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   <u>District Mission and Vision statements</u>
Franklin County Strategic Vision is to create an educational atmosphere that inspires students to reach their maximum potential through the love of learning and the development of responsible citizenship, while providing an appropriate education that results in success for all students.
To accomplish this mission the district will create an environment that integrates technology as a part of the educational experience, and provides all learners with skills to access knowledge that will build a foundation for their future. This technology enriched environment will allow all learners equal access to interact and collaborate successfully.

Franklin County School District has identified four long-term goals for integrating technology into all aspects of the educational system. These goals will guide the technology planning process and the implementation of the plan during the two-year duration of this plan.
These goals are:
1. Increase access to technology for students and teachers
2. Provide ongoing staff development for the implementation and use of technology.
3. Establish district standards for infrastructure, procurement, hardware, software, and communications including upgrade and maintenance.
4. Identify the resources necessary to implement the technology plan.

Franklin County School District's Strategic Plan. The core strategies include increasing student performance on statewide assessments and end of course exams, increasing the graduation rate and maintaining a sound financial status. The strategic plan includes and correlates to the technology plan as indicated:

- High quality, standards-based instructional program which correlates to the curriculum and effective, research- based methods as components of the plan
- High quality staff which correlates to the professional development component of the plan
- Safe and healthy learning environment which correlates to the infrastructure, hardware, technical support, and software component of the plan
- Managing fiscal resources which correlates to the funding and budget component of the plan

Franklin County School District believes that an ongoing commitment to current technology is an integral component of an educational process designed to:
- prepare students to become competent lifelong learners
- improve student critical thinking, problem solving and decision making skills
- help students work ethically, independently, and collaboratively within a global environment
- enhance the learning environment to meet curricular needs across all subjects and grade levels
- improve equity of access to information, learning tools, and communications for all members of the learning community
- improve instructional strategies to increase student achievement regardless of ethnicity, socioeconomic status, learning styles, or abilities
- accurately and efficiently assess, monitor, and communicate student progress
- provide teachers with consistent and high quality professional development opportunities that will allow them to become highly skilled at integrating technology into their curriculum

Our vision of technology is guided by the following mission statements and articulates Franklin County School District's purpose and function as related to technology:
- Make technology a part of learning activities: Technology is most effective when integrated as one component into learning environments and used as a tool for active construction of knowledge and skills by students. It should promote higher levels of critical and creative thinking and problem solving. In addition, computer devices need to be in classrooms and other locations where students and teachers have easy access throughout the day.
- Promote the location and use of information to solve problems: Effective use of and improved access to technology are factors in the rapid expansion of knowledge today. Therefore, the ability to find and use information to solve meaningful problems is an essential outcome of education for today and tomorrow.
- Accommodate individual learning styles for all students: It allows us to present and understand information using text, images, and sound to overcome traditional learning difficulties.

To achieve our vision for technology, we will focus on:
- Student computing – We will ensure that every student has access to a computing device when they need it with devices and policies differentiated by level and learner needs, to ensure access to information, increased collaboration, and multiple forms of student expression of learning.

- Staff computing – We will provide all staff with the appropriate technology needed for high quality planning, instruction, and data use, as well as collaborative learning, including mobile computing for teachers and school administrators.
- Networks and servers – We will upgrade our networks and servers so that students and staff can access resources when and where they need them.

The plan includes deliberate preparation, implementation, and monitoring phases to ensure each project's success. By phasing in projects strategically over two years, we can learn from others and from emerging best practices, build on our successes, spread out up-front costs, and address key challenges that arise. We will also track implementation metrics so we know how the plan is serving our students, staff, and families. Thoughtful and innovative use of technology is a key tool for our district as we stay focused on providing the very best instruction to every student.

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

Franklin County, bordering the Gulf of Mexico and in the middle of the Florida Panhandle, is among the ten poorest counties in the state, with an annual per capital income of $24,102.00, 23% lower than the state average of $31,469.00. The 2000 U.S. Census Bureau report showed 26.9% of all families in Franklin County living below the poverty level. The percentage rose to 33.3% for individuals and to 66.3% for female head of households. The same census showed that nearly one-third of the population had not received a high school diploma.

