DISTRICT
DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to provide a perspective on what the district considers being vital and critically important in relation 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.

The **general introduction/background/District technology policies** component of the plan should include, but not be limited to:

1.1   District Mission and Vision Statements –

Vision: Palm Pointe Educational Research School (PPERS) at Tradition in partnership with parents and community will become a premier center of knowledge that is organized around students and the work provided to them. Palm Pointe's name will be synonymous with continuously improving students' achievement and the success of each individual. Our schools promise is to move from good to great focusing on the creation of challenging, engaging, and satisfying work for each student, every day.

Mission: Through engaging, rigorous, and differentiated quality instruction, PPERS commits to a comprehensive, collaborative system of support for ALL students. This ensures that Rockets are fully equipped for their next mission!

Technology Mission:
PPERS is located in St. Lucie County. Because of the partnership with SLPS and the fact that PPERS' faculty members are St. Lucie County Public School employees, the school follows the SLPS' technology mission.

The technology mission of SLPS is to provide a diverse array of technology enhanced environments to ensure that:
   o   Each student experiences engaging and challenging instruction that results in high levels of learning.

- Each teacher has access to information and resources that provide rich and rigorous instruction aligning with district standards and honoring individual learning styles.
- Employees have access to quality data for making informed decisions and deploying resources. Each parent has the means to actively participate in the child's learning.

    All learners within the community will be empowered by enhanced access to information and rich learning experiences so they may lead productive, fulfilling lives as lifelong learners and responsible digital citizens.

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

Palm Pointe is a comprehensive school choice model that enrolls students in Kindergarten through Eighth Grade, and is located in Port St. Lucie Florida. FAU/St. Lucie is comprised of one K-8 school, Palm Pointe Educational Research School (PPERS) at Tradition. Palm Pointe is designated in the State of Florida as a Charter Lab School. PPERS is composed of students enrolled in K-8 and opened in 2008.

For the 2014-2015 period, there are 1388 students enrolled. The grade level breakdown of student enrollment is as follows:

Kindergarten – 138
Grade 1 – 146
Grade 2 – 146
Grade 3 – 144
Grade 4 – 149
Grade 5 – 154
Grade 6 – 165
Grade 7 – 176
Grade 8 – 170

The population is diverse with 53% of the students qualifying for free and reduced lunch, and 58% are students that are minorities. The ethnic breakdown is:

White – 42%
Hispanic – 34%
Black – 19%
Asian – 1.8%
American Indian – .2%
Multi-Racial – 3%

PPERS is an educational research school with a unique partnership between Florida Atlantic University and the St. Lucie County School District. Students who attend PPERS for grades K-8 are admitted to the school based on a demographically representative lottery process that is designed to outline the academic statewide profile.

PPERS serves as a demonstration site for teacher education, developing curricula, and conducting research. The staff and teachers have collaborated with a variety of partners and stakeholders to accomplish this mission and multiple research studies/initiatives have been completed as a result of these collaborations. Additionally, PPERS teachers engage in creative academic activities that contribute to the education field by presenting instructional best practices, and research both locally, nationally, and internationally. PPERS' administrators have visited China and been guest speakers at an international conference. Just this past summer, four PPERS' teachers, along with their personal children, taught in China. In addition to the two weeks of teaching, they provided professional development opportunities for teachers and showcased their instructional practices.

PPERS has many points of pride that distinguish it from other schools in the area, including:
- Earned an "A" rating each year from the FLDOE
- Ranked 36th out of 194 K-8 schools in the state of Florida
- Consistently excel above district and state proficiency averages on benchmarks and FCAT
- Videotaped by Florida School Choice and shown to parent groups throughout the state of Florida
- Recognized as a "High Performing Charter School" by Florida School Choice Initiative
- Rated a 9 on a 10-point scale by GreatSchools.com
- Toured visitors from Colombia, China, Senator Nelson's office, Florida School Choice, Panasonic, HMH, Meru, USA Today, and the Gates Foundation, as well as schools throughout Florida and St. Lucie County
- Region Three winner for Outstanding School Related Employee of the Year
- Zone Three finalist for School Related Employee of the Year
- Awarded Region Three Volunteer of the Year
- Twice awarded Social Studies Teacher of the Year for St. Lucie County
- Five Star School Award recipient for parent and community involvement
- Awarded National Grants, such as Fulbright Scholarship, We the People, Florida Humanity Council, Project Citizen, Fuel-Up 60
- Recognized as a Bronze Level PBIS (Positive Behavioral Interventions and Supports) school by the Florida Department of Education

