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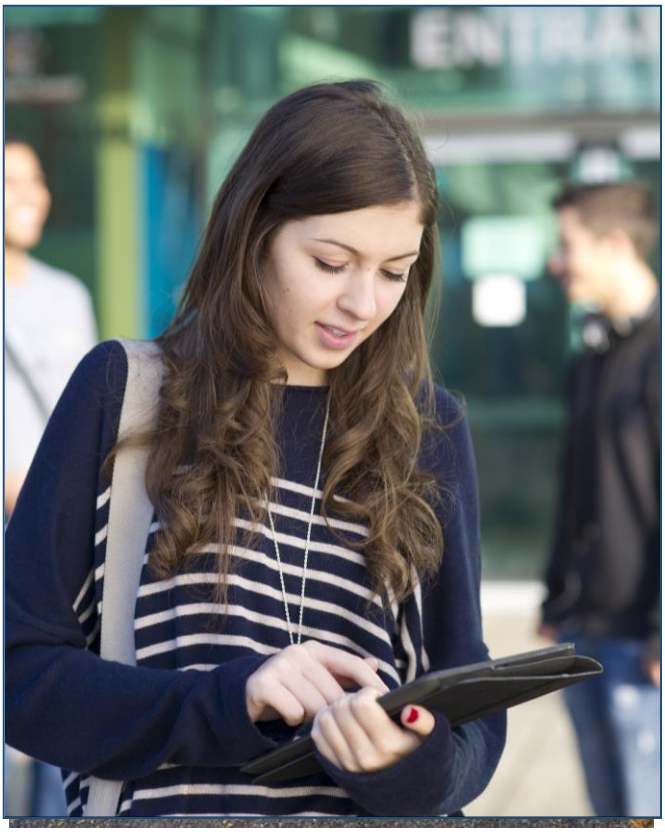

DIGITAL CLASSROOMS PLAN

MIAMI-DADE COUNTY PUBLIC SCHOOLS

MIAMI-DADE COUNTY PUBLIC SCHOOLS
giving our students the world

C-3

DISTRICT
DIGITAL CLASSROOMS PLAN

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

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

1.1 District Mission and Vision statements –

Miami-Dade County Public School (M-DCPS) has a clear and focused purpose, Student Achievement: Preparing for Success in the Third Millennium. Four pillars sustain that singular goal: Student, Parent and Community Engagement; Education; Financial Efficiency/Stability; and School/District Leadership. Together, they comprise M-DCPS' Strategic Framework, a living document created with the input of a broad range of stakeholders that drives the District's work of educating its students. Stakeholders participated in a Strategic Plan Survey which provided valuable input for the creation of this document. Stakeholders were asked specifically about their use of technology and the perceptions of technology use in schools. Consequently, included in the Strategic Plan is the introduction of technology programs that help extend the reach of education both in terms of time and distance. M-DCPS introduced the Links to Learning initiative which extends the school day by allowing students to access school work through their computers at home. In addition, the availability of educational content via internet courses was expanded as part of the virtual school programs such as the Miami-Dade Online Academy.

Recently, the district's Digital Convergence initiative is placing mobile technology in the hands of students, along with increased digital content offerings. The Digital Convergence initiative is the district's effort to close the digital divide and eliminate digital deserts. This digital transformation will not only provide greater digital content and mobile technologies, but will help create a new culture of learning by promoting blended learning environments and increasing 21st century learning opportunities.

In order to prepare our students for a successful future, high expectations are the norm. We believe that, given the right conditions and support, *all students will achieve*, and so it is up to us to provide those conditions. A theory of action, ingrained in our District culture, promotes pursuit of innovative solutions to overcome those challenges for our students and schools. As such, the District's Strategic Framework and the Digital Convergence initiative, together with our mission, vision, and core values, serve as beacons for the continuous improvement of M-DCPS and the students that we serve.

VISION
We are committed to provide educational excellence for all.

MISSION
We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence
We pursue the highest standards in academic achievement and organizational performance.

Integrity
We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity
We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship
We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

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

Miami-Dade County Public Schools, the United States' fourth largest school district, was founded in 1885. It spans over 2,000 square miles at the southeastern end of the Florida peninsula, encompassing a bustling metropolis, as well as rural areas and 35 municipalities. M-DCPS' 348,000 students represent over 100 countries and speak 56 languages, making for a true global community. Besides English, the top ten languages spoken by our students are Spanish, Haitian-Creole, French, Portuguese, Zhongwhen (Chinese), Russian, Arabic, Urdu, Vietnamese and Hebrew. Twenty one percent of the District's students are designated as English Language Learners (ELL) and 73% of all students are eligible for free or reduced-price school lunch. Student demographics include 67% Hispanic, 24% Black, 8% White, and 1.8% represent other ethnicities. Across 435 schools, including elementary, K-8 centers, middle, senior high, alternative, specialized and vocational centers, our students are engaged in innovative programs that the District continuously seeks to improve. M-DCPS is one of the few public school districts in the U.S. to offer International Studies Programs and bilingual education in Spanish, French, German, Haitian Creole and Mandarin Chinese. The District supports the talents and multiple interests of our students through award-winning choice programs, magnet schools at various levels, Cambridge, Advanced Placement, International Baccalaureate, Dual Enrollment, iPrep Academies, and career academies.