Franklin County is one of the state's largest counties, although it ranks 63rd in population density. Its population is generally younger than the state average, with a median age of 39.4 years as compared to the state average age of 44.5 years. Aquaculture and tourism provides 31.1% of the county with its traditional economic base, although the state's net ban, increasingly frequent outbreaks of red tide, devastating hurricanes, and the losses caused by the BP oil spill have dealt those industries severe blows and have contributed to the county's depressed economic state. The closing of traditional industries such as the St. Joe Paper Company have left the county's largest employers the school system, corrections facility, and sheriff's department.

While Franklin District Schools has seen a steady decline in student population over the last several years, the free/reduced-price lunch population has increased significantly. The percentage of student's eligible in the 1999-2000 school year was 57% percent, while 73% were eligible district-wide in 2006. Franklin District's dropout rate reflects the state dropout rate. It is particularly and painfully true that in Franklin County a coordinated Pathway Program, such as the one proposed in this application, is essential and critical to adequately prepare students with the basic digital literacy skills necessary for success in postsecondary education and jobs in today's economy.

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	Al London	alondon@franklin.k12.fl.us 850-670-2810 x4107
Curriculum District Contact	Nick O'Grady	Nogrady@franklin.k12.fl.us 850-670-2810 x4110
Instructional District Contact	Sue Summers	ssummers@franklin.k12.fl.us 850-670-2810 x4109
Finance District Contact	Shannon Venable	svenabe@franklin.k12.fl.us 850-670-2810 x4105
District Leadership Contact	Nina M. Marks	nmarks@franklin.k12.fl.us 850-670-2810 x4113

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 Franklin County School Advisory Council is composed of teachers, staff, parents, and community partners. The Council reviews the Technology Plan, School Improvement Plan, and District Strategic Plan and provides suggestions for improvement, implementation and evaluation.

Franklin County School District is committed to reaching all learners, regardless of their abilities. Students with disabilities and limited English proficient students require accommodations and modifications, and our staff is devoted to utilizing flexible ways to present information such as digital books, text to speech applications, and specialized software. They also provide students with various ways to express themselves in order to increase active engagement in different settings and situations. In addition, assistive technology devices are available for students with disabilities and ELL students to participate, communicate, and learn more effectively in the classroom.

1.5   <u>Multi-Tiered System of Supports (MTSS)-</u> 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 Franklin County Leadership team began this process by determining and setting a standard for a core level digital classroom. This standard was based in part on the current technology available in the classrooms in the district. Since Franklin County has one PK-12 School that is just under 7 years old there was much technology available in each classroom. The standard was to have internet access in all classrooms, one access point for each classroom, interactive smart boards, digital cameras, projection devices, at least 6 computers in each classroom, and four computer labs in the schools.

The leadership team then used the MTSS process to develop and annualize data to determine the best use of resource, allocation of the resources to provide the great impact on student achievement and to evaluate the results of the decision and implementation of the problem solving process. The district leadership team reviewed various data sources, including but not limited to, student performance data, technology needs both hardware and software, District Strategic Plan, District Technology Plan and the District and School Improvement plans to determine the areas of need. The team then addressed the type and level of intervention that was to be implemented to improve the area identified as an area of need.

From the review of the data from the various sources, the team developed a list of needs and gaps based on the standard digital classroom plan. The areas of need identified included use of instructional technology to engaged students, infrastructure, and assistive technology. The team then prioritized the list of hardware that would be needed to meet the standard digital classroom plan. The establishment of the standard digital classroom plan to all classrooms in the district along with continuous professional development and support from the district, PAEC, FDLRS PAEC, and other agencies will result in increased student performance, access to technology for all students so they can be actively engaged in learning simulations that enables them to problem solve and interact in a real world environment of the future .

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.

We will continue to raise the level of technology integration in the learning experience for all students. Teachers must become more comfortable using technology to support student learning in the classroom. We want to see a measurable impact of technology on student achievement. Students should become better readers, writers and mathematicians because of their interaction with classroom technology. Teachers should be using technology tools to assist them in making good instructional decisions for their students. The evaluation that we did as part of our technology planning effort has assisted us in identifying several areas of focus.

Our curriculum goals are:
1. Integrate technology tools/equipment to support student learning and to aid teachers in the delivery of the core curriculum

2. Use assessment data to guide student learning activities and lesson plan development for all classrooms
3. Identify appropriate software and courseware to support the instructional program of the entire district
4. Continue to increase student achievement in all core content areas including Language Arts, Mathematics, Science, Social Studies and Visual and Performing Arts as well as English Language Development.

Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	ELA Student Achievement	51%	64%	2015
2.	Math Student Achievement	56%	65%	2015
3.	Science Student Achievement	58%	65%	2015
4.	ELA Learning Gains	64%	68%	2015
5.	Math Learning Gains	73%	78%	2015
6.	ELA Learning Gains of the Low 25%	65%	68%	2015
7.	Math Learning Gains of the Low 25%	71%	73%	2015
8.	Overall, 4-year Graduation Rate (2012)	59%	65%	2015
9.	Acceleration Success Rate			
10.				
Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved (year)**
1.				
2.				
3.				
4.				
5.				

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	1:1.2	1:1	2016
2.	Count of student instructional desktop computers meeting specifications	544	1301	2016
3.	Count of student instructional mobile computers (laptops) meeting specifications	397	465	2016
4.	Count of student web-thin client computers meeting specifications	0	0	
5.	Count of student large screen tablets meeting specifications	75	175	2015
6.	Percent of schools meeting recommended bandwidth standard	100mg		
7.	Percent of wireless classrooms (802.11n or higher)	10	100	2015
Infrastructure Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
8.	Servers		6	2015
9.	Switches and Firewall		27	2015
10.	NAS/SAN Storage		2	2015

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

Franklin County School District will work to provide instructional personnel and staff with access to opportunities and training to assist with the integration of technology into classroom teaching. Master In-service Plan components include the following and can be located at www.franklincountyschooldistrict.org . The components are 3-008-001, 3-009-001, 3-0015-001, 3-016-001, 3-408-001 and 3-100-002.

The delivery of the professional development will be offered in several modalities including face-to-face workshops, electronic interactive, electronic non-interactive, study group/learning community, action research, and independent study. Participants will implement the content learned during the delivery in the following way(s):

- structured mentor/coaching program
- results from action research
- collaborative planning related to training
- creation of a product related to training
- study group participation
- electronic interactive
- electronic non-interactive

Franklin County School District has made application for the Race to the Top grant of $75,000 to be used for professional development for Digital Learning. Below are the activities and deliverables for the grant.

Activities	Deliverables
Teacher's will make application to participate in the program.	Copies of teacher's applications, sigh in sheets, and agendas
Monthly teacher meetings	Teachers will discuss strategies & uses of

with a facilitator to review implementation of technology into the learning environment — technology, outcomes, successes and additional needs, sign-in sheets, reflection journals, minutes from meetings

Quarterly PD for teachers by 3rd party vendors — PD on a quarterly basis to ensure fidelity in the use of the technology and to provide continuous job embedded PD

One week summer technology camp for participates — Teacher effectiveness ratings based on formal and informal teacher evaluations

Teachers observing their peer using technology — Reflections journals and lessons plans

Professional Development Needs Analysis (Required)	Baseline	Target	Date for Target to be Achieved (year)
1. Average Teacher technology integration via the TIM	50%	75%	2015
2. Average Teacher technology integration via the TIM (Elementary Schools)			
3. Average Teacher technology integration via the TIM (Middle Schools)			
4. Average Teacher technology integration via the TIM (High Schools)			
5. Average Teacher technology integration via the TIM (Combination Schools)	50%	75%	2015
Professional Development Needs Analysis (District Provided)	Baseline	Target	Date for Target to be Achieved (year)
6.			
7.			
8.			
9.			
10.			

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:

Franklin County School District in collaboration with PAEC and the Rural Schools Program will use Learning.com's EasyTech solution which helps students develop the technology skills needed for college and the workforce. EasyTech is a complete digital literacy curriculum that features self-paced lessons and games to practice skills; activities and journals to reinforce concepts; and quizzes to check for understanding. EasyTech's curriculum helps students develop digital literacy skills including computer fundamentals, keyboarding, word processing, charts and graphs, presentation software, Internet research, and more in the context of real-world challenges. EasyTech also provides comprehensive online safety instruction to help ensure students know how to protect themselves and make good choices online.

