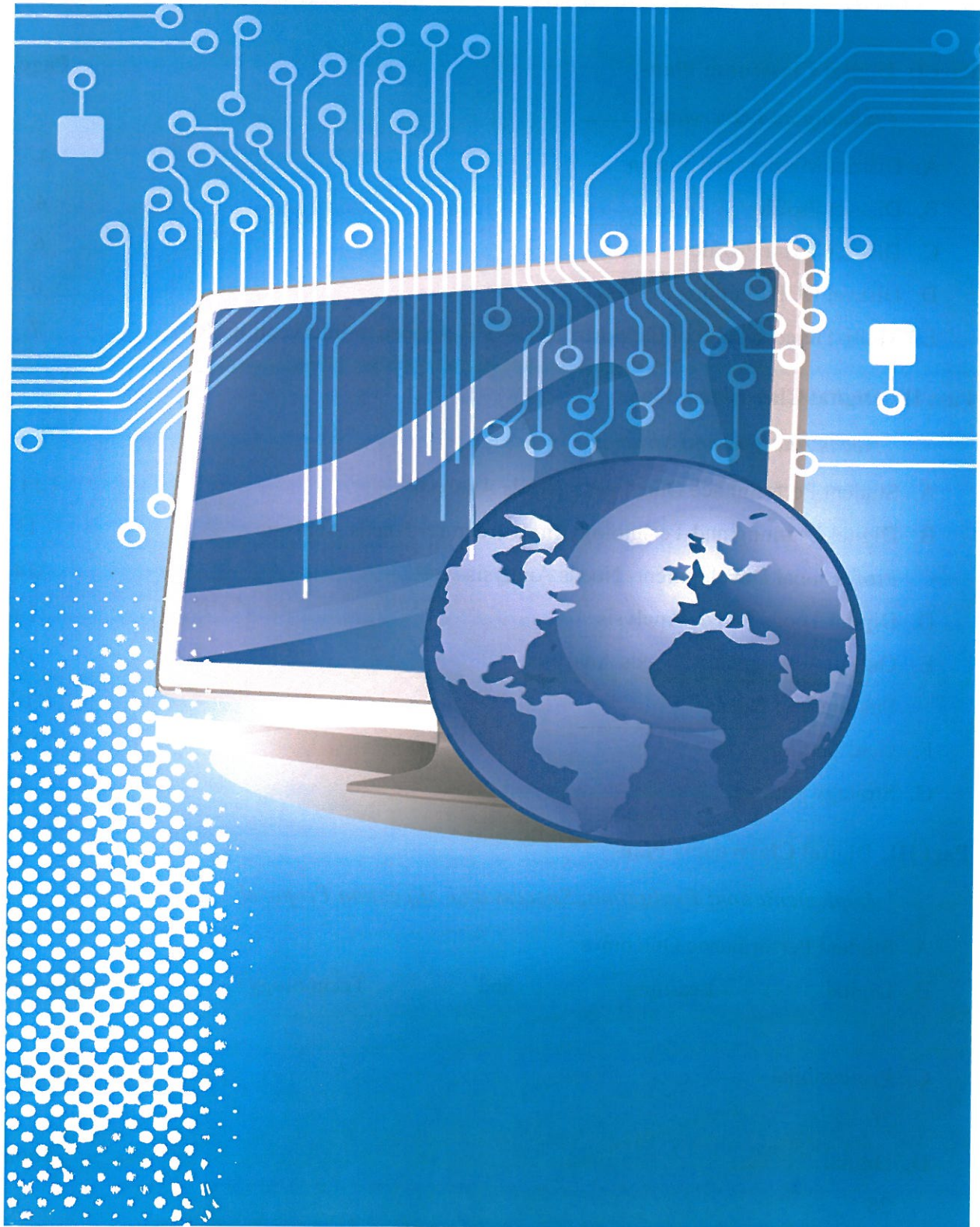


# Lake County Schools Digital Classroom Plan 2014-2015



District Digital Classrooms Plan  
Table of Contents

<b>Part I: Digital Classroom Plan-</b>	<b>Page</b>
<i>Planning and Overview</i>	
A. District Mission and Vision	3
B. District Profile	4
C. District Team Profile	6
D. District DCP Planning Process	6
E. Multi-Tiered system of Supports (MTSS)/ Response to Intervention (RtI)	7
<b>Part II: Digital Classrooms Plan-</b>	
<i>Needs Analysis and Strategy</i>	
A. Student Performance Outcomes; Needs Analysis	11
B. Digital Learning and Technology Infrastructure- Needs Analysis	13
C. Professional Development- Needs Analysis	14
D. Digital Tools- Needs Analysis	14
E. Online Assessments- Needs Analysis	16
Summary of Needs	17
F. Goal Setting	19
G. Strategy Setting	20
<b>Part III: Digital Classrooms Plan-</b>	
<i>Implementation; Evaluation, Success and Allocation Proposal</i>	
A. Student Performance Outcomes	23
B. Digital Learning and Technology Infrastructure	25
C. Professional Development	26
D. Digital Tools	28



## **Part I: Digital Classroom Plan Overview**

### **A. District Digital Learning Mission and Vision**

The District's digital learning mission and vision component of the plan will document the overall focus and direction with respect to how the incorporation and integration of technology into the educational program will improve student performance outcomes providing a perspective on what the district considers to be vital and critically important in relation to technology use and improving student performance.

