ESCAMBIA COUNTY SCHOOL DISTRICT
DIGITAL CLASSROOMS PLAN

The intent of the District Digital Classrooms Plan (DCP) is to provide a perspective on what the district considers being vital and critically important in relation to digital learning implementation, the improvement of student performance outcomes, and how this progress will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by s.1011.62(12)(b), F.S.

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

The mission statement of the District, "to provide an environment that creates opportunities for all students to achieve their highest potential while building a foundation for continuous learning," is posted in all schools and District departments, along with the Strategic Aims that accompany them. The aims include the following: highest student achievement; safe learning and working environment; high performing work force; and efficient and effective system.

The vision of the District is to "create a district where parents want to send their children, students want to learn, teachers want to teach, and employees want to work." This positive statement, along with the high expectations of the District's leadership, encompasses the commitment for all stakeholders.

In the Strategic Plan, the goals and objectives are clearly defined and measured. Each year, the plan is evaluated for progress and revisited for revisions. The five (5) pillars of the District are Service, Quality, People, Finance, and Environment. Committees of all stakeholders meet to discuss the goals and objectives, while the School Board considers recommendations for changes and input. Because of ownership from all divisions of the District to the Strategic Plan, it is the guiding document to set goals and objectives and to shape the budget.

The District has established the criteria for a modern technology configuration for classrooms that is included in the Strategic Plan. As facilities are upgraded and/or new facilities built, the technology configuration is a part of the plans. Each year, funding is allotted for the replacement of computers that are more than five (5) years old. This plan ensures all students and staff have access to appropriate technology.

Access to modern technology is necessary for several other Strategic Plan objectives including increasing the percentage of students scoring proficient as measured by the Florida Standards Assessment and Next Generation Sunshine State Standards End of

Course Exams, increasing the percentage of primary students scoring proficient as measured by the Discovery Education Assessment, increasing the number of industry certifications earned at the secondary and postsecondary levels, and increasing the percentage of students who graduate within four years with a standard diploma.

1.2 District Profile

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

Escambia County is located in the extreme northwestern corner of the State, bordered on the west and north by Alabama, on the east by Santa Rosa County, and on the South by the Gulf of Mexico. The County encompasses 661 square miles, or 420,480 acres, with an additional 64,000 acres of water area. From the Gulf of Mexico north to Alabama is a distance of approximately fifty (50) miles. The population is currently estimated at 305,817 with 18% of those below the poverty level (compared with 16% in Florida). Although the population completing high school is above the state average (87% in Escambia compared to 85% in Florida), the population completing a Bachelor's degree or higher is below the state average (23% in Escambia compared to 26% in Florida). The population has increased 3% within the last three years (2013 U.S. Census information).

The District's high poverty level, 65.20%, contributes to the achievement gap in student academic performance. A digital divide in students' proficiency in using digital tools for learning is also apparent within the population. Thirteen (13) district schools have poverty rankings above 90%, with six schools above 95% poverty. The District uses federal Title I funding as a way to improve the technology proficiency of students living in poverty by providing high quality instructional technology professional development and technical support targeted to our highest poverty schools and supporting school-based decisions to purchase technology for use in the classroom. Students in high poverty neighborhoods may not been exposed to routine use of technology in their homes as many of the parents are technology immigrants at best and have no available resources to develop these skills. Parents need to have access to student data systems as well as support for digital resources that support instruction. This includes instructional materials, original source documents, and other research. The Superintendent and School Board have established a task force to bring community leaders together with school district leaders to address the challenges that we face together.

The District has thirty-one (31) elementary schools including N. B. Cook School of the Arts, which is a lottery school with no attendance zone, and thirty (30) schools with attendance zones located within eight (8) geographical zones permitting parental choice within the zone. There are nine (9) middle schools, including Brown Barge Middle School for Able Learners, a lottery school with achievement requirements for eligibility, and eight (8) schools with attendance zones. The seven (7) high schools include West Florida High School of Advanced Technology, a college/career prep program that combines strong academics with career academies. West Florida's students are selected from a lottery. All other high schools have assigned zones. All middle and high schools with the exception of two overcapacity middle schools and one overcapacity high school have academies providing opportunities for parental choice at the secondary level.