EasyTech includes:
· Detailed instruction for core technology skills: keyboarding, word processing, and web browsing
· Grade-appropriate, guided instruction with immediate feedback and automatic scoring
· Online safety instruction and compliance reporting that exceeds E-Rate requirements
· Lessons that reflect current representations of technology and software
· Next-Generation Assessment preparation sequence with pre-tests and prescription
· Addresses ISTE Standards-S for grades K-8
· Available in English and Spanish for our LEP students
· Content is web-delivered with no downloads or software installs required

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	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.	Partially implemented	Will work to implement and employ	2015
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially implemented	Will work to implement and employ	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.	Partially implemented	Will work to implement and employ	2015
5.	Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	Partially implemented	Will work to implement and employ	2015
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	2015
8.	Implementation status of a system that includes or seamlessly shares information about students, district	Partially implemented	Will work to implement	2015

	staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.		and employ	
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.	Partially implemented	Will work to implement and employ	2015
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.

Franklin County School District with the purchase of the additional hardware from this grant will increase the number of computers and the bandwidth to the computers within the school to meet the state requirements for assessment. The addition of one computer lab will ensure that all testing is completed in a timely manner and with the least amount of lost instructional time.

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)	544	1301	2015
Online Assessments Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
3.	Servers		6	2015
4.	Switches and firewall		27	2015
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:

Goal: Students will attain the educational technology and information literacy skills that will support an educational learning environment in which they will have rigorous access to the Florida State Standards and Next Generation Sunshine State Standards and will demonstrate mastery through administration of on-line formative, performance based, and summative assessments leading to successful preparation and measurement of college and career readiness standards required of the workplace of the 21st century.

Objective: Students will work with various technologies to develop a familiarity with problem solving

Objective: The infusion of technology will be included in all curriculum guides per the Florida State Standards and Next Generation Sunshine State Standards.

Objective: Students will be digital literate by the end of 10 grade as defined by the Florida Department of Education.

Objective: Students will communicate, collaborate and problem solve with students worldwide.

Objective: Students will be actively involved in their learning goals.

Objectives: Students will have equitable access to technology hardware and software.

Strategy/Activity

- The infusion of technology in all curriculum guides to make classroom instruction more student centered and give students more responsibility for their learning
- Implementation of blended learning environments as appropriate throughout the district

- Increase the number of 1:1 computing environments as appropriate throughout the district
- Implementation of online student learning environments
- Plan and budget for new and replacement hardware and software
- Student participation in extended learning opportunities/programs
- Equitable and accessible hardware and software technologies purchases

Goal: Educators will attain the skills and knowledge necessary to effectively use educational technology to create more rigorous learning environments to assist students to master the Florida Standards and Next Generation Sunshine State Standards by personalizing learning through the collection of student data to support differentiated instruction and to manage the on-line assessment environments.

Objective: 1: The management and security of assessment sessions will be planned and implemented to maintain the administration process and specific problem determination procedures will be developed to resolve technical problems.

Objective: Classroom instruction models will be designed to support the rigorous expectations of the new learning and assessment environment to support student readiness for the types of questions and performance based activities found on the state assessments.

Objective: District personnel will make use of available tools to best utilize data to drive instruction and make decisions.

Objective: District personnel will have access to up to date hardware and software appropriate for discipline and working environment.

Strategy/Activity
- Personnel participation in local, state, national and global online professional learning communities
- Use of formative and summative assessments to individualize instruction
- District professional development on state assessments including security
- Plan and budget for research based hardware and software
- Implementation of district walkthroughs
- Online access to curriculum
- Current broadband, voice, and data networks available in all learning/working environments
- District access to online research-based resources
- Dialogue of the utilization of data to drive instruction
- Continued adaptions to curriculum for students with IEP's using assistive technologies (including training)