Technology Goal: The goal of Lake County Schools (LCS) is to increase the utilization and integration of technology in all areas of the organization to enhance academic learning and instruction in the new Florida Standards and increase efficiencies, effectiveness and global competitiveness.

Technology Objectives:

- Provide technology-rich instructional delivery methods to meet the needs of students
- Ensure equity of student access to technology
- Improve students' technology literacy skills
- Expand the use of technology for communication purposes
- Improve the efficiency and reliability of instructional technology and maintenance and the repair of hardware

Digital Learning Vision: The digital learning vision of Lake County Schools is to provide a technology-rich environment that empowers all learners with access to information through voice, video and data utilizing a variety of applications for the purpose of communicating information and ideas. Our vision ensures that all students have the opportunity to become lifelong, independent and productive learners.

The technology vision incorporates the following components;

- Networks are in place to allow reliable connectivity with around and between district facilities and communities for staff and students

- A system is in place for new employees to become proficient
- Staff will be trained continually and appropriately to utilize technology as a learning tool that is integrated into the curriculum
- Every staff member will have appropriate technology to be a productive member of Lake County Schools
- Use technology to implement and assess the new Florida Standards
- Create an interface with all communities to allow for collaboration of educational material
- Provide equal opportunities for all learners
- Address individual goals, needs and learning styles for all students
- Prepare all Lake County School's students to successfully adhere to the mission of Lake County Schools
- Introduce students to 21<sup>st</sup> Century technology skills

Digital Learning Mission: The digital learning mission of Lake County Schools is to provide a technology-rich environment that empowers learners with access to information through voice, video and data technology for the purpose of becoming lifelong, independent and productive learners as they become successful contributors to our society.

**District Technology Policy Overview:**

Equitable and Effective Access: The district will:

- Provide for equitable distribution of resources to support the new Florida State Standards and all applicable federal standards.
- Provide access to all Lake County School stakeholders (teachers, administrators, staff, students and parents) to appropriate district-level school information and services.
- Provide equitable access for all students.
- Provide teachers and administrators information and systems to make appropriate educational decisions.
- Components: email; network; internet; telephone; district web site; student information; district applications; Florida Department of Education resources.

**B. District Profile**



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

LCS educates more than 42,000 students in pre-kindergarten through the 12<sup>th</sup> grade and is the 127<sup>th</sup> largest school district in the nation. There are 8 high schools, 10 middle schools, 21 elementary schools and 4 conversion charter elementary schools within the expansive district. The county has a total area of 1,156 square miles and is adjacent to Orange County and Orlando, with the southern-most portion attracting diverse residents from the metro-Orlando area. The county encompasses urban, suburban and rural areas. LCS has many challenges because of its size, high poverty rate and diverse nature. Schools are located miles apart and serve very different populations. Technology availability, use and infrastructure are an integral part of the success of students in a district that is so expansive.

LCS student demographics include:

- 59 % White
- 21 % ESE (Exceptional Student Education)
- 18 % Hispanic
- 15 % Black
- 7 % ELL (English Language Learners)
- 62% school district poverty rate for students based on free and reduced lunch data
- 28 % of families with children living in poverty (the median income for a household is \$45,663 and in the highest poverty area the median income is \$33,053)
- In the 2013-2014 school year the district earned a grade of C on the state report card.

**District Vision:** Lake County Schools is a dynamic, progressive, and collaborative learning community embracing change and diversity where every student will graduate with the skills needed to succeed in post-secondary education and the work place.

**District Mission:** The mission of the Lake County Schools is to provide every student with individual opportunities to excel.

**C. District Team Profile: Identification and contact information for each member of the DCP planning team with collaboration between district instructional, curriculum and information technology staff as required in s.1011.62(12)(b), F. S.**

<b>Title/Role</b>	<b>Name:</b>	<b>Email/Phone:</b>
Information Technology District Contact	Dr. Creed Wheeler: Executive Director of Information Technology	<a href="mailto:wheelerc@lake.kk12.fl.us">wheelerc@lake.kk12.fl.us</a>  352-253-6710
Curriculum District Contact	Kathleen Jarvis: Director of Curriculum and Instruction	<a href="mailto:jarvisk@lake.k12.fl.us">jarvisk@lake.k12.fl.us</a>  352-253-6863
Instructional District Contact	Kathleen Halbig: Innovative Learning Specialist	<a href="mailto:halbigk@lake.k12.fl.us">halbigk@lake.k12.fl.us</a>  352-253-4120
Finance District Contact	Carol McCloud:	<a href="mailto:mccloudc@lake.k12.fl.us">mccloudc@lake.k12.fl.us</a>  352-253-6566
District Leadership Contact	Dr. Susan Moxley: Superintendent	<a href="mailto:moxleys@lake.k12.fl.us">moxleys@lake.k12.fl.us</a>  253-352-6523

**D. District Planning Process**

**Information regarding the development of district improvement planning process including how parents school staff and others were involved.**

LCS began the planning process for the District Digital Classroom Plan (DCP) by selecting a district leadership team. The team included representation from the Special Projects & Grant Services Department, as well as Dr. David Christiansen, CAO; Dr. Creed Wheeler, Executive Director of Information Technology; Dr. Maggie Teachout, Director of CTE; and Kathleen Halbig, Manager of Innovative Learning. The team met initially for an overview of the DCP and discussion of Digital Tools and Industry Certification requirements and Florida Statutes.



