Duval County Public School's Digital Classroom Plan

2014 - 2015

DCPS Digital Classroom Plan Table of Contents

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Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

1.1 District Mission and Vision Statements

District Mission - To provide educational excellence in every school, in every classroom, for every student, every day.

District Vision - Every student is inspired and prepared for success in college or a career, and life.

1.2 District Profile

Duval County is the 6th largest school district in Florida and the 22nd largest school district in the nation with a student population of 128,158 students as of September 2014. The district covers a geographical area of 841 square miles and has 183 schools with over 850,000 residents.

Duval County District Facts for School Year 2014-2015

DCPS School Facts

- 104 Elementary schools
- (2) K-8 Schools
- 24 Middle Schools
- (2) 6-12 Schools
- 19 High Schools
- 21 Charter Schools
- 3 Exceptional Centers
- 7 Alternative Schools
- 1 Virtual School

DCPS Student Demographics

- 128,158 students
- 44% Black, 39% White, 9% Hispanic, 4% Asian/Pacific Islander, Multi-Racial 4%
- Graduation rate 72.1% Federal Formula
- 21,111 Exceptional Education students (mentally, physically, emotionally handicapped, learning disabled or gifted)
- Percentage of Students on Free/Reduced Lunch: 54%
- Average expenditure per pupil: $ 7,947

DCPS Staff Facts

- 14,059 employees – (includes full-time and part-time) making the district one of the largest employers in the county
- 8,441 teachers

1.3 District Technology Planning Team

Title/Role	Name:	Email/Phone:
Executive Director of Information Technology	Jim Culbert	culbertj@duvalschools.org
Assistant Superintendent of Curriculum and Instruction	Mason Davis	davisw2@duavlschools.org
Chief Financial Officer	LaTrell Edwards	edwardsl5@duvalschools.org
Assistant Superintendent of Accountability and Assessment	Andrew Post	posta@duvalschools.org
Assistant Superintendent of School Choice	Pearl Roziers	roziersp@duvalschools.org
Chief of Schools	Addison Davis	davisa2@duvalschools.org
Instructional Technology	Katherine Hart	hartk@duvalschools.org
Executive Director of Career and Technical Education	Arlinda Smith	smitha28@duvalschools.org
Director of Assessment Services	Tom Scott	scottt3@duvalschools.org
Research and Evaluation	Heather Henry	henryh1@duvaschools.org
Research and Evaluation Supervisor	Richard Goodpasture	goodpastur@duvalschools.org
School Improvement Supervisor	Niki Micheau	micheaun@duvalschools.org
Principal of Virtual Learning	Mark Ertel	ertelm@duvalschools.org

1.4 Planning Process

The DCPS Digital Classroom planning process started with the district technology planning team meeting to discuss what the district considered vital and critically important in relation to digital learning implementation and student performance outcomes. A district needs assessment was conducted to discuss student performance outcomes, technology infrastructure, professional development, online assessments, instructional technology, blended learning, CAPE, goal setting, and project management. In turn, district technology planning team members worked with area specialists to collaborate on and complete portions of the plan. The group met frequently to discuss the processes, resources, barriers, needs, and strategies needed to fully implement the plan. After the needs assessment process, goals with measurable targets were developed. This was accompanied by developing a process to monitor the

plan for fidelity of implementation and a framework for comparing the total cost of ownership to the overall return on investment.

Technology planning team members met with the District Advisory Council (DAC) for input and feedback on the plan. The DAC represents and consists of the superintendent, district staff, parents, students, community members, school board members, PTSA, special needs support group members, city council, community activists, business partners, nonprofit organizations, food services, and other stakeholders.

District technology planning team members have school contacts to ensure the facilitation of information, action steps, and professional development at each site. School contacts include professional development facilitators, ESE liaisons, ESOL leads, technology contacts, instructional coaches, teacher leaders, department chairs and school leadership team members. Additionally, core team members are responsible for ensuring the components of the digital classroom plan are integrated in all areas of the curriculum at the district and school level. An information pipeline for communicating the plan, tasks, and project benchmarks will be used to ensure performance indicators are met. Each school has a principal and school technology contact (STC) that will be fully used for two way communication with the district to communicate development and implementation of the digital classroom plan. The principal and STC will collaboratively manage local site implementation with support from the district establishing school technology integration teams.

