:10 A:15 A:50 I:20 T:5	E:5 A:20 A:40 I:25 T:10	2017
2.	Average Teacher technology integration via the TIM (Elementary Schools)	E:10 A:15 A:50 I:20 T:5	E:5 A:20 A:40 I:25 T:10	2017
3.	Average Teacher technology integration via the TIM (Middle Schools)	E:10 A:15 A:50 I:20 T:5	E:5 A:20 A:40 I:25 T:10	2017

4.	Average Teacher technology integration via the TIM (High Schools)	E:10 A:15 A:50 I:20 T:5	E:5 A:20 A:40 I:25 T:10	2017
5.	Average Teacher technology integration via the TIM (Combination Schools)	E:10 A:15 A:50 I:20 T:5	E:5 A:20 A:40 I:25 T:10	2017
Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
6.	Instruction on tablet integration	Entry	Adaptation	2017
7.	Instruction on administering online assessment using multiple devices	Entry	Adaptation	2017
8.	Instruction on managing online assessments using multiple devices	Entry	Adaptation	2017
9.	Instruction on creation of educational videos	Entry	Adaptation	2017

Seamless Articulation and Maximum Access

D) Digital Tools:

Digital Tools Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
1.	Implementation status a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Fully Implemented	Will continue to support and employ in classrooms	Already Completed
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	No system in place	Will work to implement and employ	May 2017
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	No system in place	Will work to implement and employ	May 2018
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Partially implemented	Will work to implement and employ	January 2015
5.	Implementation status of 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.	Partially implemented	Will work to implement and employ	June 2015
6.	Implementation status of a system that leverages the availability of data about	Partially implemented	Will work to	June 2015

	students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.		implement and employ	
7.	Implementation status of 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.	Fully implemented	Will continue to support and employ in classrooms	Already Completed
8.	Implementation status of 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.	Partially implemented	Will work to implement and employ	June 2015
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Partially implemented	Will work to implement and employ	June 2015

Quality Efficient Services

E) Online Assessment Readiness:

Online Assessments Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	100%	Completed
2.	Computers/devices required for assessments (based on schedule constraints)	2000	3000	2017
Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
3.	Increase the number tablets capable of online assessments	2500	3500	2017
4.	Increase the number of touch enabled desktops available for testing	200	1200	2017

STEP 2 – Goal Setting

Enter district goals below:

- All Students will have access to high quality video based instruction that models best practices of targeted Florida Standards

- All Teachers will have access to high quality video based instruction that models best practices of targeted Florida Standards
- All Students will have access to a high quality collaborative document system
- All Teachers will have access to a high quality collaborative document system
- All Students will have access to adequate cloud based storage that can use to work collaboratively in teams
- All Teachers will have access to adequate cloud based storage which they can control to share content with students and colleagues

STEP 3 – Strategy Setting

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Student access to high quality video based instruction.	Provide students with online credentials that will allow them to access these resources	50% of all students will have accounts	2017
Teacher access to high quality video based instruction.	Provide teachers with online credentials that will allow them to access these resources	100% of all teachers will have accounts	June 2015
Students have access to a high quality collaborative document system.	Provide students with online credentials that will allow them to access these resources	50% of all students will have accounts	2017
Teachers have access to a high quality collaborative document system.	Provide teachers with online credentials that will allow them to access these resources	100% of all teachers will have accounts	Already Completed
Students will have access to adequate cloud based storage.	Provide students with online credentials that will allow them to access these resources	50% of all students will have accounts	2017
Teachers will have access to adequate cloud based storage.	Provide teachers with online credentials that will allow them to access these resources	100% of all teachers will have accounts	Already Completed

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL
A) Student Performance Outcomes

Student Performance Outcomes		Baseline	Target
1.	Increase percent of grade K-5 students "performing at mid or late in their current grade level" in Reading per the EOY View in i-Ready	74%	80%

2.	Increase percent of grade K-5 students "performing at mid or late in their current grade level" in Math per the EOY View in i-Ready	36%	48%
3.	Increase percent of grade 5 and grade 8 students scoring proficient in Science on the state assessment.	Grade 5: 53% Grade 8: 44%	Grade 5: 58% Grade 8: 49%
4.	Increase percent of grade 9 Algebra I first -time-testing students passing the Algebra I EOC.	55%	62%

B) Digital Learning and Technology Infrastructure

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	Install 480 Win 8 tablets	Jan 2015	$240,000	1 lab set per school	This deliverable will impact all 4 Student Performance Outcomes
B.2.	Install 20 DigEdu classroom cloud units	Jan 2015	$134,000	1 unit per school	This deliverable will impact all 4 Student Performance Outcomes
B.3.	Train Teachers in the use of the DigEdu curriculum system	March 2015	N/A	2 teachers per site	This deliverable will impact all 4 Student Performance Outcomes

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

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.	System installation will be monitored using SCCM. Once all systems are up and running a site visit will be performed to confirm everything is running smoothly.	All system are setup and functioning
B.2.	Upon installation of the classroom cloud units the vendor will provide written documentation that the systems are functioning as designed. This will also be confirmed during an onsite visit.	All systems must be functioning as designed
B.3.	Rosters will be kept to confirm attendance.	All involved teachers will have attended the implementation training.

Please describe the process used for the evaluation and submit the evaluation results with the DCP:
The district technology committee, made up of teachers and administrators from all schools, evaluated the current state of our technology inventory and infrastructure needs. It was determined that all sites would benefit from an increased number of devices capable of performing on-line assessments. Therefore, decreasing the amount of time needed to complete each testing window. Currently the district has 802.11n access to all classrooms. However, the district plans to increase the capacity of their wireless network moving toward the goal of one access point per room using a different funding source.