Throughout the county's 35 incorporated cities and unincorporated areas live more than 2,600,000 inhabitants; about 72% of the population speak a language other than English as their primary language and over 50% of the county residents were born outside the United States. Over 65% of the population comes from Spanish speaking homes given that the largest

immigrant groups are from the Caribbean, Central and South America. The demographic breakdown of the M-DC (Miami-Dade County) population includes Hispanics (of any race) at 65%, African American or Black at 19%, White 15%, Asian at 1.5% and Others at 1%.

The District's declining budget, from $6.3 to $3.7 billion, has posed great challenges over the last seven years. Yet, from crises came opportunities to reexamine our practices and innovate through efficiency. Our focus on values-based budgeting ensured that classrooms remained unaffected despite cuts in other areas. The achievements of our students and new program offerings have continued to thrive as these have remained priorities throughout each budgetary decision. Through open-minded problem solving, we have found new and better solutions for our challenges. A prime example of this was the passage of the $1.2 billion school construction bond that will support improvements at all schools, increasing access to technology and enhancing safety while boosting the economy through the creation of jobs and business opportunities. The district has made it a priority to provide 21st century learning tools for teachers and students in all schools across the district, eliminating the practice of zip-code dependent educational opportunities.

On May 29, 2013, the School Board of Miami-Dade County agreed to accept the Banc of America Public Capital Corp proposal and expand the Master Lease Purchase Agreement with Banc of America Public Capital Corp for digital devices and execute all agreements totaling up to $63,450,000 as needed. The BOA lease allows the district to purchase the mobile devices (tablets and laptops) for designated grade levels. Currently the district is implementing 1:1 deployment models in 7th grade civics classrooms (in-school) and 9th grade World History (take-home). Both models coincide with the acquisition of digital content as part of the district's recent adoption of social studies instructional materials.

1.3 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 s.1011.62(12)(b), F.S.
- development of partnerships with community, business and industry; and
- integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

Title/Role	**Name:**	**Email/Phone:**
Information Technology District Contact	Debbie C. Karcher	DKarcher@dadeschools.net (305) 995-3751
Curriculum District Contact	Marie L. Izquierdo	izquierdo@dadeschools.net (305) 995-1451
Instructional District Contact	Sylvia J. Diaz	SDiaz@dadeschools.net (305) 995-4266
Finance District Contact	Judith M. Marte	jmarte@dadeschools.net (305) 995-1226
District Leadership Contact	Valtena G. Brown	vgbrown@dadeschools.net (305) 995-2938

1.4 Planning Process- Summarize the process used to write this plan including but not limited to:

- Communicate with stakeholders to ensure transparency
  - Shared district's technology initiatives through televised and regional Town Hall meetings
  - Met with school administrators to discuss initiative, responsibilities, deployment strategies, professional development offerings, etc.
  - Met continuously (weekly) with business partners, information technology representatives and curriculum area administrators for project planning sessions
- District plan reflects:
  - Lessons learned from other large scale deployments in other districts
  - Enterprise technology from established hardware providers
  - Goals and objectives for how these technologies will be used in classrooms
- Partnered with Intel and Education Collaborators to review the district's implementation plan and provide an experienced third party review of the implementation plan and the district's overall readiness to launch a program.

1.5 Multi-Tiered System of Supports (MTSS)- Summarize the process used to write this plan including but not limited to:

- data-based problem-solving process used for the goals and need analysis established in the plan;
- the systems in place to monitor progress of the implementation plans; and
- the plan to support the implementation and capacity.

(See chart on page 29, *2014-2015 District-wide Support*.)

The overall goal of this plan is student achievement, and the plan supports the district's efforts to provide ongoing multi-tiered and multi-dimensional support and educational resources to all its schools and students. When creating the Digital Classrooms Plan, consideration was given to the needs of each school and the level of differentiated support provided to schools based on those needs. A District Support Formula (DSF) is used determine the level of support needed for each school within the district. The formula is the sum of all FCAT components used to determine school grade and doubling the reading proficiency score. The District Support Formula is applied to all school levels (Elementary/K-8, Middle Schools and High Schools). Schools are ranked based on their DSF score from lowest to highest. The Office of Academics and Transformation (OAT) tiers all schools to provide appropriate levels of support. Other factors that are considered include recent principal changes, the extent of faculty changes, attendance and school climate data, and the schools' current and prior Differentiated Accountability (DA) status. The Superintendent, Associate Superintendent of Education Transformation Office (ETO), Chief Academic Officer, Cabinet, Regional Superintendents, Principals, Florida Department of Education (FDOE), and stakeholders analyze the criteria for each intervention model and select the model that can be appropriately leveraged to ensure the school's improvement. Specific decision points for each school in regard to the intervention model include but are not limited to: the percentage of students that made learning gains by teacher, student performance over a three-year period in reading, mathematics, science, and writing.