1.5 Multi-Tiered System of Supports (MTSS)

The district technology planning team reviewed performance data of the district and school sites to develop a theory of action with associated performance measures in context of the districts greatest strengths and needs in the area of integrating technology. Data categories reviewed included student performance data, school process data, demographic data, and student perception data. Specifically, Annual Measurable Objective (AMO) Data, School Grade student performance outcomes, DCPS District Improvement and Assistance Plan (DIAP) goal outcomes, the Florida Innovates survey, course performance data, teacher evaluation metrics, and district assessment data. Additionally, DCPS went through an accreditation during the 2013-14 school year and findings from that process were used to inform action steps that were included in the DCPS Digital Classroom Plan.

District and school systems are in place for implementation and monitoring efforts for the implementation plan. Targets for the 2014-15 school year impact several content areas. Monitoring processes are in place to ensure fidelity of implementation and assessment of the effectiveness of implementation. An information pipeline communicating the plan, tasks, and project benchmarks will be used to ensure performance indicators are met. Each school has a principal and school technology contact (STC) that will be fully used for two way communication with the district to communicate development and implementation of the digital classroom plan. The principal and STC will be used as local project managers to ensure project benchmarks are met in the different content areas (i.e. K-1 reading, 12th grade government, blended learning, data driven differentiated instruction, etc.) and school wide. Implementation indicators will be included in classroom walkthroughs, data chats, formative and summative student performance results, and PLC discussions to reveal strengths, weaknesses, threats, and opportunities that exist within the overall implementation. Capacity will be built with program implementation through the school leadership team, coaches, teacher leaders, and model classrooms.

Parent, community member, and stakeholder involvement is supported through various means in Duval County. Communication of project needs, accountability, and outcomes will be facilitated through the efforts of the School Advisory Council (SAC). School SACs include representation from the principal, parents, teachers, students, PTSA, educational support employees, community members and stakeholders. This allows major stakeholder groups to be included with processes occurring with the implementation of the digital classroom plan as it relates to school improvement. To support continuity of the items and initiatives discussed at SAC meetings, SACs feed into Area Advisory Councils (AAC). Area Advisory Councils include all of the schools in a feeder pattern for a specific high school. Area meetings will provide a venue for communication project successes and barriers within school feeder patterns. Each Area Advisory Council is represented on the District Advisory Council (DAC). The superintendent is a member of DAC as well as school board members. The DAC also includes key stakeholder representation such as the district PTSA, district ESE advocate organization, city council, business owners, district service providers, nonprofit partners, food services, academic services, and superintendent cabinet members. Updates from the implementation of the digital plan will be shared at DAC meetings in an effort to engage and involve stakeholders. In turn, updates will be shared with the public via televised school board meetings.

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

Highest Student Achievement - Student Performance Outcomes

Districts shall improve classroom teaching and learning to enable all students to be digital learners with access to digital tools and resources for the full integration of the Florida Standards.

After completing the suggested activities for determining the student performance outcomes described in the DCP guidance document, complete the table below with the targeted goals for each school grade component. Districts may add additional student performance outcomes as appropriate.

Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	ELA Student Achievement (AMO)	53%	58%	2015
2.	Math Student Achievement (AMO)	56%	60%	2015
3.	Science Student Achievement	55%	60%	2015
4.	ELA Learning Gains	62%	66%	2015
5.	Math Learning Gains	62%	66%	2015
6.	ELA Learning Gains of the Low 25%	60%	64%	2015
7.	Math Learning Gains of the Low 25%	61%	65%	2015
8.	Overall, 4-year Graduation Rate	72%	75%	2015
9.	Acceleration Success Rate	61%	65%	2015
Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	K-1 student learning gains in reading	65%	69%	2015
2.	Algebra I Course completion rate for (6-8) middle school students	88%	93%	2015

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	2:1	2017
2.	Count of student instructional desktop computers meeting specifications	40,885	37,000	2017
3.	Count of student instructional mobile computers (laptops) meeting specifications	12,975	28,000	2017
4.	Count of student web-thin client computers meeting specifications	0	0	N/A
5.	Count of student large screen tablets meeting specifications	0	0	N/A
6.	Percent of schools meeting recommended bandwidth standard	86%	92%	2017
7.	Percent of wireless classrooms (802.11n or higher)	16%	100%	2017

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	 10% 30% 35% 15% 10%	 5% 10% 20% 35% 30%	2017
2.	Average Teacher technology integration via the TIM (Elementary Schools) • Entry • Adoption • Adaptation • Infusion • Transformation	 10% 30% 35% 15% 10%	 5% 10% 20% 35% 30%	2017
3.	Average Teacher technology integration via the TIM (Middle Schools) • Entry • Adoption • Adaptation • Infusion • Transformation	 10% 20% 35% 20% 15%	 5% 10% 15% 40% 30%	2017
4.	Average Teacher technology integration via the TIM (High Schools) • Entry • Adoption • Adaptation • Infusion • Transformation	 10% 20% 35% 20% 15%	 5% 10% 15% 40% 30%	2017
5.	Average Teacher technology integration via the TIM (Combination Schools) • Entry • Adoption • Adaptation • Infusion • Transformation	 10% 30% 35% 15% 10%	 5% 10% 20% 35% 30%	2017

Seamless Articulation and Maximum Access - Digital Tools

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

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

Baseline Response:	Target Response:
Fully implemented	Will continue to support and employ in classrooms
Partially implemented	Will work to implement and employ
Partially implemented	Maintain system
No system in place	Will work to implement and employ
No system in place	No plans to address at this time

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 uses it to create aligned curriculum guides.	Fully Implemented	Will continue to support and employ in classrooms	2014
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Partially implemented	Will work to implement and employ	2015
3.	Implementation status of a system that	Partially	Maintain	2016

	supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	implemented	system	
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Fully implemented	Will continue to support and employ in classrooms	2014
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	2016
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	Fully implemented	Will continue to support and employ in classrooms	2014
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.	Partially implemented	Maintain system	2015
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	Will continue to support and employ in classrooms	2014
9.	Implementation status of a system that	Fully	Will	2014

	provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	implemented	continue to support and employ in classrooms	
Digital Tools Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved *(year)*
10.	Systems Portal for Teachers, Students, Parents, and Community Partners	Partially implemented	Will work to implement and employ	2016

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)	21,356	30,000	2016
Online Assessments Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved *(year)*
3.				
4.				
5.				

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.

Duval County Public School - Goals

Develop Great Educators and Leaders

Strategies

- Provide teachers and students with the tools and resources necessary to meet the demands of the New Florida Standards and students' individual needs.
- Recruit, employ, and retain high quality, diverse teachers, instructional leaders, and staff.
- Provide ongoing professional learning and support to develop all teachers, instructional leaders, and staff.

Engage Parents, Caregivers, & Community

Strategies

- Establish and sustain a culture that is collaborative, transparent, and child-centric.
- Create a welcoming, respectful, and responsive environment for all stakeholders that leads to open lines of communication.
- Expand partnerships and ensure alignment between district strategic plan and community, government, non-profit, and business initiatives.

Ensure Effective, Equitable, & Efficient Use of Resources

Strategies

- Ensure the use of district funds is transparent, strategic, and aligned.
- Distribute district-wide programs and resources in an equitable manner.
- Deploy information technology that supports the academic needs of all students, teachers, and staff.

Develop the Whole Child

Strategies

- Facilitate and align effective academic, health, and social-emotional services for students based on needs.
- Address the needs of all students with multiple opportunities for enrichment.
- Encourage positive behavior, respect towards others, and ensure safe environments throughout the school district.

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.

District Strategies

Goal Addressed	Strategy	Measurement	Timeline
Develop Great Educators and Leaders	Supply teachers and primary students with high quality digital content aligned to the Florida Standards.	Purchase Innovations for Learning Instructional Materials in digital format to facilitate early introduction of students to computer based learning.	100% of purchase will occur prior to the opening of school and teacher professional development will be facilitated prior to the deployment of the program.
Develop Great Educators and Leaders Ensure Effective, Equitable, & Efficient Use of Resources	Create an infrastructure that supports the security of electronic devices and the distribution of content to those devices.	Purchase the MDM product and deploy to all applicable devices.	Purchase the product prior to the start of school and have 100% of devices online by October 15th.
Ensure Effective, Equitable, & Efficient Use of Resources	Continue support and implementation of an integrated communications system that facilitates students e-mail accounts, teacher online collaboration, and delivery of digital	Purchase the Gaggle licenses and roster students and teachers.	All students and teachers will have active accounts by October 15th.

	content.		
Develop Great Educators and Leaders Engage Parents, Caregivers, & Community	Supply teachers, parents, and students with a high quality data and assessment portal to facilitate online assessments and data analysis.	Purchase Performance Matters and provide teacher training to all schools. Fully implement data analysis and assessment system.	2014 - Ongoing
Develop Great Educators and Leaders	Provide support of a blended learning curriculum to aide high school seniors with attaining their virtual credit required for graduation.	Purchase the Edgenuity platform, schedule students into blended learning courses for American Government, and provide teacher PD.	2014 - 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.

Develop Great Educators and Leaders	Provide teachers with professional development aligned with the Florida Standards in Algebra I.	Contract with Carnegie Learning to provide the PD to accompany the effective delivery digital content.	2014 - Ongoing

October 2014, Duval County submitted a Request for Application for a Race to the Top Professional Development for Digital Learning grant. The total grant amount is $75,000 and will impact middle school Algebra I Enrichment teachers. Digital strategies will be incorporated with core curriculum implementation to increase the overall successful course completion rate. The district will develop requisite instructional capabilities for developing, delivering, evaluating, and maintaining instructional materials. The district will contract for services to implement professional development activities aligned to middle school Algebra I enrichment courses that will (1)develop digital content using instructional design techniques with interactive whiteboards and digital devices, (2) employ technology in Algebra I using production, simulation, communications, and assessment software, and (3) emphasize educational technology leadership and management with cross-curriculum development, department level management

and supervision, and school level evaluation of digital instruction using the teacher evaluation instrument.

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).

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 district wide reading comprehension skills of K-1 students using Innovations for Learning	65%	69%
2.	Increase district wide ELA Student Achievement implementing Performance Matters for data driven differentiated instruction and performance assessments	53%	58%
3.	Increase district wide Math Student Achievement implementing Performance Matters for data driven differentiated instruction and performance assessments	56%	60%
4.	Improve district wide graduation rate implementing blended learning for high school seniors	72%	75%
5.	Improve Algebra I course completion for middle school students by implementing professional development which supports digital instruction and content development.	88%	93%

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.					
B.2.					
B.3.					
B.4.					

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

Brief description of other activities	Other funding source
QZAB I Project: High Density Wireless in 41 schools. Eleven middle schools were deployed at a 2:1 student to computer ratio. The remaining 30 elementary schools were deployed at a 3:1 student to computer ratio (iPads in grades K-1).	QZAB I Bond
QZAB II Project: High Density Wireless in 116 schools. Student laptops in Middle School deployed at a 2:1 student to computer ratio.	QZAB II Bond
Increase student internet access from 1 GB to 10 GB	Bandwidth Grant
Student Laptops refreshed on a 5 year life-	District Capital Funds

cycle.	

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.		
B.2.		
B.3.		
B.4.		

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.

Other Activities funded by Other Sources

The DCP allocation is not being utilized for technology and infrastructure needs. The evaluation of activities funded by QZAB I and II Bonds is being conducted by a third party. Also, bi-monthly meetings are conducted to monitor all IT project progress and keep all stakeholders informed of project status. IT Capital projects are monitored by a weekly status report posted in the IT SharePoint site that are reviewed weekly by IT Leadership and IT Operations Support Staff.

C) Professional Development

State recommendations for digital learning professional development include at a minimum, – High Quality Master In-service Plan (MIP) Components that address:

- School leadership "look-fors" on quality digital learning processes in the classroom
- Educator capacity to use available technology

- Instructional lesson planning using digital resources
- Student digital learning practices

These MIP components should include participant implementation agreements that address issues arising in needs analyses and be supported by school level monitoring and feedback processes supporting educator growth related to digital learning.

Please insert links to the district MIP to support this area, attach a draft as an appendix to the district DCP or provide deliverables on how this will be addressed.

Duval County Public Schools Master In-Service Plan - The Master In-Service Plan (M.I.P.) is a legal document that has met the local and state requirements. Duval County Public Schools Master In-service Plan was approved by the School Board and submitted to the Florida Department of Education (FDOE) for final approval. A link to the plan is http://www.duvalschools.org/Page/8008. A Sample MIP component is located in Appendix A.

Implementation Plan for C) Professional Development

The plan should include process for scheduling delivery of the district's MIP components on digital learning and identify other school based processes that will provide on-going support for professional development on digital learning.

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.	120 of teachers participate in Innovations for Learning PD	August 2015	$0	District	Develop Great Educators and Leaders
C.2.	All district instructional personnel received or will receive training on the Performance Matters platform.	March 2015	$37,500	District	Develop Great Educators and Leaders
C.3.	25 of teachers will participate in training with Edgenuity regarding teaching in a blended	February 2015	$14,000	District High Schools	Develop Great Educators and Leaders

	learning environment.				
C.4.	150 teachers will participate in PD targeting serving students in the Algebra I Enrichment classes.	June 2015	$74,000	District Middle Schools and RTTT Charter Schools	Develop Great Educators and Leaders

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

Brief description of other activities	Other funding source

Evaluation and Success Criteria for C) Professional Development

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

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	Monitor progress through ERO	20% personnel attend training during the summer PD sessions
C.2.	Sign in sheets during training	90% attend training
C.3.	Record Schools that receive training	90% of goal trained
C.4.	Record Schools that receive training	90% of schools receive training

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

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome (from Section A)
D.1.	Implement a new District wide system to manage, assess, and monitor student learning and performance using Performance Matters.	2014-2015	$625,000	District	Develop Great Educators and Leaders
D.2.	Implement a new Curriculum Guide website housing the guides and resources for teachers.	2014-2015	Internal Staff	District	Develop Great Educators and Leaders
D.3.	Integrate 150 sets of ICT Programming and Logic Essentials instructional materials into the third grade curriculum and offer 150 digital tool certificates	2014-15	$1,500	District	Develop Great Educators and Leaders Ensure Effective,

					Equitable, & Efficient Use of Resources
D.4.	Integrate 200 sets of ICT Multimedia Essentials instructional materials into the fifth grade curriculum and offer 200 digital tool certificates.	2014-15	$2,000	District	Develop Great Educators and Leaders Ensure Effective, Equitable, & Efficient Use of Resources
D.5.	Integrate 250 sets of ICT Cyber Security Essentials instructional materials into the sixth grade curriculum and offer 250 digital tool certificates.	2014-15	$2,500	District	Develop Great Educators and Leaders Ensure Effective, Equitable, & Efficient Use of Resources
D.6.	Integrate 250 sets of ICT Web Design Essentials instructional materials into the seventh grade curriculum and offer 250 digital tool certificates.	2014-15	$2,500	District	Develop Great Educators and Leaders Ensure Effective, Equitable, & Efficient Use of Resources
D.7.	Integrate 400 sets of ICT Gaming Essentials instructional materials into the eighth grade	2014-15	$2,500	District	Develop Great Educators and

	English and Social Studies curricula and offer 4000 digital tool certificates.				Leaders Ensure Effective, Equitable, & Efficient Use of Resources
D.8.	Integrate 7,500 sets of ICT Communications Essentials instructional materials into each sixth grade course district wide and offer 7,500 digital tool certificates.	2014-15	$75,000	District	Develop Great Educators and Leaders Ensure Effective, Equitable, & Efficient Use of Resources

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

Brief description of other activities	Other funding source

Evaluation and Success Criteria for D) Digital Tools

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

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	Monitor student achievement of digital tool certificates.	50 percent of student candidates will earn the ICT Programming & Logic Essentials Certificate.
D.2.	Monitor student achievement of digital tool certificates.	50 percent of student candidates will earn the ICT Multimedia Essentials Certificate.
D.3.	Monitor student achievement of digital tool certificates.	50 percent of student candidates will earn the ICT Cyber Security Essentials Certificate.
D.4.	Monitor student achievement of digital tool certificates.	50 percent of student candidates will earn the ICT Web Design Essentials Certificate.
D.5.	Monitor student achievement of digital tool certificates.	50 percent of student candidates will earn the ICT Gaming Essentials Certificate.
D.6.	Monitor student achievement of digital tool certificates.	75 Percent of student candidates will earn the ICT Communications Essentials Certificate.

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

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome (from Section A)
E.1.	Implement technology enhanced items for local assessments using the Performance Matters Platform	2014-2015	Included in Performance Matters cost	District	Develop Great Educators and Leaders
E.2.	Implement system for teachers to develop and administer their own assessments using the Performance Matters Platform	2014-2015	Included in Performance Matters cost	District	Develop Great Educators and Leaders
E.3.	Implement skill deficiency assessments for Reading	2014-2015	$1.9 Million	District	Develop Great Educators and Leaders
E.4.	Implement skill deficiency assessments for Mathematics	2014-2015	$1.7 Million	District	Develop Great Educators and Leaders

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

Brief description of other activities	Other funding source

Evaluation and Success Criteria for E) Online Assessments

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

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Measure % OLA vs Scanned test results	Increase the use of OLA vs Scanned test results by 20% as compared to the 13-14 school year.
E.2.	Measure % of Teachers utilizing teacher made assessments	At least 30% develop or use a teacher created assessment using Performance Matters
E.3.		
E.4.		

APPENDIX A - Sample Master In-Service Component

TITLE: Integrating Technology and Instruction

NUMBER: 3-003-03-00 POINTS TO BE EARNED: 120

GENERAL OBJECTIVES:

As the third of three master components in technology training, the following objectives serve as the basis for a fundamental course of study in integrating technology and instruction. All in-service activities will be conducted FOR SPECIFIED SUBJECT CONTENT AREAS AND GRADE LEVELS, (i.e., applications in language arts, mathematics, science, social studies, exceptional student education, foreign language, computer education, educational media, vocational areas, etc.) Training may consist of concentration in one or more areas or may be based on a select combination of objectives, permitting an individualized-needs approach to in-service design.

Participants should have completed a combination of objectives totaling at least 6 hours in EITHER *Introduction to Technology and Media* OR *Technology Applications* prior to beginning classroom applications, or should possess equivalent skills to those contained in the basic skills components.

1. Participants will demonstrate ability to integrate a variety of technology tools and applications for effective classroom presentations, increased teacher-student interaction, and for academic enhancement.

2. Participants will demonstrate effective classroom management for maximum utilization of technology resources for specified students.

3. Participants will demonstrate ability to evaluate, select and use appropriate technology resources to support classroom instruction for specified grade levels and subject areas.

4. Participants will demonstrate knowledge of current media and methods used in video teleconferencing, telecommunications, distance learning and other traditional or emerging instructional technologies.

5. Participants will demonstrate skill in using technology for increased teacher and student productivity, (i.e., creating and managing classroom materials, lesson planning, testing, generating academic and disciplinary records and reports, presentations, research, and database/spreadsheet functions, etc.)

6. Participants will demonstrate skill in using and/or creating instructional video, multimedia, and Web resources for specified grade levels and/or subject areas.

7. Participants will demonstrate skill in instructing students in use of computers,

peripherals, software and a variety of technology tools.

8. Participants will demonstrate ability to guide and evaluate student-produced assignments and projects, which incorporate technology resources for specified grade levels and subject areas.

9. Participants will demonstrate the ability to develop technology-infused lessons and activities that focus on deductive reasoning and critical thinking.

SPECIFIC OBJECTIVES APPLIED TO SUBJECT AREA (BY TOPIC):

USING TECHNOLOGY IN INSTRUCTION

Having acquired basic skills in operating computers and other technology tools, participants will increase their ability to apply, integrate, and evaluate technology resources for instruction in specific content areas for targeted grade levels. They will also acquire knowledge and skills related to using Web resources and distance learning technologies for instruction.

USING PRODUCTIVITY TOOLS IN THE CLASSROOM

Participants will demonstrate ability to use instructional software and productivity tools, such as word processing, spreadsheet, database, presentation, Internet and authoring software (and integrated applications which include these programs), for creating instructional materials, improving classroom management, increasing personal efficiency and communicating more effectively.

USING MULTIMEDIA TECHNOLOGY IN INSTRUCTION

Having acquired basic skills in using hypermedia and presentation software along with a variety of multimedia tools and resources, participants will begin to effectively apply their abilities to selecting, using and creating multimedia resources to produce intended student outcomes in specified subject areas.

GUIDING STUDENT USE OF TECHNOLOGY

Participants will acquire ability to instruct and facilitate students in using computers and a variety of technology resources in a classroom setting. Objectives seek to build students' technical skills and to foster media literacy so that they may improve academic achievement, develop greater individual and group problem-solving abilities and demonstrate increased creativity and motivation.

To achieve these objectives, participants will assist students in using a variety of technology tools and applications to increase classroom productivity and cooperation, and to complete assignments, reports and projects. *The following teacher training objectives DO NOT represent a comprehensive course of study in computer education of all students. The intent of this training is to provide a basis, or set of basic skills, for teachers who guide students in ongoing use of computers and other technology resources as LEARNING TOOLS for specified subject areas.*

DELIVERY:

Training will be primarily sequential and will consist of short lectures and demonstrations combined with hands-on experience and individual/small-group practice. In addition to workshops, in-service activities may also include visitations and observations at model technology sites, use of videotape resources, distance-learning and interactive instructional tools, establishment of peer-training teams and prescriptive training techniques. Printed resource materials generally accompany each planned training component.

FOLLOW-UP (BY TOPIC):

USING TECHNOLOGY IN INSTRUCTION

1. Understanding of a variety of effective strategies for utilizing technology in the classroom including individual, small-group and whole-group instruction.

2. Knowledge of various ways to design technology learning centers for specific subject areas or to present and supplement thematic units.

3. Ability to produce a lesson plan that effectively incorporates technology resources as an integral part of a lesson or a thematic unit for targeted subject areas, standards, and grade-levels.

4. Skill in instructional delivery and presentation using a variety of technology resources, to increase effective teacher/student and student/student interaction, along with improved student motivation and academic performance.

5. Ability to diagnose individual student needs and to identify and prescribe appropriate technology resources for remedial instruction in specified subject areas.

6. Understanding of effective school and classroom management plans that will maximize teacher and student access to existing technology resources.

7. Understanding of effective classroom and lab arrangements to accommodate a variety of techniques for integrating technology within instruction for targeted subjects and students.

8. Knowledge of current national, state and district-level technology resources available to support instruction in specified subject areas and grade levels.

9. Ability to evaluate current software, multimedia courseware and other technology resources for instructional effectiveness.

10. Ability to effectively correlate technology resources and standards to

instructional objectives for specified subject areas and grade levels and use these resources to design lessons, which support classroom instruction.

11. Knowledge of methods for accessing current technology resources for specified subject areas and grade levels, including those available on disk, video, and/or electronic exchange, etc.

12. Ability to use specialized software and other specialized technology resources to evaluate and/or obtain instructional materials for intended instructional outcomes.

13. Knowledge of current trends in Internet and distance learning technologies.

14. Knowledge of methods for transmitting and receiving instruction and instructional resources via broadcast, closed-circuit (CCTV) systems, instructional television fixed systems (ITS), video conferencing and IP TV technology.

15. Knowledge of methods for using computer-based systems, including networks, and online access to support instruction.

16. Ability to plan and record a lesson for a specified instructional objective using video production technology.

17. Ability to plan and deliver a "live" television lesson for a specified instructional objective, intended for reception by students and remote site.

18. Ability to plan and execute a lesson for a specified instructional objective, which incorporates online information.

19. Knowledge of the capabilities and limitations of various current telecommunications system used in instruction.

USING PRODUCTIVITY TOOLS IN THE CLASSROOM

1. Knowledge of ways to use productivity tools as instructional resources in specified subject areas or for integrating curriculum.

2. Skill in effective use of productivity software and/or specialized software to create and manage instructional materials for specified subject areas.

3. Skill in effective uses of productivity software and/or specialized software to create lesson plans, class schedules, and work-group arrangements to improve classroom and time management for a targeted student group.

4. Skill in use of productivity software and/or specialized software to create tests and other relevant student assessment instruments in specified subject areas.

5. Skill in use of productivity software and/or specialized software to effectively record, manage and report data related to student discipline.

6. Skill in use of productivity software and/or specialized software used to create Individual Educational Plans (IEPs) or other prescriptive lesson plans.

7. Skill in use of productivity software and/or specialized software to effectively record and report individual student performance and group achievement in specified subject areas.

8. Skill in use of productivity software and/or specialized software to increase and improve communications with students, their parents and the community.

USING MULTIMEDIA TECHNOLOGY IN INSTRUCTION

1. Skill in effective presentation of instruction using teacher-created interactive courseware and accompanying print materials designed for particular subject areas.

2. Skill in selecting and repurposing multimedia materials to supplement or enhance instruction in specified subject areas.
3. Skill in effective utilization of television and video and Internet resources for instructional delivery in specified subject areas.

4. Skill in effective utilization of laserdisc resources for instructional delivery in a specified subject areas.

5. Skill in effective utilization of laserdisc, CD-ROM, DVD and Internet resources for instructional delivery in specified subject areas.

6. Knowledge of ways to use hypermedia and presentation software and related technology tools to enhance instruction in specified subject areas.

7. Ability to use hypermedia and presentation software and related technology tools to create multimedia materials for intended learning outcomes.

8. Ability to access and use current multimedia reference materials and online resources to support research and instruction in specified subject areas.

9. Ability to access and use multimedia resources available on a computer network (LAN) for instruction in specified subject areas.

10. Knowledge of ways to use video production as an instructional tool for specified subject areas or for integrating curriculum.

11. Skill in using video production tools to create instructional materials for specified subject areas or for integrating curriculum.

12. Ability to plan and produce an instructional multimedia products or presentations which support instruction for specific subject areas and grade levels.

GUIDING STUDENT USE OF TECHNOLOGY

1. Knowledge of strategies for introducing basic computer skills to students at various grade levels, which will maximize use of available resources.

2. Ability to write an instructional plan for introducing basic computer skills to students, at targeted grade levels, which will maximize use of available resources.

3. Skill in executing an instructional plan for introducing basic computer skills to students, using available classroom or school-wide resources.

4. Knowledge of ways to implement security measures and limit student access to hardware, software and other specified technology tools for given activities.

5. Knowledge of ways to locate prepared tutorials and learning aids for student use or to design directional materials for the classroom to assist students and/or improve classroom management.

6. Knowledge of strategies for managing a computer-based learning lab or mini-network for instruction in specified subject areas.

7. Knowledge of strategies for managing specialized programs of instruction in a computer-based learning lab or mini-network.

8. Skill in instructing and assisting students in utilizing specialized software to reinforce specific or remedial skills in a given subject area.

9. Skill in instructing and assisting students in use of “stand-alones” and workstations on a computer network (LAN) to access and use integrated productivity software.

10. Skill in instructing students and assisting in use of word processing and/or

desktop publishing, database/spreadsheet, presentation, and/or authoring programs to generate assignments and projects for specified subject areas.

11. Skill in instructing and assisting students in use of features available in productivity tools, such as draw, paint, graphing and charting to generate assignments and projects for specified subject areas and grade levels.

12. Knowledge of strategies for instructing and assisting students in use of specialized technology tools to assist in learning.

13. Skill in instructing and assisting students in use of online resources to conduct research, access information and enhance assignments and projects for specified subject areas and grade levels.

14. Skill in instructing and assisting students in use of current and emerging digital technology to conduct research, access information and to enhance assignments and projects for specified subject areas and grade levels.

15. Knowledge of strategies for instructing and assisting students in use of television, audio recording and/or video production technology to enhance assignments and projects for specified subject areas and grade levels.

16. Skill in instructing and assisting students in the audio recording and/or video production process to enhance learning and build group problem-solving skills in given subject areas and grade levels.

17. Skill in instructing and assisting students in the use of video production and/or audio recording technology to enhance assignments and build group problem-solving skills in given subject areas and grade levels.

18. Skill in instructing and assisting students in use of specialized applications including programming, robotics and/or computer assisted design (CAD) to enhance assignments, build problem-solving skills and creativity in given subject areas and grade levels.

19. Knowledge of strategies for instructing and assisting students in the use of computer-based multimedia technology tools to assist in learning in given subject areas and grade levels.

20. Skill in instructing and assisting students in use of prepared computer-based multimedia programs and databases designed for student exploration and study in thematic or integrated subject areas and grade levels.

21. Knowledge of strategies for instructing and assisting students in use of hypermedia technology tools to assist in learning in given subject areas and

grade levels.

22. Skill in instructing and assisting students in operation and use of multimedia equipment to enhance assignments and projects for specified subject areas and grade levels.

23. Skill in guiding individual students, small group and whole-groups in designing multimedia products and/or projects for a specified learning outcome.

LEARNING METHOD:	A	Workshop
EVALUATION(STUDENT):	C	Portfolios of student work EVALUATION
(STAFF):	D	Other changes in practices
IMPLEMENTATION METHOD:	P	Participant Product related to training

EVALUATION CRITERIA:

1. Performance-based objectives, which seek comprehension, skill or application- level ability, will be evaluated by observed performance and/or creation of an acceptable product by stated criteria. Results will be recorded on an associated performance checklist and/or a product will be submitted and evaluated. For successful completion of these objectives, the instructor must certify that the participant has achieved at least 80% of the intended outcomes as stated.

2. Participants must complete the Staff Development In-service Evaluation Form at the conclusion of each segment of planned training.

COMPONENT CONTACT(S): Supervisor, Instructional Technology