



DISTRICT DIGITAL CLASSROOM PLAN

APPROVED
DEC 09 2014
SCHOOL BOARD OF
LEE COUNTY

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

1.1 District Mission and Vision statements –

District Mission: The Mission of the School District of Lee County, the driving force which unites our dynamic, diverse community through education, is to ensure that each student achieves his/her highest personal potential through a system characterized by:

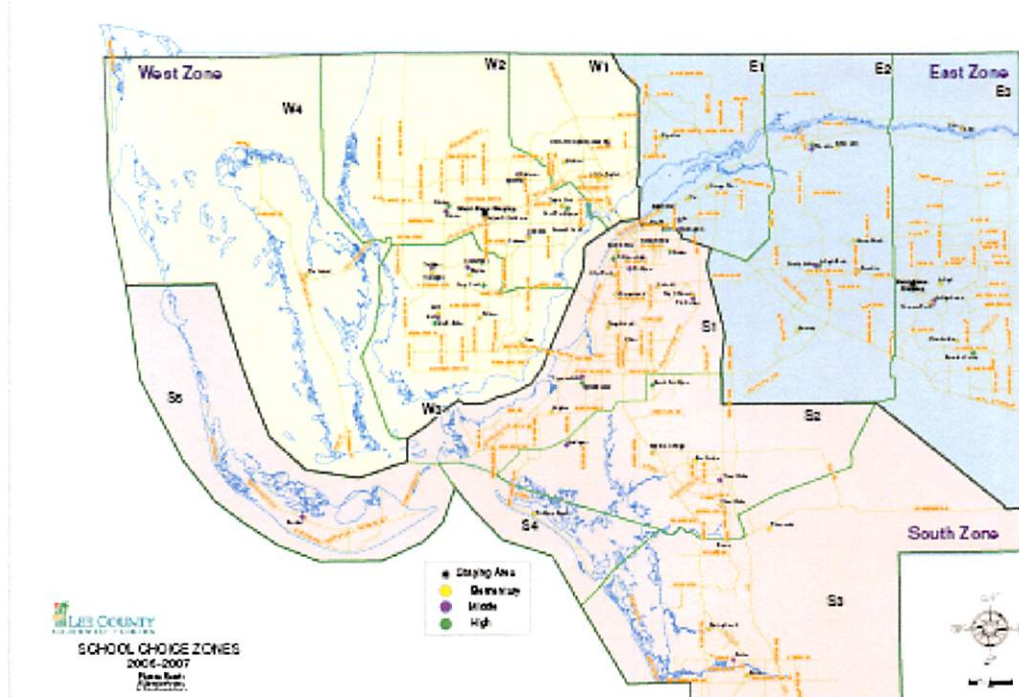
- rigorous and relevant academic challenges designed to meet each student's differences and interests
- innovative instruction based on reliable research
- opportunities that foster good citizenship
- a culture in which educators are held in high esteem
- highly trained staff
- a high level of parent support
- safe schools
- efficient use of all resources

The District's current technology mission is: All students and staff, including exceptional students and those with language barriers, become lifelong learners and be able to apply technology skills personally and professionally in the 21st century workplace.

Our Vision: To be a world-class school system

1.2 District Profile –

Factual Information for the School Year 2014 – 2015		
TOTAL NUMBER OF SCHOOLS		116
Elementary Schools		44
Middle Schools		16
High Schools		13
K - 8th Grade Schools		5
Special Centers & Alternative Schools		14
High Tech Centers & Community Schools		3
Charter Schools		21
Student Demographic Data 2014-15		
All Schools	Enrollment Minority %	Free/Reduced Lunch %
Elementary Total District	57.8%	71%
Middle Total District	53.4%	67%
High Total District	50.4%	59%
Total District	54.7%	67%
Enrollment by Race and Gender (2014-15 K-12th)		
White		46.35%
Black		14.14%
Hispanic		32.45%
Asian		1.7%
Indian		0.2%
Multi		4.16%



1.3 District Team Profile -

Title/Role	Name:	Email/Phone:
Assistant Superintendent Business and Finance	Dr. Ami Desamours	AmiVD@leeschools.net/239-337-8217
Teaching and Learning Executive Director	Dr. Denise Carlin	DeniseMC@leeschools.net/239-337-8308
Student Related Services Executive Director	Dr. Tim Ferguson	TimothyBF@leeschools.net/239-337-8206
School Development Executive Director	Dr. Jeff Spiro	JeffSS@leeschools.net/239-335-1455
School Development Executive Director	Jeananne Folaros	JeananneVF@leeschools.net/239-335-1455
School Development, Turn Around Schools Director	Martha Hayes	MarthaKH@leeschools.net/239-335-1455
Elementary Curriculum and Staff Development Director	Soretta Ralph	SorettaER@leeschools.net/239-335-1459
Secondary Curriculum and Staff Development Director	Melissa Robery	MelissaSR@leeschools.net/239-335-1459
Research and Assessment Director	Dr. Richard Itzen	RichardJI@leeschools.net/239-335-1448
Information Technology Support Director	Dwayne Alton	DwayneA@leeschools.net/239-337-8221
Accountability Director	Patti Elkin	PattiDE@leeschools.net/239-337-8352
Grants and Program Development Director	Dr. Jeff McCullers	JeffFM@leeschools.net/239-337-8115
Information Technology Support Assistant Director	Dr. Jim Short	JimDS@leeschools.net/239-337-8222
Instructional Technology and Media Coordinator	Rob Stratton	RobLS@leeschools.net/239-337-8630

- 1.3 Planning Process- The School District of Lee County's Digital Classroom Plan (DCP) is developed to support the mission and goals of the school district. Our focus is on "How technology is contributing to the success of all students in achieving significant and measurable results?"