The MTSS Leadership Team utilized the 8- Step Problem Solving process to identify the goal to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

Utilizing the 8 Step Problem Solving process, the District is able to utilize its District Support Formula (DSF) to identify 5 levels of support based on the listed criteria:

Tier 3: Schools that are identified by the state as Lowest 300 Elementary Schools
Focus and Priority Schools (Differentiated Accountability (DA) Schools)

Priority Year 2 Schools
Priority Year 1 Schools
Focus Year 3 Schools
Focus Year 2 Schools

The lowest 25% of schools when applying the DSF. These schools are supported by the ETO.

Released: Schools that were provided support from ETO the previous school year but, as a result of improved student performance, no longer qualify for ETO support.

Tier 2: Schools that have been identified as **scoring 50 percent proficient and under in Reading and/or Math** and are not supported within Tier 3 or Released schools.

Tier 1 Watch: Schools that have been identified as **scoring 51-60 percent proficient in Reading and/or Math** and are not supported within Tier 3, 2 or Released schools.

Tier 1: Schools that have been identified as **scoring 61 percent proficient or higher in both Reading and Math**

Data Assessment and Technical Assistance Coordination of Management (DATA/COM) is a statistics-based management process used by the Superintendent and his Cabinet to monitor schools' immediate instructional and operational needs in order to deploy resources to deal with critical issues in a timely manner. Areas of concern are flagged and interventions are designed and implemented based on the data presented. Specific emphasis is placed on the Benchmark Monthly and Interim Assessment results. Data from these assessments are used to identify areas that need improvement and design interventions for the core content areas (reading, mathematics, science, and writing). Progress updates are provided at subsequent DATA/COM meetings and the effectiveness of interventions is reviewed. The implementation of the interventions and alignment with the goals are closely monitored on a monthly basis by ETO and OAT and adjustments are made when necessary to ensure student achievement.

Data from interim assessments and other diagnostic measures drive the data chat process between the Superintendent and Associate Superintendent; the Associate Superintendent and ETO Supervisors and Principals; the CAO and Released School Principals, Assistant Superintendent and Regional Superintendents; Principals and Instructional Coaches and teachers; and finally between teachers and students. OAT works closely with the Office of Research, Evaluation, and Planning to conduct evaluations of the implementation and impact of the chosen interventions and to report such information to schools, parents, and the community. Also, the ETO and OAT teams conduct 2-3 Instructional Reviews (IR) of each Tier 3, Released and Tier 2

schools to identify areas of need and to create an action plan with strategies to address those needs. Instructional Supervisors pair up with state representatives from the FDOE, as well as, school site representatives to create subject area teams for the review.

Each team conducts classroom walkthroughs of all teachers in their designated subject area. A one hour debrief is conducted by all parties to review findings (commendations and concerns) based on the walkthrough, as well as, discuss the strategies and recommended changes to the SIP. Additionally, the team discusses recommendations and suggestions with the school site team to begin the process of collaboratively completing the Strategic Implementation Plan. Following the debrief session the district team remains at the school site to support the assistant principal and instructional coaches with changes to the SIP and the development of the Strategic Implementation Plan. Each identified strategy is broken down into smaller, easy-to-implement steps for teachers, instructional coaches, administrators, ETO Region, and OAT staff to follow with a timeline to meet the goal. This process is unique in that it involves all stakeholders in the creation of the plan. These Strategic Implementation Plans will be presented and approved during the identified Strategic Planning Meetings.

Further, the District MTSS Leadership Team meets monthly in order to evaluate the development of MTSS by monitoring consensus, infrastructure, and implementation and to apply strategic problem solving processes.

Monitoring through support for each tier:

All schools within Tier 3 receive the following support from ETO Staff:

- IS/CSS Intense Support
  Bi-Monthly support from content specific instructional supervisors in literacy, math, and science
  Weekly full day support from literacy, math, and science curriculum support specialist

All Newly Released Schools 2 receive the following support from District Staff:

- IS/CSS Support
  Weekly full day support from literacy curriculum support specialist
  Bi-Monthly full day support from math curriculum support specialist
  Bi-Monthly full day support from science curriculum support specialist
  Bi-Monthly half day support from social sciences curriculum support specialist for Civics and bi-monthly full day support for US History
- 2 Instructional Reviews by OAT and Regional Staff

All schools within Tier 2 receive the following support from District Staff:

- IS/CSS Support
  Weekly full-day support from a Literacy and/or Math CSS for the content area(s) that was under 50 percent proficient
- 2 Instructional Reviews by OAT and Regional Staff

All Tier 1- Watch List Schools receive the following support:
6- Curriculum Support Specialists (10 months)
Bi-monthly full day support from a Literacy and/or Math CSS for the content area(s) that was between 51-60 percent proficient on the 2014 FCAT.
In order to maximize support, OAT will work with each Region Center at the end of each interim assessment window to determine if schools need to be added or released from the Watch List. The total number of schools for each region will not exceed the initial number of schools placed on the initial Watch List.
Regional Level DATA COM will be held at the end of each assessment period.
Monthly content-specific professional development for instructional coaches and school liaisons focused on literacy and mathematics.
Instructional coaches (if applicable) will participate in the OAT iCADS.