There was a special session for reviewing the results of the needs assessments to determine the budget over the next five years and for developing priorities that align with the district strategic plan and goals.

Following the initial planning session Dr. Wheeler and Kathleen Halbig hosted a community meeting via Safari Montage with a power point presentation of the DCP to inform and solicit information from stakeholders. This meeting included parents and community business partners and provided an overview of the needs assessment areas of infrastructure; professional development; digital tools and online assessments. The overview included results of an inventory completed in these areas.

District business partners serve as members of the Advisory Board and participated in the community meeting. Our CTE business partners are also part of our stakeholders and will work to assist the group regarding Industry Certification and the new Digital Tool Certifications.

### **1.5 Multi-Tiered System of Supports (MTSS)**

**Florida defines a Multi-Tiered System of Supports (MTSS) as an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention.**

**1. Describe your district's data-based problem-solving processes for the implementation and monitoring of your DCP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.**

Each school is expected to create and support an MTSS/RtI leadership team that utilizes the Problem-Solving (PS) model to meet the academic and behavioral needs of all students. Utilization of the Problem-Solving model requires team participants to follow four specific steps which include: problem identification, problem-analysis, intervention development, and progress monitoring. MTSS/RtI is however; not a specific or singular team, but a process or framework that is used for all team-based educational decision making at Tier 1, Tier 2 and Tier 3. The PS process is used by many school teams as an extension of the school RtI leadership team.

The School-based Leadership Team uses the Problem Solving Process to inform decisions concerning school wide implementation of all areas in Response to Intervention, including

changes to instruction, curriculum, and environment. Schools are expected to Map existing and potential curriculum and personnel resources using the data (trends and patterns)

Problem-solving team meetings are regularly scheduled in each school. By providing a strong PS process with ongoing progress monitoring for assessing the success of research-based interventions at the different tiered levels, more students will have the opportunity to be successful both academically and behaviorally.

School Leadership teams review student data on a periodic basis. Data is derived from Skyward, DATA Star, MTSS Star, and Decision Ed electronic systems. MTSS Star provides reports of students receiving Tier 2 and/or Tier 3 interventions for each school. The MTSS Star system also provides an electronic warehouse of documentation and intervention plans for individual students at each school. Decision Ed provides specifically programmed reports with data for academic and behavioral reports (e.g. Florida Assessment for Instruction in Reading {FAIR}, attendance, office discipline reviews, suspensions, retentions, etc.)

## **2. Describe the systems in place the leadership team uses to monitor the district's MTSS and DCP.**

District and School Leadership Teams use the problem solving process to inform decisions concerning school-wide implementation of RtI (academic and behavior) and changes to instruction, curriculum, environment, and resources.

- Develop school-wide system for collecting, organizing, summarizing, and displaying data (Tier 1 universal screening data and Tier 2 intervention progress monitoring data)
- Using Tier 1 data, apply the Problem Solving Process to the entire school as well as specific grade levels and/or departments to determine effectiveness of core instruction
- Review available assessments, curriculum and standards, and instruction – check for alignment
- Map existing and potential curriculum and personnel resources using the data (trends and patterns)
- Provide information, training, and resources to school staff continually to establish a rationale and provide leadership for implementing RtI in the building.
- Review Universal Assessment Data and Tier 1 Walk through data to make collaborative decisions in both academic and behavioral areas



- Monitor the process of supplemental interventions throughout the school
- Determine Professional Development needs, addressing new staff hires as well as continual development for all staff
- Examine the fidelity of the supplemental intervention (Tier 2 data) using Principal Walk Through and observation data
- Examine Progress Monitoring data to determine the effectiveness of interventions at each tier
- Examine effectiveness of all tier instruction by tracking students in each tier

**3. Describe the data sources(s) and management system(s) used to access and analyze data to monitor the effectiveness supports being offered to each tier.**

Lake County Schools employs several electronic systems to manage student data and provide reports to school and district personnel. These systems include the following:

- Skyward – district-wide data base that maintains student and staff data. Student data includes: attendance, office discipline referrals, suspensions, assessments, grades
- MTSS STAR- Individual student documentation of MTSS/RtI Process,
- Decision Ed – A data base of specifically designed reports that allow the user to set parameters of the report type selected.
- Data STAR – Provides academic reports derived from state assessments for the district and schools by students, class, grade level, or district.

Currently, none of the systems noted above allow for the development of reports to monitor the effectiveness of the interventions in use by the schools. Other than an analysis of the movement of students from the different tiers of support or ultimately to an Exceptional Education placement there is no vehicle to monitor specific interventions. Florida Positive Behavior Supports has developed a state-wide data base for behavior, but is currently adding Tier 3 for the 2014-2015 school year. Individual systems used in the schools such as Achieve 3000, STAR Reading, FAIR-FS/PMRN, Penda, Istation, etc. provide reports that allow schools to monitor student success in these specific programs. Specific teacher strategies are not monitored such as small group instruction, direct instruction, repeated reading, or one-on-one instruction.