The technology planning process is designed to address the technology goals of the district. The ultimate goal is to have staff and students that are proficient in the use of technology. Information Technology Support and Curriculum and Staff Development have developed committees that include stakeholders to develop technology standards and curriculum. These committees include representatives from Adult Education, Business and Community Partnerships, Exceptional Student Education, and ESOL Departments. Parent and community feedback has also been collected through discussions with the Curriculum Advisory Committee and District Advisory Committee.

Technology planning has been integrated into the School Improvement Process. Schools biannually assess technology utilizing the DOE Florida Innovates survey and annually through the Technology Self Analysis Tool for Teachers (TSAT) and the Lee Student Technology Assessment Tool (LSTAT) to determine their technology needs and plan for technology.

The emergence of new technologies occurs at a rapid pace. Consequently, technology planning must occur on a continual basis. The DCP will be revised and assessed annually to address these changes.

- 1.4 Multi-Tiered System of Supports (MTSS)- The MTSS process is an *early intervention and prevention* process with the goal being to eliminate the future need for ESE services for the child by intervening before a gap in academic achievement becomes too great. MTSS is about prevention and early support, it is not a retooling of the pre-referral/child study team process. MTSS is comprised of core principles that represent recommended RTI practices (Mellard, 2003). These principles represent systems that must be in place to ensure effective implementation of MTSS systems and establish a framework to guide and define the practice.

1. Use scientific, research-based interventions/instruction. The critical element of MTSS systems is the delivery of scientific, research-based interventions with fidelity in general, remedial and special education. This means that the curriculum and instructional approaches must have a high probability of success for the majority of students. Since instructional practices vary in efficacy, ensuring that the practices and curriculum have demonstrated validity is an important consideration in the selection of interventions. Schools should implement interventions, monitor the effectiveness, and modify implementation based on the results.

2. Monitor classroom performance. General education teachers play a vital role in designing and providing high quality instruction. Furthermore, they are in the best position to assess students' performance and progress against grade level standards in the general education curriculum. This principle emphasizes the importance of general education teachers in monitoring student progress rather than waiting to determine how students are learning in relation to their same-aged peers based on results of state-wide or district-wide assessments.

3. Conduct universal screening/benchmarking. School staff conducts universal screening in all core academic areas. Screening data on all students can provide an indication of an individual student's performance and progress compared to the peer group's performance and progress. These data form the basis for an initial examination of individual and group patterns on specific academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) as well as behavior skills (e.g., attendance, cooperation, tardiness, truancy, suspensions, and/or disciplinary actions). Universal screening is the least intensive level of assessment completed within an MTSS system and helps educators and parents identify students early who might be "at risk." Since screening data may not be as reliable as other assessments, it is important to use multiple sources of evidence in reaching inferences regarding students "at risk."

4. Use a multi-tier model of service delivery. An MTSS approach incorporates a multi-tiered model of service delivery in which each tier represents an increasingly intense level of services associated with increasing levels of learner needs. Lee County School District has adopted a three-tier approach. In an MTSS system, all students receive instruction in the core curriculum, supplemented by strategic and intensive interventions when needed. Therefore, all students, including those with disabilities, may be found in Tier 1 (with the exception of profoundly disabled students). Important features, such as (1) universal screening, (2) progress monitoring, (3) fidelity of implementation and (4) problem solving occur within each tier.

5. Monitor progress frequently. In order to determine if the intervention is working for a student, the MTSS Team must establish and implement progress monitoring. Progress monitoring is the use of assessments that can be conducted frequently and are sensitive to small changes in student behavior. Data collected through progress monitoring will inform the MTSS Team whether changes in the instruction or goals are needed. Informed decisions about students' needs require frequent data collection to provide reliable measures of progress. Various curriculum-based measurements are useful tools for monitoring students' progress.

6. Implement with fidelity. Fidelity refers to the implementation of instruction and interventions as designed, intended, and planned. Fidelity is achieved through sufficient time allocation, adequate intervention intensity, qualified and trained staff, and sufficient materials and resources. Fidelity is vital in universal screening, instructional delivery and progress monitoring. Successful MTSS systems must consistently maintain high levels of fidelity in the implementation of both interventions and progress monitoring. This means that the intervention plans are applied consistently and accurately. It is the responsibility

of an administrator at each school to ensure fidelity by monitoring the delivery of instruction (e.g., pacing guides, fidelity checklists, Principal's Walk Through, etc.).

7. Problem Solving Process. