



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 –

Mission: In collaboration with the College of Education at Florida State University, the mission of Florida State University Schools is to advance Florida's K-12 education through exemplary teaching, research, and service.

Vision: Instruction that MOVES, Leaders who INSPIRE, Research that MAKES A DIFFERENCE in the 21st Century.

Technology Mission/Vision: Increase the technological skills and proficiency of all students by allowing them a world-class digitally supportive education system that engages and prepares all students to be globally competitive for college and careers.

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

Florida State University Schools (FSUS) is situated in the community of Southwood, located in the southwest part of Tallahassee, Florida. We are one of only four lab schools designated by the Florida Legislature to operate as a developmental research institution. As a public, K-12 charter school of Florida State University College of Education, we act as a site for teacher training programs, innovative instructional practices, and a model school for research collaboration and development while also adhering to all state requirements, standards, and protocol set forth by our state. These efforts are evident within our vision and mission.

Student Demographics: Our school has a target enrollment of about 1700 students. As a result of our focus on research, efforts are maintained to keep a demographic representation of the public school student population of the average of the Northern Florida, or Panhandle, and the state of Florida, allowing us to provide an adequate representation for research projects. Since we draw from surrounding districts, including rural districts, our student's access and familiarity with technological or digital tools is varied. We are unable to assume that most of our student population has wireless access or digital tools at home, which can be challenging as we move forward and transition to a one-to-one learning environment.

- 1.3 District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:
- the digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in s.1011.62(12)(b), F.S.
 - development of partnerships with community, business and industry; and
 - integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

Title/Role	Name:	Email/Phone:
Information Technology District Contact	Robert Prater	rprater@fsu.edu 850-245-3779
Curriculum AND Instructional District Contact	Megan Brink	mbrink@fsu.edu 850-245-3894
	Suzanne Wilkinson	swilkinson@fsu.edu 850-245-3703
Finance District Contact	Sue Weathersbee	sweathersbee@fsu.edu 850-245-3705
District Leadership Contact	Dr. Lynn Wicker	lwicker@fsu.edu 850-245-3712

- 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.

FSUS establishes multiple diverse and meaningful partnerships with our stakeholders in order to maintain communication and feedback about school improvement initiatives and needs. Our Digital Classroom Plan will reflect stakeholder input regarding our move to a more supportive digital environment. FSUS school board, which approves the digital classroom plan, includes representatives from Florida State University, parents, community representatives, faculty, and students. In addition, we have strong relationships with FAMU/FSU College of Engineering and

FSU College of Education and FSU College of Communications, and the Florida IT Alliance. All of these partners help inform the direction of the digital classroom plan.

Our Digital Instruction and Innovation team, comprised of administrators (principals, curriculum and instruction specialists, technology specialists, and ESE/ELL specialists), teachers, and other interested community partners (when available) help provide input for the successful implementation of a digital transition, reflected in this plan.

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.

“Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention.” (florida-RTI.org)

True to MTSS, we developed this plan as a guide to allocating resources proportionally according to student and school need. To do this, we based our plan on the following needs Assessments (see Part II, Step 1 for details):

- A. Student Performance Outcomes
- B. Digital Learning and Technology Infrastructure
- C. Professional Development
- D. Digital Tools
- E. Online Assessments

District goals were established based on needs evident from the needs assessments. Since we are a school/district, goals were created using the Continuous School Improvement Model (provided by the state for the purposes of the School Improvement Model and other plans). Federal grants such as Title II, IDEA, Title I, and Carl Perkins all coordinate with and support this document.

Strategies were created to address challenges and capitalize on strengths inherent to our school district. All strategies were given a measurement and timeline estimation as reflected throughout the plan. In most cases, the **year 2019** was selected as a date for the target outcome to be achieved in order to be consistent with the Florida Strategic Technology Plan (2014-2019). **100%** was chosen as a target outcome, because we firmly believe that all students should show proficiency on the relevant assessments and teachers and students should be able to utilize technology in a way that facilitates higher order learning and develops workforce skills.

District staff are assigned to monitor the implementation of the plan. School staff are also charged with implementation and is reflected in the School Improvement Plan submitted to the district and approved by the school board annually.

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.

The following overall goals have been identified for FSUS, based on state identified goals listed in each sub-section and our needs analysis.