All schools within this tier are assigned to their geographical Region Center.

All Tier 1 Schools receive the following support:
Allocated Support:
5- Curriculum Support Specialists (OSI) - Schools are provided support by the CSS within the Office of School Improvement in the development of strategic action plans that maximize the available resources at each school.
These action plans are reviewed and updated at the end of each assessment period.
Monthly content- specific professional development for instructional coaches and school liaisons focused on literacy and mathematics.
Ongoing professional development aligned to new instructional materials and resources and monthly content-specific principal instructional rounds.
Instructional coaches (if applicable) participate in the OAT iCADS.

All schools within this tier are assigned to their geographical Region Center.

The plan to support the implementation and capacity.

The Miami-Dade Leadership Team schedule meetings in order to monitor the District's MTSS plan. Through these meetings, the leadership team reviews and ensures that there are visible connections between the MTSS framework with the District and schools' mission statements and organizational improvement efforts. Through open dialogue the leadership team ensures alignment between policies and procedures across the district, schools and at all grade levels as delineated in the Tiered support framework. On an ongoing basis, the leadership team reviews the district wide assessment data to ensure that all decisions are data driven from the individual student level to the District level. In addition, the leadership team celebrate and communicate outcomes with all stakeholders.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

Districts should identify 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

Historically, a great challenge for M-DCPS has been to simultaneously close two academic achievement gaps. One gap being that of the District's students as compared to students within Florida and also across the nation. The second is the achievement gaps among our own District's demographic groups. M-DCPS educates a great number of students who live in abject poverty and many others who come to this area from foreign countries to begin new lives. To address this challenge, the District has committed to implementing classroom practices and models for teaching and learning that can best support each student's achievement.

M-DCPS has traditionally struggled to improve student achievement in a core of persistently low performing schools. In 2010, the district created the Education Transformation Office (ETO) to oversee the school turnaround process by providing intensive support to 19 of the District's lowest-performing schools. In 2011, ETO was expanded to 26 schools and in 2012 it included 66 schools. In 2013-14, 108 schools within the District received assistance for instruction and interventions within a tiered system of support. In 2014-15, 78 schools within the District are receiving assistance for instruction and interventions, through the ETO office while 38 released (former ETO) schools are supported and monitored by OAT. The ETO strategies include intensive professional development, coaching, teacher and leader reassignments, ongoing progress monitoring and site visits by administrative and support teams, and a focus on frequent and effective data use to inform planning and decision-making.

Since 2009, the District realigned its resources based on the goal of student achievement. This has resulted in a strong record of academic improvement and progress toward narrowing the achievement gap, as evidenced across multiple measures, including the State of Florida's school grading system, student performance on college entry examinations, and graduation rates. Despite changes in the State of Florida's grading formula to include significantly more students with disabilities (SWDs) and English Language Learners (ELLs) and the application of additional metrics, M-DCPS' performance has remained relatively stable, as evidenced by six consecutive years of the District receiving a grade of B as per the State's grading system. Sustained improvements in academic performance in a drastically poor (73% free or reduced-price lunch) and almost entirely (91%) minority urban district with one of the largest ELL populations in the nation have been attained in spite of deep funding cuts. An unwavering commitment by District leadership to protect the classroom at all costs and a fundamental

conviction at the school sites that all students can learn have made this possible. The honor of being awarded The Broad Prize for Urban Education in 2012 validated this commitment and conviction for all of the District's stakeholders.

In June of 2014, Miami-Dade County Public Schools earned the distinction of district-wide accreditation by AdvancEd/SACS CASI for a five-year term. The AdvancED committee visited more than 730 classrooms, spoke with 1,607 stakeholders, including students, teachers, principals, School Board members and the superintendent, and reviewed the District's work and accomplishments in three different categories: teaching and learning impact, leadership capacity and resource utilization. After the review, AdvancEd announced that M-DCPS scored well above average, receiving an overall score of 298.73, with the average score worldwide being 282.4. M-DCPS is the largest school district in the nation to achieve this accreditation.

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.

Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	ELA Student Achievement	59	69	2017-18
2.	Math Student Achievement	62	72	2017-18
3.	Science Student Achievement	56	66	2017-18
4.	ELA Learning Gains	70	80	2017-18
5.	Math Learning Gains	68	78	2017-18
6.	ELA Learning Gains of the Low 25%	68	78	2017-18
7.	Math Learning Gains of the Low 25%	65	75	2017-18
8.	Overall, 4-year Graduation Rate	77.2	90	2017-18
9.	Acceleration Success Rate	81	91	2017-18
10.				

For the past three years, M-DCPS has been transitioning from the Next Generation Sunshine State Standards (NGSSS) to the Florida Standards. The 2014-15 school year will serve as the first year of full implementation of instruction in the new Florida Standards. As such, Florida is adopting a new assessment.

The New Florida State Assessment (FSA) will provide a more authentic assessment of the Florida Standards, because it will include more than multiple choice questions. Students will be asked to create graphs, interact with test content and write and respond in different ways than on traditional tests. New question types will assess students' higher-order thinking skills in keeping with the higher expectations of the Florida Standards.

In addition to a new assessment system, Florida will transition to a new transparent accountability system that will measure school performance. Indicators for the new accountability system include proficiency and learning gains. This new assessment will be administered for the first time this spring 2015 with standard setting occurring in the summer/fall of 2015.

As such, it should be noted that the targets set on achievement and learning gains for Mathematics and English Language Arts are based on the prior historical assessment results and they will need to be revisited once results from the new FSA are available.

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) if the data is accurate. Districts may choose to add any additional metrics that may be appropriate.

Infrastructure Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Student to Computer Device Ratio	3:1	1:1	2019
2.	Count of student instructional desktop computers meeting specifications	97,608	NA[1]	NA
3.	Count of student instructional mobile computers (laptops) meeting specifications	41,951	NA[2]	See #5 below.
4.	Count of student web-thin client computers meeting specifications	NA	NA	NA
5.	Count of student large screen tablets meeting specifications	52,643	262,300[3]	2019
6.	Percent of schools meeting recommended bandwidth standard	100	Achieved	Complete
7.	Percent of wireless classrooms (802.11n or higher)	100	Achieved	Complete

[1] While the District will continue to maintain and replace desktop computers as needed, there is no target for increasing or growing the deployment of desktop computers. The district's focus is on mobile devices and desktop computers will be gradually reduced as more mobile devices are deployed and implemented.

[2] Laptop and tablet goals are not independent from each other and therefore the district's target for instructional mobile computers includes both laptops and tablets. The district's *Target* and *Date for Target to be Achieved* for row 3, "Count of student instructional mobile computers (laptops)," are integrated in the response for row 5, "Count of student large screen tablets."

[3] Currently, the district's deployment of mobile devices includes both tablets and laptops, with the ultimate goal of one device (tablet or laptop) per student. Therefore, the *Target* for "large screen tablets" (Row 5) includes target for the student instructional mobile computers (laptops), but does not include desktop computers. District parent/student surveys have found that the percentage of families opting to participate in BYOD programs ranges between 14% - 25%. The Target of 86% reflects the low end of the range of families opting to participate in BYOD. However, the target for devices needed may be reduced to reflect a 25% BYOD participation as further surveys and needs assessments are conducted and if they reveal the need for fewer district-owned devices.

- **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 5 categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

Professional Development Needs Analysis (Required)		**Baseline***	**Target***	**Date for Target to be Achieved** ***(year)***
1.	Average Teacher technology integration via the TIM • Entry • Adoption • Adaptation • Infusion • Transformation	% 53 29 9 7 2	% 29 39 15 12 5	2015-2016
2.	Average Teacher technology integration via the TIM (Elementary Schools) • Entry • Adoption • Adaptation • Infusion • Transformation	 60 25 8 5 2	 25 34 20 15 6	2015-2016
3.	Average Teacher technology integration via the TIM (Middle Schools) • Entry • Adoption • Adaptation • Infusion • Transformation	 50 30 10 7 3	 20 35 23 13 9	2015-2016
4.	Average Teacher technology integration via the TIM (High Schools) • Entry	 50	 27	2015-2016

	• Adoption • Adaptation • Infusion • Transformation	35 9 4 2	43 14 10 6	
5.	Average Teacher technology integration via the TIM (Combination Schools) • Entry • Adoption • Adaptation • Infusion • Transformation	 55 28 9 6 2	 30 36 16 12 6	2015-2016

* The numbers above are estimates determined by staff from Professional Development (PD) and Instructional Technology (IT) based on professional development needs assessment surveys, technology resource inventory surveys, and anecdotal data gathered from school visits, professional development sessions, technology deployment meetings with school site staff, etc. Currently, the *Teacher and Instructional Staff Professional Development Needs Assessment Survey* administered by the PD Department does not include the Technology Integration Matrix (TIM) indicators; however, the PD survey will be revised in spring 2015 to reflect language/indicators from the TIM.

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.

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 (M-DCPS Portal tools – Learning Village; My Big Campus)	Will continue to support and employ in classrooms	Completed
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Fully implemented (M-DCPS Portal tools – Learning Village; My Big Campus)	Will continue to support and employ in classrooms	Completed
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Fully implemented (Thinkgate)	Will continue to support and employ in classrooms	Completed
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 (My Learning Plan/PD Registration System)	Will work to implement and employ	2015-2016
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.	Fully implemented (M-DCPS Portal tools)	Will continue to support and employ in classrooms	Completed
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to	Fully implemented (Portal/Test Platform)	Will continue to support and employ in classrooms	Completed

	provide new ways of viewing and analyzing data.			
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 (eHandbooks/Weekly Briefings)	Will continue to support and employ in classrooms	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.	Fully implemented (M-DCPS Portal tools)	Will continue to support and employ in classrooms	Completed
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.	Fully implemented (M-DCPS Portal tools)	Will continue to support and employ in classrooms	Completed

- **Quality Efficient Services**

  Online Assessment Readiness:
  Districts shall work to reduce the amount 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.

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	2015
2.	Computers/devices required for assessments (based on schedule constraints)	110,000	225,000	2019

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 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 3 will be identified for how digital learning can help achieve these goals.

Enter district goals below:

The District has one singular, overriding goal: *Student Achievement: Prepare Students for Success in the Third Millennium.* This goal is reflected in the district's Strategic Framework (see below) and forms the core of any plan, project, or initiative that the District implements. A further explanation of the Strategic Framework is included below the graphic.

Miami-Dade County Public Schools' Strategic Framework represents a departure from previous planning efforts and focuses on a singular goal of "Student Achievement: Preparing for Success in the Third Millennium." The Strategic Framework drives the important work of the District as it transitions to third millennium educational platforms. The Four Pillars identified in the graphic above guide the District's decision-making process and are aligned directly to improving the academic outcomes of the District's 300,000+ students.

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.

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Student Achievement: Prepare students for success in the third millennium	Supply teachers and students with high quality digital content aligned to the Florida Standards	• Purchase Instructional Materials in digital format	50% of purchases in 2014-2015 and ongoing
Student Achievement: Prepare students for success in the third millennium	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	• Fully implement My Big Campus • Fully implement Thinkgate for teacher and district assessment and data collection	2014 and ongoing
Student Achievement: Prepare students for success in the third millennium	Create an infrastructure that supports the needs of digital learning and online assessments	• Continue purchase and deployment of mobile devices	2014 and ongoing

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.

Funded by a Race to the Top-District grant, iPrep Math learning centers are implemented in 49 middle schools in the Miami-Dade County Public Schools during the 2013-2014 school year. The centers are designed to address three issues of concern to the school district: a lull in mathematics achievement during the middle school years; high rates of failure in Algebra 1; and a high number of overage students resulting from the State of Florida's mandatory third grade retention policy.

Expectations are that the iPrep Math program, including re-designed classroom space and technology resources, coupled with content-expert teachers, address the variability in the prior math preparation of incoming students and the need to remediate over-aged students, as well as the need to provide mastery-based acceleration options for students.

A multi-method evaluation design was formulated to evaluate the effectiveness of the iPrep Math program. The design involves the collection of both qualitative and quantitative data to provide formative and summative evaluation reports throughout each year of the grant.

The qualitative component includes school site visits consisting of classroom observations, teacher and principal interviews, and student focus groups. Members of the evaluation team visited 12 randomly selected iPrep Math school sites throughout the year

The quantitative component includes student, teacher, and parent surveys for students enrolled in iPrep Math courses, principal surveys, and analyses of district data on FCAT Math and Algebra End-of-Course standardized test performance, academic content, effort, and conduct grades, and absences and suspensions.

On-line surveys are administered to key stakeholders of the iPrep Math program: classroom teachers, students, parents/guardians, and principals of the middle school where the learning centers were located.

The evaluation team also used a quasi-experimental design to analyze academic and non-academic outcomes for students in the iPrep Math program compared to students in the 49 middle schools who were enrolled in equivalent non-iPrep math courses. Academic outcomes include FCAT Math and Algebra End-of-Course exams. Non-academic outcomes are absences and suspensions.

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by s.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 section 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 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 s. 1011.62(12)(c), F.S., charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in s. 1002.33(17)(b).

Districts may also choose to provide funds to schools within the school district through a competitive process as outlined in s. 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 2014-15 school year.

Enter the district student performance outcomes for 2014-15 that will be directly impacted by the DCP Allocation below:

Student Performance Outcomes		Baseline	Target
1.	Increase graduation rate at district high schools	77.2%	78.5%
2.	Increase % of 7th grade students scoring at or above proficiency on the Civics End-of-course (EOC) Exam	NA	50%

The Civics End-of-Course assessment was administered in 2013-14 as a baseline year and results were only provided in T-score. The FLDOE has not yet released the standard setting results.

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:

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	Purchase and implement 8,000 mobile devices (tablets) in 7th grade civics classrooms	Aug/Sept 2014	$4,440,000*	All schools servicing 7th grade students	#2

**M-DCPS total allocation, including charter schools, is $3,100,000. The District non-charter will be used to offset the cost of mobile devices for 7th grade civics classrooms purchased through the Banc of America Technology lease.*

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**
Purchase and implement 23,000 mobile devices (tablets) for 9th grade students and students enrolled in 9th grade World History	Banc of America Lease
Purchase and implement 12,000 mobile devices (laptops) for all elementary schools to bring schools up to a 3:1 student to computer ratio	Banc of America Lease
Purchase and implement 2,500 mobile devices (laptops/tablets) for Education Transformation Office – Jumpstart 1:1 Elementary Laptop Program	Banc of America Lease

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.

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.	• Tablets will be purchased by July 2014 - (Instructional Technology) • Tablets will be delivered by August 2014 - United Data Technologies (UDT) • Deliveries and request for additional quantities will be monitored by Instructional Technology (IT) • Requests for troubleshooting and laptop image issues will be monitored by Information Technology Services (ITS)	After the successful distribution of the devices, student use of the technology in the 7th grade civics classes will be measured by student performance on the civics EOC

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, s.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.

Miami-Dade County Public Schools partnered with Intel and Educational Collaborators to review and evaluate the district's launching of its 21st Century learning initiative that involves a mobile device program. Funded by Intel, the evaluation of the district's 1:1 initiative used focus groups and interviews of Miami-Dade staff, students and service partners. The evaluation and final report documented the preparation the district has already accomplished as well as provided next step recommendations for the initiative.

Goals of the Engagement

- Apply best practices to the program within the context of the District's unique culture and environment
- Significantly reduce the likelihood of costly implementation challenges
- Uncover key issues not previously considered
- Ensure appropriate levels of consensus around the project plan
- Provide for formal documentation of the overall plan, post RFP
- Increase the efficacy of time and effort the district will spend on the one-to-one/BYOD initiative

The *One-to-One/BYOD Implementation Plan Review – Final Report* submitted by Educational Collaborators can be accessed via the following link:
http://attachmentManagerFiles.dadeschools.net/getFile.ashx?id=FP9~!6e~!8vsWhsd68Yr9CM9ZA3nlhFiXu/DJ~!v5C1JaptRt8hTFW2jVpmXH5GGEyD&app=AttachmentManager

C) Professional Development

Miami-Dade County Schools (M-DCPS) has launched an initiative to bring together different technologies – mobile devices, interactive whiteboards, streaming media, digital content – to enhance student learning, by increasing student engagement and student technology literacy. The District's Digital Convergence Plan (DCP) is a fundamental evolution of the structure and environment of education in our schools. Educators need to connect with students so that instruction is relevant and engaging. To this end, the Florida Department of Education's grant opportunity, *Professional Development for Digital Learning*, will deliver timely support to the District's Digital Convergence initiative. A detailed description of the project, including scope of work, deliverables, and cost are provided in the attached proposal.

As part of the DCP, 11,000 classrooms across M-DCPS feature Promethean's ActivBoard interactive whiteboards, prioritizing the need for highly engaging, interactive digital content. Through funding provided by this grant, M-DCPS will offer teachers and students a selection of high-quality digital learning resources, Promethean ActivBoard Flipcharts, that will be developed through a partnership with Discovery Education, a leader in the industry of developing digital content for education. These resources will be aligned to current state standards in the core content areas of English/Language Arts, Mathematics, and Social Sciences for students.

Of the seven approved projects, this District's grant application will address number seven (7): Professional development aligned with:

- Developing Digital Content
- Employing technology in the Content Areas
- Educational technology leadership and management

In order to ensure that teachers understand how to embed the Promethean ActivBoard Flipcharts within classroom instruction and maximize their benefit for student learning, the District will provide professional development as an in-kind match. Discovery Education's trainers will deliver face-to-face-training for teachers, building professional knowledge that will enable them to complement core instructional materials with digital learning in whole-class or small-group instructional settings.

M-DCPS students will benefit from this project funded by the *Professional Development for Digital Learning Grant* by having access to much-needed online learning tools in the form of ActivInspire Flipcharts.

The MIP components tied to technology integration can be accessed via the following link:
http://attachmentManagerFiles.dadeschools.net/getFile.ashx?id=FP9~!6e~!8vsX84STrr74o6LvLnqr9UHTNOBfCbrReMlJb/F7U6klkeowUdJm9q8P6&app=AttachmentManager

Implementation Plan for C) Professional Development:

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.	Discovery Education will develop forty-eight ActivInspire Flipcharts for grades 6-9, covering a variety of topics or concepts recommended by M-DCPS for the core content areas of English Language Arts, Mathematics, and Social Sciences (grade 7 Civics and grade 9 World History.) Flipcharts will be available for teacher use by February 2015.	Staggered timeline over a twelve week period from the receipt of grant award	$1,250 per Flipchart 48 flipcharts x $1,250 =$60,000 $12,000 Platform/System Integration Fee (one-time fee)	All middle and senior high schools	#1 #2
C.2.	Each Flipchart will include at least one assessment that is technology-enhanced to provide students with opportunities to practice such actions as drag and drop, classification and plotting points.	Staggered timeline over a twelve week period from the receipt of grant award		All middle and senior high schools	#1 #2
C.3.	Professional development sessions will be scheduled by the District and delivered by Discovery Education's trainers. These will include a segment on the features and use of ActivInspire Flipcharts to support instruction and digital learning.	Throughout the 2014-2015 school year	Miami-Dade County Public Schools in-kind match	All middle and senior high schools	#1 #2

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

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.