The District offers international baccalaureate opportunities at the secondary level in two (2) schools. Workman Middle School is a Middle Years International Baccalaureate

Programme. Pensacola High School houses the International Baccalaureate Programme, a school within a school, for high school students.

The District provides gifted services for approximately 2,500 students in kindergarten through twelfth grade. Gifted services are provided in many elementary and middle schools and all high schools. Students not served within the traditional elementary or middle school setting may be served in a one-day per week program at the Program for Academically Talented Students (PATS) housed at Brown Barge Middle School for Able Learners.

The percentage of students with disabilities is 15%. The District provides specialized centers, programs, and services to meet the needs of these students. Services are available from birth to age twenty-two (22) and range from an inclusion model to services within a center school for students requiring intensive programs for emotional or significant cognitive disabilities. These services are based on a child's Individual Education Plan (IEP). The Escambia Westgate Center serves significantly disabled students and contains the specialized Snoezelin Center Complex.

Other specialized programs include pre-kindergarten, adult, and online programs. A pre-kindergarten program serves students, including migrant families, at the McMillan Center. The District also supports adult programs at the George Stone Technical Center. The Escambia Virtual Academy offers online instruction for home school students as well as for students who are accelerating or completing credit recovery. It also supports the high schools in meeting the needs of students who may want courses that are unavailable in their schools or who participate in the in-lieu of expulsion programs located on the campus.

For many years, the county saw a decline in population as a result of Hurricane Ivan in 2004 and challenging economic trends. In addition, the Deepwater Horizon Spill (Gulf Oil Spill) in the early summer of 2010 affected the Northwest Florida area beaches, with oil covering Pensacola Beach in July. Many local businesses closed, but a resurgence of new businesses has emerged, especially in downtown Pensacola. The housing industry is also seeing an upswing in both sales and new construction.

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:**
Director I-Information Technology/Information Technology District Contact	Tom Ingram	tingram@escambia.k12.fl.us, (850) 469-5326
Assistant Superintendent-Curriculum & Instruction/Curriculum District Contact	Steve Marcanio	smarcanio@escambia.k12.fl.us, (850) 429-2918
Director II-Professional Learning/Instructional District Contact	Brian Alaback	balaback@escambia.k12.fl.us, (850) 469-5347
Assistant Superintendent-Finance & Business Services/Finance District Contact	Terry St. Cyr	tstcyr@escambia.k12.fl.us, (850) 469-6122
Superintendent/District Leadership Contact	Malcolm Thomas	mthomas@escambia.k12.fl.us, (850) 469-6130
Coordinator-Technology Services	Jim Branton	jbranton@escambia.k12.fl.us, (850) 469-6254
Assistant Principal	Jeff Elliott	jelliott@escambia.k12.fl.us, (850) 941-6150 ext. 224
Assistive Technology Specialist	Lisa Gengler	lgengler@escambia.k12.fl.us, (850) 439-2620
Director I-Workforce Education	Michelle Taylor	Mtaylor4@escambia.k12.fl.us, (850) 469-5304
Instructional Technology Teacher	Lauren Thurman	lthurman@escambia.k12.fl.us, (850) 469-2633

1.4 Planning Process

Summarize the process used to write this plan including but not limited to:

- *how parents, school staff and others were involved;*
- *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.*

District staff began discussing the DCP during the spring of 2014 when the legislation creating it was first proposed. Curriculum & Instruction and Information Technology staff members have a long history of collaboration on projects including the local instructional improvement system, professional learning groups focused on improving all students' achievement through use of technology, and use of assistive technology for students with disabilities. The departments collaborate to ensure accessibility through universal design for learning in order to address individual student's needs.

A District Team including Curriculum & Instruction staff, Information and Instructional Technology staff, and school-based staff was assembled in mid-August. Team members used existing documents including the Strategic Plan (which includes parent input) and data to develop the DCP.

The District has sixty middle and high school career academies advised by twelve different Business Advisory Councils comprised of members of business and industry. The Career Academy Business Advisory Councils meet twice a year to review and inform career and technical curriculum, including discussion on recommended computer hardware, software, and industry certifications. Workforce Department staff participating in the development of the DCP included the input of the Business Advisory Councils in the planning process.