- A) Student Performance Outcomes – FSUS 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 in order to increase student performance
- B) Digital Learning and Technology Infrastructure- Increase FSUS digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software.
- C) Professional Development- FSUS Instructional personnel and staff shall have access to opportunities and training to assist with the integration of technology into classroom teaching
- D) Digital Tools- FSUS 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.
- E) Online Assessments - FSUS shall work to reduce the amount of time used for the administration of computer-based 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 – 2014 FCAT	Target	Date for Target to be Achieved (year)
1.	ELA Student Achievement (2014 scores are based on FCAT Reading and Writing)	79% Reading 67% Writing	100%	2019
2.	Math Student Achievement	78%	100%	2019
3.	Science Student Achievement	75%	100%	2019
4.	ELA Learning Gains	75% Reading	100%	2019
5.	Math Learning Gains	74%	100%	2019
6.	ELA Learning Gains of the Low 25%	83% Reading	100%	2019
7.	Math Learning Gains of the Low 25%	74%	100%	2019
8.	Overall, 4-year Graduation Rate	98.5%	100%	2019
9.	Acceleration Success Rate (Performance only)	50% (middle) TBD (high)	100%	2019
10.				
Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
<p>FSUS is a school AND special district. Our district outcomes goals are the same as above. There are no additional outcome goals.</p>				
1.	School Grade Performance Target (FL AMO1 for ESEA waiver)	A	A	Achieved (and maintain)
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

■ **Quality Efficient Services**

Technology Infrastructure:

Districts shall create a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software.

For the infrastructure needs analysis, the required data points can and should be pulled from the Technology Readiness Inventory (TRI) if the data is accurate. Districts may choose to add any additional metrics that may be appropriate.

Infrastructure Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Student to Computer Device Ratio	3:1	1:1 Grades 3-12 5:1 Grades K-2	2019
2.	Count of student instructional desktop computers meeting specifications	397	120-Grades 3-12 165- Grades K-2	2019
3.	Count of student instructional mobile computers (laptops) meeting specifications	198	1610- Grades 3-12 90- Grades K-2	2019
4.	Count of student web-thin client computers meeting specifications	0	100	2019
5.	Count of student large screen tablets meeting specifications	0	0	2019
6.	Percent of schools meeting recommended bandwidth standard	100	100	2019
7.	Percent of wireless classrooms (802.11n or higher)	100	100	2019
Infrastructure Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
8.	N/A			
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) FSUS is a combination school (K12). The needs analysis below is an estimation for K12 teachers.		Baseline	Target	Date for Target to be Achieved (year)	
1.	Average Teacher technology integration via the TIM	Entry- 10% Adoption-60% Adaptation-10% Infusion-10% Transformation-10%	Entry- 10% Adoption-15% Adaptation-20% Infusion-40% Transformation-15%	2019	
2.	Average Teacher technology integration via the TIM (Elementary Schools)	N/A	N/A	N/A	
3.	Average Teacher technology integration via the TIM (Middle Schools)	N/A	N/A	N/A	
4.	Average Teacher technology integration via the TIM (High Schools)	N/A	N/A	N/A	
5.	Average Teacher technology integration via the TIM (Combination Schools)	Entry- 10% Adoption-60% Adaptation-10% Infusion-10% Transformation-10%	Entry- 10% Adoption-15% Adaptation-20% Infusion-40% Transformation-15%	2019	
Professional	Development	Needs	Baseline	Target	Date for

Analysis (District Provided)				Target to be Achieved (year)
6.	N/A			
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 a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	FULLY IMPLEMENTED (CPALMS)	Will continue to support and employ in classrooms	Achieved
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 (CPALMS)	Will continue to support and employ in classrooms	Achieved
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	FULLY IMPLEMENTED (FL IBTP, Discovery Education)	Will continue to support and employ in classrooms	Achieved
4.	Implementation status of a system that includes district	FULLY IMPLEMENTED	Will continue to	Achieved

	staff information combined with the ability to create and manage professional development offerings and plans.	(NEFEC-PD System/Navigator Plus)	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 (FOCUS/ PERFORMANCE MATTERS/Blackboard)	Will continue to support and employ in classrooms	Achieved
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 (FOCUS/ PERFORMANCE MATTERS)	Will continue to support and employ in classrooms	Achieved
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 (Blackboard)	Will continue to support and employ in classrooms	Achieved
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	FULLY IMPLEMENTED (PERFORMANCE MATTERS, BLACKBOARD, CPALMS)	Will continue to support and employ in classrooms	Achieved
9.	Implementation status of a system that provides secure,	FULLY IMPLEMENTED	Will continue to	Achieved