Due to the unique factors associated with PPERS, the need and use of technology is essential to the academic success of the students and the instructional innovation of the teachers. District and school staff believe that technology is an exceptional and

essential tool for student learning and helps to equalize how all students live, learn, and thrive in school and in society. The technology vision of PPERS is that all of our students will be provided with routine and consistent access to technology at school and at home in order to develop the essential technological skills that students need to succeed in the 21st century society.

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:
- o 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.
- o development of partnerships with community, business and industry; and
- o integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

Title/Role	Name:	Email/Phone:
Information Technology District Contact	Maurizio Apostolico	Maurizio.Apostolico@stlucieschools.org, (772) 345-3245
Curriculum District Contact	Emily Bokhart	Emily.Bokhart@stlucieschools.org, (772) 345-3245
Instructional District Contact	Rachel Koenig	Rachel.Koenig@stlucieschools.org, (772) 345-3245
Administrative District Contact	Debra Snyder (principal), Deborah Iseman (asst. principal), Kathleen Perez (asst. principal)	Debra.Snyder@@stlucieschools.org, Deborah.Iseman@stlucieschools.org, Kathleen.Perez@stlucieschools.org, (772) 345-3245
Instructional District Contact	Dr. Tammy Ferguson (Director)	Tfergu10@fau.edu (561)297-0838
Finance District Contact	Dr. Rudy Collum (Associate Director)	rcollum@fau.edu (561)297-4359
District Leadership Contact	Dr. Joel Herbst (Assistant Dean for PK-12 Programs)	Jherbst1@fau.edu, (561) 297 - 3077

1.4 Planning Process- Summarize the process used to write this plan including but not limited to:
- o how parents, school staff and others were involved;
- o development of partnerships with community, business and industry; and

o integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

The development of this Digital Classroom Plan promotes the effective and enhanced use of technology and digital tools within PPERS' classrooms to successfully implement the Florida Standards. The digital enhancement of classrooms will improve the academic performance of all students and foster innovative teacher instructional strategies that will fulfill the vision and mission of the school district. To develop and write this comprehensive plan, a collaborative effort among multiple PPERS stakeholders was conducted. A core team met to assess the current PPERS technology infrastructure and identify areas of strengths and areas of improvement. Based on this collective data, specific recommendations were made by the administrative team relating to the types of digital tools that are included in this plan.

A core team of district and school administrators met to assess the current PPERS technology infrastructure and identify areas of strengths and areas of improvement. The team reviewed current district data on the following components: Technology hardware, technology software, technology infrastructure, internet speed, wireless internet accessibility, types of technologies available in classrooms, technology configurations within classrooms, technology professional development needs, student access to technology, and the active use of technology by teachers to provide engaging lessons. The team researched and reviewed various hardware and software application to identify the appropriate digital tools that would meet the needs of PPERS students and the various curricular requirements. The team also met with several technology consultants to gain an external assessment of the PPERS technology infrastructure and received input regarding areas of improvement that would result in improved digital classrooms. Based on this collective data, specific recommendations were made by the administrative team relating to the types of digital tools that are included in this plan.

1.5 Multi-Tiered System of Supports (MTSS)- Summarize the process used to write this plan including but not limited to:
o data-based problem-solving process used for the goals and need analysis established in the plan;
o the systems in place to monitor progress of the implementation plans; and
o the plan to support the implementation and capacity.

PPERS' Digital Plan was written by a multi-disciplinary group of individuals, representing different departments and grade levels.

Following a well-defined problem solving process and maintaining the focus of increasing student achievement to improve educational outcomes for all students, the team identified the areas of greatest concern that exist as barriers to success for all students, reviewed the current infrastructure that supports technology, reviewed the current technology plan which was developed to enhance the technology at all schools and improve access for all students and, reviewed what systems currently exist within the infrastructure to capture data related to the current use of technology.

The goals of the digital plan are designed to advance opportunities for professional development for teachers, expand the infrastructure currently in place to provide greater access to data and instructional supports for teachers and to enhance the opportunities

for all students to fully access technology at all levels and expand the opportunities for all students to access the curriculum.

In order to build capacity and sustain growth over time, the plan places a great emphasis on professional development and aligns with our current instructional framework. The goals set the expectation for greater access to technology to increase access and improve student outcomes.

We currently use a Multi-Tiered System of Supports (MTSS) that is differentiated to meet the learning needs of all students and we also utilize the same model to provide differentiated supports to schools. The identification of the support is driven by data collected, reviewed, and analyzed through the problem solving process. The continued analysis of data allows us to monitor the effectiveness of the implementation of our plan and the full utilization of technology for student access to curriculum. During these meetings, the support team reviews comprehensive data on students who may have been referred for a variety of academic, social, or behavioral need collectively attempt to determine the factors that may be are inhibiting their success in school. Collaboratively, the team develops a data-based action plan to address the needs of each student, identifies specific data- based intervention activities, and establishes a timeline in which to follow-up with the classroom teacher to determine if the action plan was successful. A collective group of staff members including general education teachers, ESE teachers, Instructional Coach, ESE Coordinator, and other support staff and/or specialists are instrumental in working cohesively to provide these intervention services. Student progress is closely monitored to assess the academic achievement and/or level of social or behavior improvement of identified students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction and their academic progress. Students who remain in need of further intervention services and assistance are either referred to receive additional instruction through increased ESE contact time, or are provided with before/after school interventions with support staff.

Our team will continuously review the data from a variety of sources as it relates to student performance on state and district assessments.

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	Reading: 73% Writing: 79%	78%	2015
2.	Math Student Achievement	74%	79%	2015
3.	Science Student Achievement	68%	73%	2015
4.	ELA Learning Gains	70%	75%	2015
5.	Math Learning Gains	77%	82%	2015
6.	ELA Learning Gains of the Low 25%	66%	71%	2015
7.	Math Learning Gains of the Low 25%	70%	75%	2015
8.	Overall, 4-year Graduation Rate	N/A	N/A	N/A
9.	Acceleration Success Rate	79%	84%	2015
10.				
Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.				
2.				
3.				

4.				
5.				

■ **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	29%	46%	2015
2. Count of student instructional desktop computers meeting specifications	416	416	2015
3. Count of student instructional mobile computers (laptops) meeting specifications	492	652	2015
4. Count of student web-thin client computers meeting specifications	0	0	N/A
5. Count of student large screen tablets meeting specifications	4	4	2015
6. Percent of schools meeting recommended bandwidth standard	0%	100%	2016
7. Percent of wireless classrooms (802.11n or higher)	0%	100%	2019
Infrastructure Needs Analysis (District Provided)	**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
8.			
9.			
10.			

■ **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: 0% Adoption: 20% Adaptation: 35% Infusion: 35% Transformation: 10%	Entry: 0% Adoption: 0% Adaptation: 25% Infusion: 50% Transformation: 25%	2018
2.	Average Teacher technology integration via the TIM (Elementary Schools)	N/A	N/A	
3.	Average Teacher technology integration via the TIM (Middle Schools)	N/A	N/A	
4.	Average Teacher technology integration via the TIM (High Schools)	N/A	N/A	
5.	Average Teacher technology integration via the TIM (Combination Schools)	Entry: 0% Adoption: 20% Adaptation: 35% Infusion: 35% Transformat	Entry: 0% Adoption: 0% Adaptation: 25% Infusion: 50% Transforma	

		ion: 10%	tion: 25%	
Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
6.	The Framework for Quality Teaching and Learning measures the usage of available technology through Element 46, found in Domain 2.	Adaptation	Infusion	2018
7.				
8.				
9.				
10.				

■ **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 of 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	2014
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	2014
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	2014
4.	Implementation status of a system that includes district staff information	Fully implemented	Will continue to	2014

		Baseline	Target	
	combined with the ability to create and manage professional development offerings and plans.		support and employ in classrooms	
5.	Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	Fully implemented	Will continue to support and employ in classrooms	2014
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.	Partially implemented	Will work to implement and employ	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.	Partially implemented	Will work to implement and employ	2016
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	2015
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Fully implemented	Will continue to support and employ in classrooms	2014
Digital Tools Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
10.				
11.				
12.				

■ **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)	140	140	2014
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.

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:

Learning Goals
Long Term Goal:
1. By 2020, all learners will engage in professional development and learning experiences both in and out of school that prepare both teachers and students to be active, creative, knowledgeable, and ethical participants in our globally networked society.
2. By 2020, all learners will engage in professional development and learning experiences on digital learning, Florida Digital Tools Certification and CAPE Industry Certification both in and out of school that prepare both teachers and students to be active, creative, knowledgeable, and ethical participants in our globally networked society.

Short Term Goals:
a. Through the implementation of the Florida Standards for English Language Arts (ELA), students will purposefully use technology to effectively collaborate with others to deepen their understanding of the content area standards.
b. Through the implementation of the Florida Standards for ELA, students will purposefully use technology to effectively communicate their understanding of content standards through a variety of venues.
c. Integrate technology with the potential to inspire and enable all learners to excel in Science, Technology, Engineering and Math (STEM)

Assessment Goals

Long Term Goal:

2. Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.

Short Term Goals:

a. Design, develop and implement assessments that give timely and actionable feedback about student learning to improve achievement of adopted standards and improve instructional practices

b. Build the capacity of educators and schools to use a digital platform for both formative and summative assessments

c. Implement a reporting system that is easy for parents, students, teachers, and principals to use that shows growth of students, teachers, schools, and district disaggregated by standards.

Teaching Goals

Long Term Goal:

3. Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise and learning experiences that enable and inspire more effective teaching for all learners.

Short Term Goals:

a. Expand opportunities for educators to have access to technology-based content, resources, and tools where and when they need them.

b. Leverage a technology platform to allow for the creation and sharing of digital content and activities with educators across the district.

c. Design, develop and implement assessments that give timely and actionable feedback about student learning to improve achievement and instructional practices.

d. Build the capacity of educators and schools to better prepare students for computer-based assessments by providing students with multiple opportunities via quality online formative and summative assessments throughout the school year.

e. Design and collect pertinent data to evaluate the impact of the integration of various types and components of technology.

f. Maintain a reporting system that is easy for teachers and administrators to use that shows growth of students, teachers, schools, and district disaggregated by subject and demographics. Teachers and administrators would be able to generate or create reports to share with all stakeholders.

Infrastructure Goals

Long Term Goal:

4. All students and educators will have access to a comprehensive infrastructure for learning when and where they need it.

Short Term Goals:

a. Ensure students and staff have access to a 24/7 reliable network for accessing digital content from both school and personal devices.

b. Enact on a wider basis policies, structures, procedures and guidelines toward the use of personal devices to access district content during the school day.

c. Develop and use interoperability standards for content and student-learning data to enable collecting and sharing resources and collecting, sharing, and analyzing data to improve decision making at all levels of our education system.

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 tool system to aid teachers in providing the best education for each student.	• Fully implement system across nine components • Integrate instructional materials into system	2014 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	• Bandwidth amount • Wireless access for all classrooms	2014-2019

Enter the district strategies below:

Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Ensure students and staff have access to a 24/7 reliable network for accessing digital content from both school and personal devices.	Update wireless equipment to the latest standards of 802.11n or higher at PPERS.	Measure increase in number of classrooms reported in this category in the TRI DOE survey.	Continue upgrades in 14/15 with completion by 2019.
By 2020, all learners will engage in professional	On-going Professional Development and	Measure increase of usage of available technology	Continue professional development and

development and learning experiences on Digital Learning, Florida Digital Tools Certification, and CAPE Industry Certification both in and out of school that prepare both teachers and students to be active, creative, knowledgeable, and ethical participants in our globally networked society.	Follow-Up support implementation of Digital Learning and Instructional Technology.	through Element 46 found in Domain 2 found in the St. Lucie Public Schools Framework for Quality Teaching and Learning, which PPERS also follows.	learning on Digital Learning, Florida Digital Tools Certification, and CAPE Industry Certification in 14/15 through 2020.
By 2020, all learners will engage in professional development and learning experiences on digital learning, Florida Digital Tools Certification and CAPE Industry Certification both in and out of school that prepare both teachers and students to be active, creative, knowledgeable, and ethical participants in our globally networked society	IC3 Digital Literacy Certification curriculum will be acquired for the elementary level and middle schools will add Internet Business Associate (CIW)Industry Certification curriculum	Measure increase in the number of students participating in the CAPE digital tools and Industry Certification assessments.	Continue administration of current Industry Certifications available in middle school and add newly acquired CAPE Digital Tools and CIW in spring of 2015 for first full-year implementation in 2015-2016 with all identified schools implementing by 2016-2017 school year.