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.*

The District's Multi-Tiered System of Supports (MTSS) Model is aligned with the State's Multi-Tiered System of Supports and locally referred to as MTSS. The MTSS Model is comprised of three tiers as defined below. It includes scientifically based and research-proven academic interventions embedded in, or supplementary to the district-adopted curriculum. Additionally, behavioral concerns are addressed either through Positive Behavioral Support for schools (PBS model) or via the District discipline template for all other schools. A Problem-Solving Model is used extensively ensuring that all avenues of academic and behavioral support are provided. The Problem-Solving Model is a four-step process or framework used by the District and school-based teams for educational decision-making. The four steps are as follows:

1. Identify the problem(s)
2. Analyze the problem(s)
3. Design a plan to address the problem(s)
4. Evaluate the plan

District staff members identify district-wide problems through the eight-step problem solving process in order to identify goals/targets for student achievement, attendance, and discipline to be included in the District's Strategic Planning. Additionally, Curriculum & Instruction staff members develop a Focused Curriculum Plan to address the identified problems. This plan is evaluated every five years before developing a new one.

The three tiers of support are defined as follows:

Tier I -

School-level data analysis is conducted to determine patterns which may suggest instructional strengths and weaknesses. Every school within the District will use their data analysis or leadership team to conduct this review. The data analysis team includes the principal and his/her assigned staff members. Tier I is not individual student specific, but instead is focused on systemic changes to facilitate improved achievement in groups of students identified through analysis of screening and evaluation data (Discovery Education, Next Generation Sunshine State Standards End of Course Exams, FCAT 2.0, curriculum-based measurements, discipline data, etc.) who are performing below acceptable levels. Information Technology Department staff members in collaboration with school-based technology staff ensure availability of digital curriculum and assessment resources as needed by each school.

Tier II –

Student-level data analysis (Discovery Education, Next Generation Sunshine State Standards End of Course Exams, FCAT 2.0, curriculum-based measurements, discipline data, etc.) and observations at the classroom level may suggest students at risk for poor academic and/or behavior performance. Tier II aligns with the State's Progress Monitoring Plan (PMP). The school-based MTSS team is available to provide assistance to teachers and/or students at this level. Teachers meet with parents and student (if age appropriate) to implement classroom-based interventions to increase the student's proficiency. Vision and hearing screenings will be administered to rule out potential sensory deficits. Appropriate Tier II interventions are provided at reasonable intensity and duration above and beyond the instruction at the core curriculum level. Based on student need, additional interventions may be used in conjunction with prescribed curricular intervention. More frequent data will be collected at this level to determine success of interventions in place. Data will be taken with a minimum of six data points graphed for academics and a minimum of twenty daily data points graphed for behavioral concerns. Data must be graphed and compared to benchmark data. This data is to be shared with the parents of the student as the MTSS team makes recommendations for the student. Information Technology Department staff members in collaboration with school-based technology staff ensure availability of digital tools for intervention and measurement of individual student progress.

Tier III –

Should a student not demonstrate sufficient progress to suggest the achievement or behavior performance gap between him/her and his/her grade-level peers is likely to close, teachers will request a Tier III meeting with the school's MTSS team. At Tier III, the school-based team includes the parent, student (if appropriate), teacher(s), MTSS facilitator, principal or designee, school psychologist and any other pertinent staff member such as reading/math coach, school nurse, speech pathologist, dean, etc. The MTSS team may determine that diagnostic assessment is appropriate to assist in formulating more appropriate interventions specific to the student's needs. Again, an intervention plan is created with agreed upon timelines for data review and follow-up meetings. District guidelines suggest these data points for baseline: a minimum of once every week for academic concerns and daily for behavioral concerns. It is recommended that academic data will be graphed and contain a minimum of nine data points for academics and forty for behavioral concerns. Data will be graphed and compared to benchmark data and peers. At Tier III, interventions are expected to increase significantly in duration and intensity from the core curriculum and Tier II level interventions. This often involves supplemental curriculum change, core curriculum changes or more intensive behavior plans. Information Technology Department staff members in collaboration with school-based technology staff ensure availability of digital tools for intensive intervention and measurement of individual student progress.