	role-based access to its features and data for teachers, students, parents, district administrators and technical support.	(FOCUS/ PERFORMANCE MATTERS/Blackboard)	support and employ in classrooms	
Digital Tools Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
10.	Implementation status of CAPE digital tools.	NO SYSTEM IN PLACE (awaiting list of approved CAPE digital tools)	Will work to implement and employ	2019
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%	Achieved
2.	Computers/devices required for assessments (based on schedule constraints)	Base 250	1200	2019
Online Assessments Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
3.	Wireless Upgrade	1250	10000	2019
4.	Bandwidth Upgrade	100Mbps	250Mbps	2019
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

- **Quality Efficient Services:** All school sites will be safe and effective environments to support developing students.
- **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.

Enter district goals below:

Goals based on Needs Assessments

1. [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 by the time they graduate.
2. [Skilled Workforce and Economic Development-](#) All teachers will have opportunities for professional development to develop skills for implementing transformative digital learning into the curriculum that reflects the rigor of Florida’s standards and assessments.

Maintenance Goals

1. [Quality Efficient Services:](#) FSUS will be a safe and effective environment to support developing students.
2. [Highest Student Achievement-](#) FSUS will continue to be an ‘A’ school per the Florida School Grades Accountability 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	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Bandwidth amount • Wireless access for all classrooms 	2014-2019

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Needs Assessment Goals			
Seamless Articulation and Maximum Access	Develop Post-Secondary Articulations and partnerships with local colleges and institutions	<ul style="list-style-type: none"> • Count of articulation agreements • Count of post-secondary and industry partnership opportunities 	2014-2015
Skilled Workforce and Economic	Purchase Instructional	<ul style="list-style-type: none"> • % of instructional materials that are 	50% of instructional materials will be

Development	Materials that have digital components or are digital Purchase digital devices for every classroom	digital or have digital components <ul style="list-style-type: none"> • % of classrooms with access to digital devices 	digital in 2014 -2015 8 elementary classrooms and at least 10 secondary classrooms will have digital devices in 2014-2015. No instructional materials money will be used to purchase digital devices. 2016-2019- Devices will be added annually until 70% of classrooms are equipped with appropriate digital devices.
Skilled Workforce and Economic Development	Align current CTE programs to post-secondary pathways Add digital design and/or technology programs that align to post-secondary pathways Integrate digital tools into existing classroom curriculum	<ul style="list-style-type: none"> • Count of CTE programs aligned to postsecondary pathways, including digital design and/or IT • Count of courses that integrate digital tools and/or count of digital tool certifications available 	2014-2015 Digital Design will be added to CTE offerings 2015-2019 and ongoing- Digital tools will be available in some courses.
Maintenance Goals			
Highest Student Achievement	Hire, retain, and support high quality and effective teachers.	<ul style="list-style-type: none"> • Count of Effective and Highly Effective teachers per FSUS Teacher Evaluation Plan 	2014 and Ongoing
Highest Student Achievement	Instructional personnel and staff shall continue to have	<ul style="list-style-type: none"> • Number of professional development 	2014 and Ongoing

	access to opportunities and training to assist with the integration of technology into classroom teaching	opportunities for technology and digital tools	
Quality Efficient Services	Maintain a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software.	<ul style="list-style-type: none"> • Technology Resources Survey Results 	2014 and Ongoing
Quality Efficient Services	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.	<ul style="list-style-type: none"> • Technology Resources Survey Results • % Digital tools/programs available to students, staff, and parents that help with management, assessment, and monitoring of student learning and performance 	2014 and Ongoing
Quality Efficient Services	Continue to reduce the amount time used for the administration of computer-based assessments.	<ul style="list-style-type: none"> • Count of days devoted to computer-based assessments 	2014 and Ongoing

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

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 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 (Please See School Improvement Plan 2014-2015 for more information)		Baseline	Target
1.	Improve Student Achievement Proficiency on Geometry End of Course exam 3%	75%	78%
2.	Improve Student Achievement Proficiency on Algebra End of Course exam by 3%	88%	91%
3.	Improve School-Wide Student Achievement Proficiency in Writing by 5%	67%	72%
4.	Improve School-Wide Student Achievement Proficiency on Advance Placement exams 3% in all content areas	60%	63%
5.	Increase School-Wide Student Achievement Proficiency in Reading by 3%	79%	82%
6.	Increase School-Wide Student Achievement Proficiency in Science by 3%	75%	78%

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.	Purchase and implement 400 new student Tablet/Hybrid devices	March 2014	263,553.00	FSUS	Outcomes 1-6
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
Supplemental purchase of laptops (138 Tablet/Hybrid)	Title I/General Technology Budget-90,000.00
Purchase and implement wireless controllers	Technology Budget -\$6000.00

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.	IT Director and department will monitor to make sure appropriate devices are purchased within the timeline identified	All devices will be purchased, deployed, and implemented by March 2015.
(Not funded through DCP, but district still monitors for implementation)	IT Director will monitor Ruckus Zone Director Dashboard Software for current and expected usage	The Dashboard confirms availability of all concurrent stations

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.

The 2013-2014 Technology Transformation Grant for Rural District provided adequate funding to ensure that our infrastructure and wireless system can support a nearly one-to-one device initiative while performing to Florida Department of Education Recommendation Standards.

This year, the DCP allocation will be devoted to the purchase of those devices. The Florida Legislature has placed increased emphasis and requirements on digital instruction and assessment. Not only are districts required to implement digital content in the classroom, but there is a great need for devices for statewide testing and district benchmark assessments. The Florida Department of Education released minimum specifications for the new computer-based assessments, and as evidenced in FDOE’s Infrastructure Readiness Tool/Computer-Based Assessments Certification Tool, our school (serving K-12 students) will need more digital devices in order to meet the testing needs of all courses and grade levels. Our district submits these reports to FDOE for review during every testing season and they can be found at <https://app1.fldoe.org/CBT/CertificationTool/>

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.					
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
116 teachers participate in professional development aligned with MIP. Examples, but not limited to: \$30,000 <ul style="list-style-type: none"> • Digital Curriculum • Digital Instructional Strategies 	Title II
30 teachers participate in book study and lesson studies on digital learning: \$700	Title II

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.

FSUS is a partner district with North Florida Education Consortium (NEFEC). As a NEFEC district, we utilize NEFEC’s Master In-service Plan. The most updated plan can be found at <http://www.nefec.org/mip/>. FSUS also participates in FDOE’s PD Protocol audit to ensure that all required professional development protocols and alignments, including requirements regarding PD for technology, devices, and instructional tools are implemented, funded, and monitored for adequate professional growth and support is provided to our teachers.

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
(Not funded through DCP, but still evaluated)	Implementation (Follow-up) Methods Form due to Professional Development Office after each training.	The District Professional Development Office will monitor the Implementation methods through Structured Coaching/Mentoring, Independent Learning/Action Research, Collaborative Planning, Participant Product, Lesson Study Group Participation, Electronic, Interactive, or Electronic Non-Interactive to award In-service points.
(Not funded through DCP, but still evaluated)	Implementation (Follow-up) Methods Form due to Professional Development Office after each training.	The District Professional Development Office will monitor the Implementation methods of the Professional Learning Community to award In-service points. Agendas and sign-in sheets will be required.

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

Increasing availability of and literacy in digital tools, will have a positive impact on student achievement in all areas.

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
Offer 2 additional digital tool certificates from approved list	Carl Perkins
Offer 2 additional CTE pathways	Carl Perkins

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
(Not funded through DCP, but still evaluated)	The CTE Director and Principal will be responsible for adding digital tool certificates from the approved list.	Success of these programs will be determined by the number of CTE certificates students earned. LAUPL Report, Carl Perkins requirements, and School Grade are a few accountability reports/systems that assist with monitoring.
	The CTE Director and Principal will be responsible for adding digital tool certificates from the approved list.	Success of these programs will be determined by the number of CTE certificates students earned. LAUPL Report, Carl Perkins requirements, and School Grade are a few accountability reports/systems that assist with monitoring.
D.1.		
D.2.		

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 additional devices required for assessments	400	260,000.00	FSUS	Outcomes 1-6
E.2.					
E.3.					

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.	The IT Director and Assessment Director will monitor for the amount of devices available to usage as compared to the testing schedule and need for each day of testing. The FDOE Infrastructure Readiness Tool will be used annually to determine gaps and challenges prior to the assessment season.	All students have access to a device during testing when needed.
E.2.		
E.3.		
E.4.		