In addition, if the district participates in federal technology initiatives and grant programs, please describe below a plan for meeting requirements of such initiatives and grant programs.

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by 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:
- o 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.
- o 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 an 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** (% Proficient on 2014 FCAT)	**Target** (% Proficient on 2015 ELA/Math FSA and FCAT/EOC)
1.	Increase ELA student achievement	73	78
2.	Increase mathematics student achievement	74	79
3.	Increase science student achievement	77	82
4.	Increase ELA learning gains	70	75
5.	Increase mathematics learning gains	68	73
6.	Increase ELA learning gains of the low 25%	66	71
7.	Increase mathematics learning gains of the low 25%	70	75
8.	Increase Acceleration Success rate-points	79	84
9.	Maintain school grade	A	A

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

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	N/A	N/A	N/A	N/A	N/A
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.

PPERS opened in 2008 with individual, wireless access points that provide high-speed wireless access throughout the entire campus, as well as fast broadband internet speed that exceeds FDOE bandwidth recommendations. We also possess updated servers and routers that expanded the district's data storage capacity. PPERS is currently running an available connection speed of 1024 Mbps (connected via Fiber) and shares a dedicated

internet bandwidth through the department of Management Services (DMS/FIRN). Due to the above-mentioned, no DCP funds will be focused directly on the purchase of infrastructure. Instead, the allocation of DCP funds will be focused directly on the purchase of digital tools for teacher and student use, within PPERS classrooms.

Brief description of other activities	Other funding source

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.	N/A	N/A
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.

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

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.	N/A	N/A	N/A	N/A	N/A
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
PPERS will continue to utilize our partnership with St. Lucie Public Schools to provide ongoing professional development for digital learning.	St. Lucie Public Schools

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.	N/A	N/A
C.2.		
C.3.		
C.4.		

D) Digital Tools

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

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

Implementation Plan for D) Digital Tools:

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

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	Computer Hardware for Teachers (Dell 5530 w/Dock)	2015	$89,460	PPERS-FAU/St Lucie	Outcomes 1-9
D.2.	Hardware Accessories (Interwrite Mobi/Carts)	2015	$26,750	PPERS-FAU/St Lucie	Outcomes 1-9
D.3.	Computer Hardware for Students (Dell 5530)	2015	$143,360	PPERS-FAU/St Lucie	Outcomes 1-9
D.4.					

Due to aging technology, our goal is to update our hardware to improve performance for teacher and student use. The breakdown of hardware will consist of the following: Dell 5530 laptops with docking stations and Interwrite Mobi's will be provided to 90 teachers to assist in the presentation of information to students in an engaging way.

In order to increase student productivity, our goal is to provide students with new hardware in the form of 160 Dell 5530 laptops. It will allow students to use laptops in a mobile environment and increase digital learning in the classroom setting. The laptops will replace and/or add to the current hardware in grades 6-8.

The technology provided will supply teachers and students with high quality digital content aligned to Florida Standards, and increase performance of secondary students on vocabulary, writing, reading comprehension and grammar components of the ELA/FSA assessment.

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 the purchase and implementation and complete an inventory checklist for assurance. Admin and Tech Specialist will observe and support technology use.	Minimal technology issues based on ITS Tickets. Increase in performance rates.
D.2.	Staff will monitor the purchase and implementation and complete an inventory checklist for assurance.	Minimal technology issues based on ITS Tickets. Increase in performance rates.

	Admin and Tech Specialist will observe and support technology use.	
D.3.	Staff will monitor the purchase and implementation and complete an inventory checklist for assurance. Admin and Tech Specialist will observe and support technology use.	Minimal technology issues based on ITS Tickets. Increase in performance rates.
D.4.		

E) Online Assessments

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

Implementation Plan for E) Online Assessments:

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.					
E.2.					
E.3.					
E.4.					

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

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

Evaluation and Success Criteria for E) Online Assessments:

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

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.		
E.2.		
E.3.		
E.4.		