C) Professional Development
Please insert links to the district MIP to support this area:
Please see MIP Component 3-003-006, "Effective Digital Classroom Observation for School Leaders," located on page 95 and MIP Component 3-003-005, "Digital Classroom Cadre," located on page 94 of the following online document: http://www.yourcharlotteschools.net/PDA/downloads/MIP1415.pdf

Implementation Plan for:
C) Professional Development

Charlotte County Public Schools Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
C.1	40 teachers participate in professional development aligned with MIP Component 003-003-003	June 30, 2015	$ 60,000	Charlotte County Public Schools	Production of 400 videos (10 per Cadre participant) of high quality instruction in the FL Standards
C.2	20 school leaders participate in professional development aligned with MIP Component 003-003-004	January 31, 2015	$ 0	Charlotte County Public Schools	Analysis of school needs to determine targeted focus of produced videos

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)

C.1.	• Attendance rosters from Digital Classroom Cadre professional development events • Representative sample(s) of video recordings of Digital Classroom Cadre professional development events • Representative samples of Digital Classroom Cadre participant products, including digital content tied to the Florida Standards, copies of collaborative documents, and instructional lesson plans using digital resources	June 30, 2015	Included in above $60,000	Charlotte County Public Schools	Production of 400 videos (10 per Cadre participant) of high quality instruction in the FL Standards
C.2.	• List of "Look-For Indicators" for school leaders on quality digital learning processes in the classroom • Technology Integration Matrix with Table of Digital Classroom Teacher Descriptors	December 31, 2014	$ 0	Charlotte County Public Schools	Completed needs assessment and list of topics for focus videos for each school

Evaluation and Success Criteria for:
C) Professional Development

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria

C.1.	• Embedded Digital Classroom Cadre into district professional development system and individual school professional learning community (PLC) plans	District professional development system and school PLC plans reflecting Digital Classroom Cadre creation and implementation
	• Completion of individual grade level/educator unit/lesson plans, reflecting digital instructional strategies and expected student learning processes	Documented unit/lesson plans reflecting digital instructional strategies and expected student learning processes
	• Professional Assessment for Charlotte Educators (PACE) evaluation data (walk-through and observation results) will reflect increased digital learning processes in the classroom.	Documented PACE evaluation and walk-through data reflecting increased digital learning processes in the classroom
	• Gathering of best practice instructional videos by Digital Classroom Cadre participants for production of videos of best practices for digital learning opportunities at the school sites	Production of 400 videos (10 per Cadre participant) of high quality instruction in the FL Standards
	• Participant evaluations of Digital Classroom Cadre professional learning events, such as exit slips, follow-up participant needs assessments, school-based formative discussions around participant individual deliberate practice plans	Digital Classroom Cadre participant evaluations, needs assessments, and critiqued formative assessments showing increased proficiency in digital classroom instruction and critiqued

C.2.	• Utilization of "Look-For Indicators" by school leaders on quality digital learning processes in the classroom • Employment of the Technology Integration Matrix to recognize digital classroom teacher descriptors	Documented PACE evaluation and walk-through data reflecting increased digital learning processes in the classroom via utilization of "Look-For Indicators" and Technology Integration Matrix
	• Increased monitoring by school leaders of individual grade level/educator unit/lesson plans reflecting digital instructional strategies and expected student learning processes	Documentation of increased monitoring by school leaders of individual grade level/educator unit/lesson plans showing enhanced student digital learning objectives
	• Documented school-based formative discussions around Digital Classroom Cadre participant individual deliberate practice plans	Digital Classroom Cadre participants' deliberate practice plans reflect and document formative discussions and coaching/mentoring by school leaders around successful implementation of increased digital instruction.

D) Digital Tools

Implementation Plan for:
D) Digital Tools

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	Purchase and implement 480 student licenses for digedu's Learning Engine software system, which provides functionality for access to, creation of, administration of,	October 2014	$82,620 to cover 480 licenses for three years as well as professional	Approx. one classroom per school in the district. 20	This deliverable will impact all 4 Student Performance Outcomes

	and monitoring of digital instructional materials and assessment items. The Learning Engine also includes grading functionality for assessments, mapping of standards coverage and mastery, and reporting functionality on all student and teacher usage of digital education in their classrooms.		development described in C.1.	rooms total, serving 480 students.	

Evaluation and Success Criteria for:
D) Digital Tools

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	Learning Engine will be purchased by October 15, teacher accounts created by November 1, student accounts created by November 10, and implemented in the classrooms with 90% of students logged in by November 14.	Following the successful setup and initial implementation of the Learning Engine, ongoing successful use will be measured by the Technology Integration Matrix as well as digedu's reporting functionality on each teacher's and student's frequency and duration of digital instruction, available to teachers as well as school and district administrators.

E) Online Assessments

Implementation Plan for:
E) Online Assessments

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows.	Already Completed	No additional cost	Charlotte	This deliverable will impact all 4 Student Performance Outcomes
E.2.	Purchase 480 additional student devices for assessments.	December 2014	$240,000	Approx. one classroom per school across the district. 20 rooms total, 24 devices per room, to serve 480 students.	This deliverable will impact all 4 Student Performance Outcomes

Evaluation and Success Criteria:

E) Online Assessments

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	We will use our Exinda and iBoss systems to monitor bandwidth utilization and to shape it where needed. iBoss will be used to completely block sites that are non-essential if needed.	Successful completion of online testing.
E.2.	FCCM will be used to implement the devices in the classroom and to monitor the software implementation. The digedu reporting system will be used to monitor implementation and usage. Anecdotal surveys completed by teachers targeted by this grant will be given periodically.	100% of the devices in the classroom are configured properly and can access the digedu resources without difficulty. 90% of the teachers will show proficiency based on the survey questions.