Tier III MTSS meetings may occur as often as necessary to review data and make changes to the intervention plan; however, if a student is not progressing or the level of effort required is of such intensity that it cannot be maintained in general education, the team may decide whether a referral for evaluation and consideration of eligibility for Exceptional Student Education (ESE) is appropriate. While the referral for ESE services is not part of the MTSS process, the data accumulated in the MTSS process will be used as appropriate in the determination of additional assessment needed in the ultimate determination, as appropriate, for ESE eligibility.

As requested, School Psychologists assist in the MTSS Leadership Teams upon request for any concern in the MTSS process. Additional resources are provided to all schools via the Escambia County School District's Departmental web sites, such as Student Services, Psychological Services and Exceptional Student Education's Behavior Resources. These webpages contain information on intervention resources, forms and training programs.

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. Examples of additional measures are District Improvement and Assistance Plan (DIAP) goals, district Annual Measurable Objectives (AMOs) and/or other goals established in the district strategic plan.

Data is required for the metrics listed in the table. For the student performance outcomes, these data points can and should be pulled from the school and district school grades published at http://schoolgrades.fldoe.org. Districts may choose to add any additional metrics that may be appropriate below in the table for district provided outcomes.

Student Performance Outcomes (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.	ELA Student Achievement (percentage of students proficient)	53	58	2019
2.	Math Student Achievement (percentage of students proficient)	55	59	2019
3.	Science Student Achievement (percentage of students proficient)	57	60	2019
4.	ELA Learning Gains (percentage of students making a learning gain)	64	68	2019
5.	Math Learning Gains (percentage of students making a learning gain)	64	67	2019
6.	ELA Learning Gains of the Low 25% (percentage of students in lower quartile making a learning gain)	64	69	2019
7.	Math Learning Gains of the Low 25% (percentage of students in lower quartile making a learning gain)	61	65	2019
8.	Overall, 4-year Graduation Rate (percentage of students graduating within four years with a standard diploma)	64	76	2019
9.	Acceleration Success Rate (percentage of participation and success points earned by middle and high schools)	44	50	2019

- **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 need 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 Need Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.	Student to Computer Device Ratio	4.11	3.00	2019
2.	Count of student instructional desktop computers meeting specifications	5,441	750	2019
3.	Count of student instructional mobile computers (laptops) meeting specifications	4,360	13,000	2019
4.	Count of student web-thin client computers meeting specifications	0	0	2019
5.	Count of student large screen tablets meeting specifications	1,688	0	2019
6.	Percent of schools meeting recommended bandwidth standard	67	100	2015
7.	Percent of wireless classrooms (802.11n or higher)	76	100	2016

- **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 Need Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.	Average Teacher technology integration via the Technology Integration Matix (TIM) – District-wide http://fcit.usf.edu/matrix/matrix.php			
	Entry	48	21	2019
	Adoption	26	38	2019
	Adaptation	20	26	2019
	Infusion	5	10	2019
	Transformation	1	5	2019
2.	Average Teacher technology integration via the TIM (Elementary Schools)			
	Entry	50	25	2019
	Adoption	25	40	2019
	Adaptation	20	25	2019
	Infusion	4	8	2019
	Transformation	1	2	2019
3.	Average Teacher technology integration via the TIM (Middle Schools)			
	Entry	45	20	2019
	Adoption	27	40	2019
	Adaptation	23	30	2019
	Infusion	3	6	2019
	Transformation	2	4	2019

Professional Development Need Analysis (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
4.	Average Teacher technology integration via the TIM (High Schools)			
	Entry	40	15	2019
	Adoption	30	35	2019
	Adaptation	22	25	2019
	Infusion	3	15	2019
	Transformation	5	10	2019
5.	Average Teacher technology integration via the TIM (Combination Schools)	N/A		

- **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 Need Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.	Implementation status a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Fully implemented	Will continue to support and employ in classrooms	2015
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	Will continue to support and employ in classrooms	2015
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Fully implemented	Will continue to support and employ in classrooms	2015
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	2015
5.	Implementation status of a system that	Fully	Will continue	2015