**4. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving which will assist with the implementation of the DCP.**

Professional development is identified based on student performance Tier 1 data (patterns and trends) which leads to training in strategies and skills provided to teachers to increased knowledge of the characteristics of our student learners (ELL needs, ESE student needs, SES student needs, ADHD learners, etc.) District developed professional development is provided to school-based capacity builders to provide a direct link to teachers and other school personnel to enhance knowledge and skills related to implementation of MTSS/RtI supports for students.

### **Integration of Technology for Special Populations**

In addition to using MTSS for interventions that include special populations, LCS has a specific initiative focusing on integrating technology for ELL, ESE and struggling students.

As part of an ongoing effort to integrate technology as a true means of interactive, autonomous learning for ELL students, the Department of Teaching and Learning has employed the use of Rosetta Stone and iPads in the classroom environment. The ELL iPad Initiative has been ongoing for the past 3 years. This year, the schools with the highest number of ELL students will be granted a set of iPads for ELL student use. Other schools throughout the district with an ELL or ESOL Teacher Assistant will have access to the iPads as well. Additionally, ESOL contacts and ELL/ESOL TAs have participated in professional development and will continue to be trained in the use of the ELL iPads. This will allow them to use the iPads and the specific applications (apps) to reinforce ELL strategies, increase comprehension in all domains and provide ELL students with a fun and rewarding way to increase their English Language Proficiency.

Working in conjunction with [www.RosettaStoneClassroom.com](http://www.RosettaStoneClassroom.com) for Students, the Rosetta Stone iPad app allows students take full advantage of the program without the need for having to use a traditional computer interface, instead taking on the interactivity and mobility of the iPad.

Special needs students have access to assistive technology to facilitate the integration of technology in curriculum and instruction. For Blind and Visually Impaired students we use Magic Software (on Dist. Network) to enlarge, Razzle and Dazzle are personnel enlargers, Jaws and Packmates translate the typed work into Braille, and a Tiger Embosser creates unique raised materials as well as braille. Many of our students who cannot speak (or have minimal ability) use items such as The Go-Talk, or a tablet with Pro Loquo software added. A few of our students who are very physically involved use pointers, eye-gaze, Springboard or touch pads to access the



computer. Our Deaf and Hard of hearing students have special amplification systems in their classrooms. The Occupational Therapists use a variety of Apps such as Read-to-Go, Clever Keyboard, and Notability with their students who have fine motor and perceptual difficulties.

## Part II. DIGITAL CLASSROOM PLANS STRATEGY

- **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.

*\*For the 5 year plan the ELA and Math Baseline will need to be adjusted to reflect the new Florida Standards.*

A.)Student Performance Outcomes- Needs Analysis (Required)		Baseline: 2014	Target: Determined by FDOE	Date for Target to be Achieved
1.	<b>Increase proficiency rates on ELA standards. (% scoring satisfactory)</b>	58% reading	70% reading	2015
2.	<b>Increase proficiency rates on Math standards. (% scoring satisfactory)</b>	61%	68%	2015
3.	<b>Close the Achievement Gap and increase AMO percentages for the following subgroups;</b>  ELL (% scoring satisfactory)  ESE (% scoring satisfactory)  Black/African American (% scoring satisfactory)  Hispanic (% scoring satisfactory)	Reading: 34% Math: 42%  Reading: 29% Math: 32% Reading: 39% Math: 43%  Reading: 55%	Reading: 49% Math: 54%  Reading: 49% Math: 51% Reading: 56% Math: 55%  Reading: 64%	2015

		Math: 58%	Math: 63%	
4.	<b>Increase Graduation rate:</b>	78.3%	79%	2015
5.	<b>Increase participation and performance in rigorous coursework:</b>			
	Industry Certification	845 Certifications	1100 Certifications	2015
	Digital Tools Certification	Not yet implemented	TBD	2015- 2016
6.	<b>Increase the integration and use of digital tools in the classroom and efficiency of online testing</b>	Partially implemented	Increased use of the TIM for all teachers	2015- 2016
7.	<b>Increase attendance rate:</b>			
	Elementary	95.08%	98%	2015
	Middle	93.47%	95%	
	High	92.92%	95%	
8.	<b>Reduce disciplinary infractions</b>	651 total incidents in 2013	500	2015

## 1. School Grade Model Student Performance Outcomes

### 2. DIAP/AMO Data Review

- Describe what the district has discovered about the learning needs of its underperforming subgroups. Reflect on why last year's strategies did not increase student achievement in these underperforming subgroups.

There have been gains in overall student achievement in the district. As we move forward our achievement gap continues to present a challenge. We have learned that we need to utilize culturally responsive instructional strategies as part of daily instructional practice and develop an understanding of the relationship between culture, language and perception so that "we can empower students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes." (Gloria Ladson-Billings)



Last year we used culturally responsive instructional strategies as part of daily instructional practice and are complimenting those strategies this year through the seamless integration of technology as a tool to accomplish tasks based on the new Florida standards to increase achievement in our subgroups. We will also review our technology resources to make sure that they reflect culturally responsive instruction as we implement the new Florida Standards.

Additionally, we will continue to emphasize MTSS as our strategy to identify specific needs of our struggling ELL and ESE students. We will continue to build capacity to implement successful tiered interventions through leadership teams at our school sites. We will also use technology frequently to assist in personalizing instruction and plan to implement new adaptive technologies.