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1. Discovery Education will develop forty-eight ActivInspire Flipcharts for grades 6-9, covering a variety of topics or concepts recommended by M-DCPS for the core content areas of English Language Arts, Mathematics, and Social Sciences (grade 7 Civics and grade 9 World History.) Flipcharts will be available for teacher use by February 2015.	• Grade 6: Twelve flipcharts. Six topics for English/Language Arts and 6 topics for Mathematics • Grade 7: Eighteen flipcharts. Six topics for English/Language Arts, 6 topics for Mathematics and 6 topics for Civics. • Grade 8: Twelve flipcharts. Six topics for English/Language Arts and six topics for Mathematics. • Grade 9: Six flipcharts on World History topics.	Teacher participation in February Professional Development Day to introduce flipcharts
C.2. Each Flipchart will include at least one assessment that is technology-enhanced to provide students with opportunities to practice such actions as drag and drop, classification and plotting points.		Student performance on flipchart assessment tool measuring success on subject area assignments.
C.3. Professional development sessions will be scheduled by the District and delivered by Discovery Education's trainers. These will include a segment on the features and use of ActivInspire Flipcharts to support instruction and digital learning.	M-DCPS registration rosters for professional development sessions.	Teacher participation in Discovery Education PD sessions during 2014-2015.

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:

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
Integrate additional instructional materials into the digital tools system for grades K-8	Instructional Materials Allocation
Integrate instructional materials into the digital tools system for 9th grade World History	Instructional Materials Allocation
Integrate Industry Certification instructional materials and assessments into the 9-12 CTE curriculum	Carl Perkins M-DCPS Added Bonus FTE funding

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:

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
Purchase and implement 12,000 mobile devices (laptops) for all elementary schools to bring schools up to a 3 to 1 student to computer ratio	Banc of America Lease
Purchase and implement 2,500 mobile devices (laptops) for Education Transformation Office – Jumpstart Elementary 1:1 Laptop Program	Banc of America Lease

2014-2015
DISTRICT-WIDE SUPPORT

TIER 1 SCHOOLS* **(8/18/14 – 11/26/14)** **SUPPORT PROVIDER: OAT DIVISION OF ACADEMIC SUPPORT**	**TIER 1 WATCH SCHOOLS*** **(8/18/14 – 11/26/14)** **SUPPORT PROVIDER: OAT DIVISION OF ACADEMIC SUPPORT**	**TIER 2 SCHOOLS** **SUPPORT PROVIDER: OAT DIVISION OF ACADEMIC SUPPORT**	**RELEASED SCHOOLS** **SUPPORT PROVIDER: OAT DIVISION OF ACADEMICS**	**TIER 3 SCHOOLS** **SUPPORT PROVIDER: ETO**
Schools **scoring 61 percent or higher in both Reading and Math** will be provided ongoing support from the CSS within the Office of School Improvement in the development of strategic action plans that maximize the available resources at each school. These action plans will be reviewed and updated at the end of each assessment period. Monthly content-specific professional development for instructional coaches and school liaisons focused on literacy and mathematics. Ongoing professional development aligned to new instructional materials and resources. Monthly content-specific principal instructional rounds. Instructional coaches (if applicable) will participate in the OAT iCADS.	Bi-monthly full day support from a Literacy and/or Math CSS for the content area(s) that was **between 51-60 percent proficient on the 2014 FCAT.** In order to maximize support, OAT will work with each Region Center at the end of each interim assessment window to determine if schools need to be added or released from the Watch List. The total number of schools for each region will not exceed the initial number of schools placed on the initial Watch List. Regional Level DATA COM at the end of each assessment period. Monthly content-specific professional development for instructional coaches and school liaisons focused on literacy and mathematics. Instructional coaches (if applicable) will participate in the OAT iCADS.	Weekly full day support from a Literacy and/or Math CSS for the content area(s) that was **under 50 percent proficient**. Two Instructional Reviews by OAT and Regional Staff will be held to review school data for the content area that is receiving support. These reviews will ensure that support is aligned to the needs of the students and will clearly define expected outcomes, as well as the roles and responsibilities of all school-site support personnel (September and December 2014). Monthly content specific professional development for instructional coaches and school liaisons focused on literacy and mathematics. Instructional coaches (if applicable) will participate in the OAT iCADS.	Weekly full day support from Literacy CSS. Bi-monthly full day support from Math CSS. Bi-monthly half day support from Science CSS. Bi-monthly half -day support from Social Sciences CSS (for Civics) and bi-monthly full day support (for US History) Two Instructional Reviews by OAT and Regional Staff will be held to provide feedback on instructional practices and collaborate on the development of action plans for this year (September and December 2014). Additionally, the review will clearly define expected outcomes and the roles and responsibilities of all school-site support personnel. Monthly content specific professional development for instructional coaches and/or school liaisons focused on literacy, mathematics, science and social sciences. Coaches will participate in OAT iCADS and the Fall OAT Coaching Academy.	Bi-monthly support from Content Specific Instructional Supervisors in the areas of Literacy, Math, and Science. Weekly full day support from Literacy CSS. Weekly full day support from Math CSS. Bi-monthly half day support from Science CSS.

**Schools within Tier 1 will be monitored and prioritized after every assessment.*
*** iHeat School*

Revised 9/26/2014