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
Students will attain the educational technology and information literacy skills that will support an educational learning environment in which they will have rigorous access to the Florida State Standards and Next	• The infusion of technology in all curriculum guides to make classroom instruction more student centered and give students more responsibility for their learning • Implementation of blended learning environments as	Revised curriculum guides that include the infusion of technology that enables student to be more responsible for their own learning. Teacher lesson plans, student digital	2016 2015

Generation Sunshine State Standards and will demonstrate mastery through administration of on-line formative, performance based, and summative assessments leading to successful preparation and measurement of college and career readiness standards required of the workplace of the 21st century.	• appropriate throughout the district • Increase the number of 1:1 computing environments as appropriate throughout the district • Implementation of online student learning environments • Plan and budget for new and replacement hardware and software • Student participation in extended learning opportunities/programs • Equitable and accessible hardware and software technologies purchases	portfolios, courses Purchase of computers to meet the 1:1 ratio . Master schedule, student course schedules District budget Student schedules, Electronic documentation of student participation Purchase orders, equipment inventories	2016 and ongoing 2016 2016 and ongoing Annually 2016 and ongoing 2016 and ongoing
Educators will attain the skills and knowledge necessary to effectively use educational technology to create more rigorous learning environments to assist students to master the Florida Standards and Next Generation Sunshine State Standards by personalizing learning through the collection of student data to	• Personnel participation in local, state, national and global online professional learning communities • Use of formative and summative assessments to individualize instruction • District professional development on state assessments including security	Sign in sheets, agendas, reflection journals Teacher data files, lesson plans, PSSS PD scheduled sign in sheets, agendas Planning meeting	2015 and ongoing 2015 and ongoing 2015 and ongoing

support differentiated instruction and to manage the on-line assessment environments.	• Plan and budget for research based hardware and software	notes, annual budget	2015 and ongoing
	• Implementation of district walkthroughs	Data from iObservation	2015 and ongoing
	• Online access to curriculum	CPalms, Learning.com Infrastructure diagram	
	• Current broadband, voice, and data networks available in all learning/working environments		2015 and ongoing
	• District access to online research-based resources	Internet access in all classrooms	2015 and ongoing
	• Dialogue of the utilization of data to drive instruction	Grade level and department data meetings	2015 and ongoing
	• Continued adaptions to curriculum for students with IEP's using assistive technologies (including training)	Review of IEPs, LAT/RAT facilitators notes, AT in the classrooms	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.

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 student achievement on the statewide ELA assessment	51%	64%
2. Increase the student achievement on statewide assessment math assessment	56%	65%
3. Increase the four year graduation rate	59%	65%
4. Reduce the dropout rate by 1%	4.1%	3.1%
5.		

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 of servers, San and switches	2015	43,895.00	Franklin	1,2,3,4
B.2.	Interactive projectors, pens, document cameras, Interactive TV	2015	15,128.00	Franklin	1,2,3,4
B.3.	Printers, Meraki ports, interface module, fiber mod	2015	74,908.00	Franklin	1,2,3,4

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 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.	Equipment over 750.00 will be on the school and/or district inventory	Inventory
B.2.	Instructional time is not compromised due to testing, with the increase speed and bandwidth	Computer based resources are not restricted during testing dates, teacher lesson plans will reflect the continued use of computer base resources during testing.
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.
The Franklin County Master Inservice Plan can be found at www.franklincountyschools.org

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
Franklin County School District has developed a master inservice component to increase teacher knowledge and implementation of technology in the classroom to increase student engagement and performance.	$75,000 grant from DOE and Title II funds.

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.		
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.	Desktop and laptop computers, printers, tablets, and monitors	2015	53,518.00	Franklin	1,2,3,4
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

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.	The additional student devices will allow the statewide assessments to be completed.	Assessment calendar available for testing dates.
D.2.	Student progress monitoring can be completed in a timely manner and instruction adjusted to meet the needs of student based on current monitoring results.	Data analysis conducted by grade department groups, review of lesson plans by peers and administration, and student achievement data on statewide assessments.
D.3.	School and District level property inventories	Computers, tablets and printers are listed on inventory sheets.
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
The district will utilize the Florida Assessment Item Bank and Test Platform to develop and deliver assessment that are not	State

a part of the Florida statewide assessment program.	
The District currently uses Discovery Education and FAIR for progress monitoring	Title I and State

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.		