Digital Tools Need Analysis (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
	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.	implemented	to support and employ in classrooms	
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	2015
7.	Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	Fully implemented	Will continue to support and employ in classrooms	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.	Partially implemented	Will work to implement and employ	2019
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	Will continue to support and employ in classrooms	2015

Digital Tools Need Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved *(year)*
10.	Implementation status of Career and Professional Education (CAPE) Digital Tool certifications	Partially implemented	Will work to implement and employ	2017
11.	Implementation status of ESE CAPE Digital Tool certifications	Partially Implemented	Will work to implement and employ	2017

- 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 Need 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	2014
2.	Computers/devices required for assessments (based on schedule constraints)	4,743	6,165	2015
Online Assessments Need Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
3.	Computers/devices required for District subject area exams (based on schedule constraints)	2,919	3,819	2015

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.

Goals Examples:

EXAMPLES

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

Enter district goals below:

- Highest Student Achievement: Increase the percentage of students graduating within four years with a standard diploma.
- Quality Efficient Services: Decrease the student to modern computer/device ratio and increase the percentage of classrooms meeting minimum specifications for wireless connectivity.
- Seamless Articulation and Maximum Access: Increase the number of administrators, teachers, parents, and students using the integrated digital tools system to improve student learning.

STEP 3 – Strategy Setting:

Districts will outline high-level digital learning and technology strategies that will help achieve the goals of the district. Each strategy will outline the districts theory-of-action for how the goals in Step 2 will be addressed. Each strategy should have a measurement and timeline estimation.

Examples of Strategies:

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

Enter the district strategies below:

Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Highest Student Achievement	Use formative online assessment data to provide differentiation for all students.	• Percentage of teachers rated effective or highly effective in assessment related components of evaluation system	2014 and ongoing
Highest Student Achievement	Analyze Florida Standards, identify digital tools available for each standard, and embed use of those digital tools in all	• Percentage of students indicating use of digital tools for learning as measured by surveys	2014 and ongoing

Goal Addressed	Strategy	Measurement	Timeline
	professional learning opportunities.		
Quality Efficient Services	Increase the number of modern computers/devices meeting specifications for digital learning and online assessments.	• Technology Readiness Inventory student to modern computer ratio	2014 and ongoing
Quality Efficient Services	Improve the infrastructure to meet specifications for digital learning and online assessments.	• Technology Readiness Inventory wireless classrooms and bandwidth measurements	2014 and ongoing
Seamless Articulation and Maximum Access	Continue support of an integrated digital tools system to aid teachers in providing the best education for each student.	• Fully implement integrated digital tools system across nine components • Integrate all future digital content purchases into integrated digital tools system	2014 and ongoing
Seamless Articulation and Maximum Access	Purchase curriculum and vouchers for CAPE Digital Tool and ESE Digital Tool certifications; provide professional development to teachers, and monitor exam administration and attainments.	• Number of certifications earned as reported on FL DOE Survey 5	2015 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.

The District participates in the E-Rate program and utilizes reimbursement from E-Rate eligible priority one services to provide adequate connectivity to each school and within each school. District staff members annually review the E-Rate program requirements, participate in training provided by Florida Department of Management Services staff, and participate in training provided by the Universal Service Administrative Company Schools and Libraries Program to ensure that all requirements for receiving priority one reimbursement are met.

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.

EXAMPLES			
Student Performance Outcomes		***Baseline***	***Target***
1.	*Increase percent of fourth grade mathematics students performing at Sunshine Elementary school.*	*45%*	*48%*
2.	*Improve graduation rates at Sandy Shores High school.*	*78%*	*80%*

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 the percentage of students graduating within four years with a standard diploma.	64	76

B) Digital Learning and Technology Infrastructure

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

Implementation Plan for B) Digital Learning and Technology Infrastructure:

EXAMPLES					
Infrastructure Implementation					
	Deliverable	*Estimated Completion Date*	*Estimated Cost*	*School/ District*	*Outcome from Section A)*
B.X.	*Purchase and implement wireless access points*	*May 2015*	*$4,000*	*All fourth grade classes at Sunshine Elementary school.*	*Outcome Example 1*
B.X.	*Purchase and implement 100 new student laptop devices*	*February 2015*	*$6,000*	*All fourth grade classes at Sunshine Elementary school.*	*Outcome Example 1*

No DCP funds will be allocated to 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
The District will purchase approximately 1,800 computers/devices to replace existing equipment that no longer meets the specifications for digital learning and online assessments.	Capital Projects Funds
The District will purchase additional wireless access points and the infrastructure to support them so that all classrooms will meet the specifications for digital learning and online assessments.	Capital Projects Funds
The District will lease adequate bandwidth so that every school will meet the specifications for digital learning and online assessments.	General Fund (E-Rate)

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.

Implementation Plan for C) Professional Development:

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

EXAMPLES					
Professional Development Implementation					
	Deliverable	*Estimated Completion Date*	*Estimated Cost*	*School/ District*	*Outcome from Section A)*
C.X.	*X# high school teachers participate in professional development aligned with MIP.*	*May 2015*	*$X*	*Sandy Shores High School*	*Outcome Example 2*
C.X.	*X# teachers participate in book study and lesson studies on digital learning*	*May 2015*	*$X*	*Sandy Shores High School*	*Outcome Example 2*

No DCP funds will be allocated to Professional Development.

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.					
C.2.					
C.3.					
C.4.					

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

Brief description of other activities	**Other funding source**
The District will be embedding the use of high quality digital tools in all professional learning opportunities.	Federal through State Funds (primarily Title II)
Instructional coaches, professional learning network resources, online professional development resources, and face-to-face professional development offerings incorporating strategies for using digital tools are all available through various projects.	Federal through State Funds (primarily Title I, Title II, Race to the Top, and FDLRS)

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

Implementation Plan for D) Digital Tools:

EXAMPLES					
Digital Tools Implementation					
	Deliverable	*Estimated Completion Date*	*Estimated Cost*	*School/ District*	*Outcome from Section A)*
D.X.	*Integrate X sets of instructional materials into the digital tools system*	*September 2014*	*$X*	*Sunshine Elementary school*	*Example Outcome 1*
D.X.	*Offer X additional CAPE digital tool certifications from approved list*	*2014-15*	*$X*	*Sandy Shores High School*	*Example Outcome 2*

No DCP funds will be allocated to Digital Tools.

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.					
D.2.					
D.3.					
D.4.					

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

Brief description of other activities	Other funding source
New digital content and formative assessment data from existing systems will be incorporated into the integrated digital tools system to improve teacher use of the integrated digital tools system.	General Fund (Computer Assisted Instruction)
The Workforce Education Department will continue to expand opportunities for students to earn CAPE Digital Tool and ESE CAPE Digital Tool certifications at the middle and high school levels.	Federal through State Funds (Carl D. Perkins) and General Fund (CAPE)

E) Online Assessments

Technology infrastructure and devices required for successful implementation of local and statewide assessments should be considered in this section. In your analysis of readiness for computer-based testing, also examine network, bandwidth, and wireless needs that coincide with an increased number of workstations and devices. Districts should review current technology specifications for statewide assessments (available at www.FLAssessments.com/TestNav8 and www.FSAssessments.com/) and schedule information distributed from the K-12 Student Assessment bureau when determining potential deliverables.

Implementation Plan for E) Online Assessments:

EXAMPLES					
Online Assessment Implementation					
	Deliverable	*Estimated Completion Date*	*Estimated Cost*	*School/ District*	*Outcome from Section A)*
E.X.	*Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows*	*September 2014*	*$X*	*Sandy Shores High School*	*Example Outcome 2*
E.X.	*Purchase 100 additional student devices for assessments*	*February 2015*	*$X*	*Sandy Shores High School*	*Example Outcome 2*

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Purchase 900 additional student computers/devices and accessories (cart for charging, mouse, etc.) for assessments	February 2015	$556,765	All High Schools	Outcome 1

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.	Devices will be purchased by December 1 (Information Technology and Purchasing Departments) Devices will be distributed and prepared for use by February 27 (School-based technology staff with assistance from Information Technology Department as needed)	High school students will complete Florida Standards Assessment, Next Generation Sunshine State Standards End of Course Exams, and District subject area exams using the devices.