Since we implemented our last technology plan the LCS district has developed new learning priorities that include personalized learning for students and teachers that are changing our approach to teaching and learning. The new approach will include both blended and competency-based learning. Our technology infrastructure; policies and resources will need to adapt and align to meet our changing and growing needs.

\*Homeless subgroup: LCS has a large homeless youth subgroup in the secondary grades that have been addressed through the use of special funds to purchase and lend laptops to provide access and equity.

- **Quality Efficient Services:** Technology Infrastructure: Districts shall create a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software.

B. Infrastructure Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved
1.	Student to Computer Device Ratio	4:1	4:1	Achieved
2.	Count of student instructional desktop computers meeting specifications	4:1	4:1	Achieved
3.	Count of student instructional mobile computers (laptops) meeting specifications	75%	100%	2015-16
4.	Count of student web-thin client computers meeting specifications	NA	NA	NA
5.	Count of student large screen tablets meeting specifications	100%	100%	Achieved
6.	Percent of schools meeting recommended			

	bandwidth standard	100%	100%	Achieved
7.	Percent of wireless classrooms (802.11n or higher)	90%	100%	2015-16
<b>B.)Infrastructure Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved</b>
8.	Wireless access points in each classroom	75%	All classrooms	2015-16
9.	10 meg/student internet access	4 meg	10 meg	2015-16
10.	Classroom technology to include audio enhancements; document cameras; interactive devices (projectors/smart screens)	75%	All district classrooms	2015-16

- **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.

<b>C.) Professional Development Needs Analysis (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved</b>
1.	Average Teacher technology integration via the TIM	37.5%	100%	2015
2.	Average Teacher technology integration via the TIM (Elementary Schools)	30%	100%	2015
3.	Average Teacher technology integration via the TIM (Middle Schools)	45%	100%	2015
4.	Average Teacher technology integration via the TIM (High Schools)	45%	100%	2015
5.	Average Teacher technology integration via	NA	Na	NA



	the TIM (Combination Schools)			
--	-------------------------------	--	--	--

- **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.

<b>D.) Digital Tools Needs Analysis (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved</b>
1.	Implementation status of a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Partial/Will Work to Implement and Employ(WWIE)	Full Implementation	2015
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	P/WWTI: Safari Montage Moodle	Full Implementation	2015
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	P/WWIE: School Net	Full Implementation	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.	P/WWIE: TruenorthLogic (TNL)	Full Implementation	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.	P/WWIE: Decision Ed Skyward	Full Implementation	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.	P/WWIE: Decision Ed	Full Implementation	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.	P/WWIE Schoolwires website Moodle	Full Implementation	2015
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	P/WWIE: Decision Ed Skyward	Full Implementation	2015
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	P/WWIE: Decision Ed Skyward	Full Implementation	2015
<b>D.) Digital Tools Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved</b>
10.	Moodle Expertise	No system in place	Will work to implement and employ	2015
11.	Time; resources; space for digital resources	Partially implemented	Full Implementation	2015
<b>Baseline Response:</b>		<b>Target Response:</b>		
Fully implemented		Will continue to support and employ in classrooms (WWIE)		
Partially implemented (P)		Will work to implement and employ OR will maintain system		
No system in place		Will work to implement and employ/ OR no plans to address at this time		

- **Quality Efficient Services:** Online Assessment Readiness: Districts shall work to reduce the amount time used for the administration of computer-based assessments.

<b>E.) Online Assessments Needs Analysis (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved</b>
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	100%	2014
2.	Computers/devices required for assessments (based on schedule constraints)	90%	100%	2015
<b>E.) Online Assessments Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved</b>
3.	Greater number of devices	80%	100%	2015
4.	Increased efficiency	80%	100%	2015
5.	Reduce amount of time used for testing and recover learning time	80%	100%	2015

**Summary of Needs: (See Community Power Point in Appendix)**

***Student Performance Outcomes***

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

Identified Needs:

1. Adaptive digital platform for math
2. Adaptive software that meets the student at the level of need and allows progress toward mastery (for acceleration as well as remediation)
3. Software that supports MTSS identified needs

***Digital Learning and Quality Infrastructure Needs***

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

Identified Needs:

October 1, 2014

1. Conduct a technology infrastructure audit and Digital Classroom Plan Evaluation
2. Purchase and install wireless access points in every classroom
3. Increase bandwidth to meet national ConnectEd requirements
4. Retrofit 'older' classroom technology
5. Upgrade/maintain/consolidate curriculum software

***Professional Development Needs:***

Skilled Workforce and Economic Development: Instructional personnel and staff shall have access to opportunities and training to assist with the integration of technology into classroom teaching.

Identified Needs:

1. Develop teachers' digital literacy
2. Prepare teachers to incorporate digital literacy skills into the curriculum
3. Incorporate personalized learning for students
4. Develop digital strategies for personalized learning implementation, including blended learning

***Digital Tools:***

Seamless Articulation and Maximum Access: District 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.

Identified Needs:

1. Set up a system for students to earn Digital Tools certifications
2. Develop staff expertise to support digital tools
3. Maximize district use of digital tools
4. Integrate use of digital tools in curriculum delivery

***Online Assessments;***

Quality Efficient Services: Districts shall work to reduce the amount of time used for the administration of computer-based assessments.

Identified Needs:

1. Increase efficiency in implementing new End of Course Exams
2. Develop teacher and students' digital literacy skills related to computer-based assessments



3. Recover student learning time through efficiencies and devices

<b>F. Goal Setting</b>
------------------------

<b>District Goals</b>
-----------------------

**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.**

**STRATEGIC GOALS: Lake County Schools will ensure that:**

**STUDENT ACHIEVEMENT-** All students will graduate Career & College Ready (C<sup>2</sup> Ready)

**EFFICIENT AND EFFECTIVE OPERATIONS** -All resources in the district are allocated to support the highest level of student achievement and the strategic plan priorities with fidelity and transparency.

**SAFE LEARNING ENVIRONMENT-**We provide a safe learning environment that supports student safety and academic success enabling students to be college and career ready by implementing school safety measures, prevention programs, and a positive school climate that promotes caring relationships, and higher student academic achievement.

**TECHNOLOGICAL INNOVATION-** We increase the utilization and integration of technology in all areas of the organization to enhance academic learning and instruction, increase efficiencies, effectiveness and global competitiveness.

**HIGHLY DEVELOPED AND HIGH PERFORMING STAFF-** All employees will be high performing in their area of specialization. Professional development will be focused on increased performance and proficiency of employees.

**FAMILY AND COMMUNITY INVOLVEMENT-** We enrich students' educational experience by building stronger relationships and partnerships with families, businesses and the community.

<b>G. Strategy Setting: <u>Strategies Set for 2015 Aligned with District Strategic Goals and Student Performance Outcomes*</u></b>			
<b>Strategic Goal</b>	<b>Strategy</b>	<b>Measurement</b>	<b>Timeline</b>
<b>Aligned with Student Performance Outcomes</b>			
<b><u>Student Achievement</u></b>			
*Increase proficiency in Math and ELA	Purchase and implement Math adaptive/diagnostic software;  Provide PD training for teachers in digital literacy: ELA/Math 6,7,8 and High School	EOC and Florida Standards assessment scores; Teacher surveys  Participation: sign in sheets; scores on ELA and Math EOCs and Florida Standards assessments	2015
*Close the achievement gap for ELL; ESE and Black/African American Students  *Increase Graduation Rate	Purchase and implement Star archiving and retrieval software, scanning and automatic uploading and reporting for ELL Star and MTSS Star so that teachers can use data to increase student achievement.	Track student interventions and align with scores on EOC and Florida Standards assessments to determine gains in subgroup student achievement.  Teacher surveys	2015
*Increase attendance rate  *Decrease disciplinary infractions	Collect attendance and disciplinary data for students on interventions housed in Star	Analyze data collected to determine effectiveness of interventions used and tracked	2015
<b><u>Efficient and</u></b>			



<b><u>Effective Operations</u></b>			
*Increase use of digital tools in the classroom: for online testing	Purchase and make available additional devices for online testing to allow for greater efficiency in scheduling across the district	Track use of time for testing compared to number of devices available and loss of instructional time	2015
*Increase use of digital tools in the classroom	Audit/Inventory and Evaluation of Digital Learning and Technology Infrastructure	Results of audit report submitted to district summarizing findings from the audit	2015
<b><u>Safe Learning Environment</u></b>			
*Increase use of digital tools in the classroom including BYOD-develop digital classroom guidelines	Training for teachers in digital literacy and technology integration and assistance in developing classroom policy for device use that fosters a safe learning environment	Teacher survey on Participation in training through sign in  Teacher survey on use of classroom policy  Student assessment of Digital Citizenship	2015
<b><u>Technological Innovation</u></b>			
*Increase use of digital tools in the classroom	Math Adaptive software purchased and used in grades K-5	EOC and Florida Standards assessment scores; Teacher surveys	2015
*Increase use of digital tools in the classroom	6 Red Marbles purchased and used by teachers to vet technology	Teacher survey on 6 Red Marbles as a tool to vet technology selection and use in the classroom	2015
<b><u>Highly Developed and High Performing Staff</u></b>			2015



*Increase use of digital tools in the classroom	Purchase Technology Interactive Matrix (TIM): teachers will determine their level of proficiency with digital content  <i>Also Digital Tool</i>	Monitor completion rates in TIM console/number of teachers completing TIM	2015
*Increase use of digital tools in the classroom	Innovative Learning Specialist (ILS) support contact at each school site to assist teachers in an embedded PD format  <i>Stipends</i>	100% of ILS contacts provide documentation of job-embedded PD at their school site  Teacher survey on support and training	2015
*Increase % scoring satisfactory on ELA and Math Standards	Training for teachers in digital literacy: ELA/Math 6,7,8 and High School  <i>Stipends and Substitutes</i>	Scores on EOC and Florida Assessments in ELA and Math 6,7,8 and High School  Attendance and participation sign in sheets at digital literacy training	2015
*Increase participation and performance in rigorous coursework:  *Industry Certification  *Digital Tools	Provide professional development to middle school Key boarding and computer application teacher re CTE digital tools curriculum and testing  <i>Substitutes</i>	Number of applicable teacher trained and prepared to implement CAPE Digital Tools process and teacher training aligned with FLDOE identified certifications	2015  **Training will be 2015 and purchase will begin 2016. Digital Tool for ESE students will be purchased and begin in the 2015-2016
*Increase use and integration of digital tools in the classroom	Purchase and implement Digital Tool evaluation software (6 Red Marbles) and make available for teacher use  <i>Also Digital Tool</i>	Usage reports from 6 Red Marbles  Teacher survey on effectiveness of tool for vetting technology	2015
*Increase use and integration of digital	Teacher training for digital literacy in	Number of teachers (of those giving online	2015

tools: online assessments	online assessment <i>Substitutes and Stipends</i>	assessments 2014-2015) trained in online assessment	
*Increase % scoring satisfactory on Math standards	Getting Started & Data and Instructional Training for Math Adaptive Program	Number of PK-GR5 teachers trained in math adaptive software	2015
<b><u>Family &amp; Community Involvement</u></b>			
Increase the use and integration of digital tools-	Community Communications Program	Number of students using BYOD and accessing digital tools at home for learning	2015

*\*\*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.*

<b>Part III. DIGITAL CLASSROOM PLAN- ALLOCATION PROPOSAL</b> <b>\$ 508,736 LCS Allocation</b> <b>\$ 72,683 Charters ( per student formula)</b> <b><u>\$581,419 Allocation Total</u></b>			
<b>A.)Student Performance Outcomes</b>		<b>Baseline 2014</b>	<b>Target 2015 Determined by FDOE</b>
1.	<b>Increase proficiency rates on ELA standards: (% scoring satisfactory)</b> (Reading data used for baseline and target; data will be adjusted to reflect new ELA Standards. Targets reflect AMO District Targets set by the state)	58% (reading)	70% (reading)
2.	<b>Increase proficiency rates on Math standards: (% scoring satisfactory)</b> (Math data used for baseline and target; data will be adjusted to reflect new math Standards. Targets reflect AMO District Targets set by the state)	61%	68%

3.	<b>Close the Achievement Gap- Increase AMO percentages for subgroups :</b>  ELL: (% scoring satisfactory)   ESE: (% scoring satisfactory)   Black /African American: (% scoring satisfactory)   Hispanic: (% scoring satisfactory)	Reading: 34% Math: 42%  Reading: 29% Math: 32%  Reading: 39% Math: 43%  Reading: 55% Math: 58%	Reading: 49% Math: 54%  Reading: 49% Math: 51%  Reading: 56% Math: 55%  Reading: 64% Math: 63%
4.	<b>Increase Graduation Rate:</b>	78.3%	79%
5.	<b>Increase participation and performance in rigorous course work-</b>  Industry Certification   Digital Tools Certification	845 Certifications   Not yet implemented	1,100 Certifications  TBD
6.	<b>Increased use and integration of digital tools including increased efficiency in online testing</b>	Partially implemented	Full implementation/100 % teachers
7.	<b>Increase the attendance rate:</b>  Elementary  Middle  High	95.08  93.47  92.92	98%  95%  95%
8.	<b>Reduce disciplinary infractions</b>	651 total incidents in 2013	500



B) Digital Learning and Technology Infrastructure \$20,000					
*Infrastructure needs are being accessed in the 2014-15 school year and results will be available for the next fiscal period 2015-2016.					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B1	Third-party consultant to conduct district IT infrastructure Audit & Inventory (as required by FDOE) and evaluation of yearly performance outcomes.	January 30, 2015  June 30 2015, and yearly thereafter	\$20,000	District including all schools	5,6  1,2,3,4,5,6
Brief description of other activities			Other funding source		
Previously added wireless access points			FDOE grant (LCS Project Aerohive) \$75,000		
Infrastructure Evaluation and Success Criteria					
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria			
B1	Report submitted to district summarizing findings from audit and inventory  Yearly report will be submitted evaluating progress on student performance outcomes	100% of district schools meet guidelines for wireless access points (each classroom) and bandwidth (10 megs)  Student achievement will increase based on outcomes and measurements			

*\*Infrastructure meets state specifications that will accommodate the requirements of state supported applications and assessments. 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					
Professional Development Implementation \$204,073					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
C1	Purchase Technology Interactive Matrix (TIM): teachers will determine their level of proficiency with digital content <i>Also Digital Tool</i>	June 30, 2015	\$5,500	All teachers	6
C2	Innovative Learning Specialist (ILS) support contact at each school site to assist teachers in an embedded PD format <i>Stipends</i>	January, 2015	\$80,000	All schools	1,2,3,4,6
C3	Training for teachers in digital literacy: ELA/Math 6,7,8 and High School <i>Stipends and Substitutes</i>	June , 2015	\$50,500	All Secondary Schools	1,2,6
C4	Provide professional development to middle school Key boarding and computer application teacher re CTE digital tools curriculum and testing <i>Substitutes</i>	August 2015	\$1,000	All 10 district middle schools LCS	5,6
C5	Purchase and implement Digital Tool evaluation software (6 Red Marbles) and make available for teacher use <i>Also Digital Tool</i>	January, 2015	\$15,000	Online for all teachers	6
C6	Teacher training for digital literacy in online assessment	March, 2015	\$12,073	Teachers involved in online	6

	<i>Substitutes and Stipends</i>			testing 2015	
C7	Getting Started & Data and Instruction Training for Math Adaptive Program	January, 2015-June, 2015	\$40,000	Math teachers PK- grade 5	2
Brief description of other activities			Other funding source		
Personalized learning for teachers			Bill & Melinda Gates Foundation iPD Grant:		
Teachers creating playlists for use in classroom that are aligned to the new Florida standards			FDOE Grant: Professional Development for Digital Classrooms: \$75,000		
Professional Development Evaluation and Success Criteria					
Deliverable (from above)	Monitoring and Evaluation and Process(es)		Success Criteria		
C.1.	Monitor completion rates in TIM console/number of teachers completing TIM		85% of high school teachers complete TIM (optional this year for elementary and middle )		
C.2.	ILS contact in place in 100% of schools		100% of ILS contacts provide documentation of job-embedded PD at their school site		
C.3.	Digital Literacy PD training offered at every school site		75% of training evaluations reflect teachers ability to incorporate digital literacy into the curriculum		
C.4.	Number of applicable teacher trained and prepared to implement CAPE Digital Tools process and teacher training aligned with FLDOE identified certifications		At least 80% of middle school business Education teachers will be trained in CAPE Digital tools curriculum and certification testing process		
C.5.	Usage reports from 6 Red Marbles		75% of classroom teachers complete digital tool evaluation		
C.6.	Number of teachers (of those giving online assessments 2014-2015) trained in online assessment		100% of teachers giving online assessments trained		
C.7.	Number of PK-GR5 teachers trained in math adaptive software		100% of PK-GR5 teachers trained in Math Adaptive software.		



**\*\* State recommendations for digital learning professional development include at a minimum, – High Quality Master In-service Plan (MIP) Components that address: 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. Link to Lake County Schools MIP Book and Technology folders:**

<http://www.lake.k12.fl.us/cms/lib05/FL01000799/Centricity/Domain/41/MIP-Master%20Inservice%20Plan/MIP%20online%20book%2009-17-2014.pdf>

<b>D.) Digital Tools</b>					
<b>Digital Tool Implementation \$218,179</b>					
<b>Digital Tools Implementation</b>					
	<b>Deliverable</b>	<b>Estimated Completion Date</b>	<b>Estimated Cost</b>	<b>School/ District</b>	<b>Outcome from Section A)</b>
D.1	Content-creation software to develop <i>self-paced, online courses and content</i>	June, 2015	\$12,000	All teachers	6-1,2
D.2	CAPE Program Specialist (.5) to provide support for teachers and students in <i>implementation of the new CAPE Digital Tools curriculum and testing</i>	June, 2015	\$20,000	All K-8 teachers teaching CAPE digital Tools certification curricula	5,6
D3	Moodle Consultant Services to support district staff in <i>updating, redesigning and expanding Moodle platform</i>	June, 2015	\$10,000	All teachers	6
D4	Star archiving and retrieval software, scanning and automatic <i>uploading and reporting for ELL Star and MTSS Star</i>	June, 2015	\$24,975	All teachers	3,4,6,7,8
D5	Classrooms retrofit with digital devices to <i>meet district digital standard for high performing digital classroom (as indicted on the state's computer-based</i>	June, 2015	\$100,000	All Classrooms identified by survey and phased	6

	<i>readiness survey)</i>			in over 5 years	
D6	Purchase Math Adaptive and Diagnostic Software (IReady Diagnostic & Instruction Math) and <i>make available for classroom use (with focused teacher PD)</i>	January-June, 2015	\$51,204	PK-grade 5 (21 sites)	2,6
Brief description of other activities		Other funding source			
CAPE Digital Tool Certification opportunities will expand in subsequent years but will be self-funded		CAPE digital Tools funding will support this initiative after 2015-16.			
Digital Tools Evaluation and Success Criteria					
Deliverable	Monitoring and Evaluation and Process(es)	Success Criteria			
D.1.	Number of teachers using the content creation software	75% of teachers use software to create content as determined by survey and stored content for shared use			
D.2.	Number of teachers trained and prepared to implement CAPE Digital Tools process and teacher training aligned with FLDOE identified certifications.	At least 80% of middle school Business Education teachers will be trained in the CAPE Digital tools curriculum and certification testing process as determined by training sign in lists and survey on implementation.			
D.3.	Number of teachers who report support from consultant to expand Moodle use	75% of teachers are supported and report expanded use of the Moodle platform as determined by survey and expanded content on the platform.			
D.4.	Number of STAR student plans that are archived for future retrieval and use by staff	75% of staff use the archive and retrieval system to			
D.5.	Number of classrooms that are retro fit with digital devices to meet district standard for high performing classroom	75% Percent of classrooms have been retrofit with digital devices to meet district standard.			
D.6.	Number of math classrooms K-8	Improvement in Student Performance			



	using the adaptive software and diagnostic.	Outcome in Math proficiency for all students and specifically ELL; ESE and Black/African American students.
--	---	---

*\*\*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. Devices that meet or exceed minimum requirements and protocols established by the department may also be included here.*

E.) Online Assessments					
Online Assessment Implementation \$66,484					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Devices for Testing that allow for increased efficiency in scheduling and implementation of online assessments	January, 2015	\$66,484	All classrooms	1,2,3,6
Brief description of other activities		Other funding source			
Board Policy 1:4 ratio of computer to student		District funding			
Online Assessment Evaluation and Success Criteria					
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria			
E.1.	Analysis of additional computer needs (computer-based testing readiness analysis classroom guidance)	Improved efficiencies in assessment that maximizes teaching and learning time.			

*\*\*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 and schedule information distributed from the K-12 Student Assessment bureau when determining potential deliverables.*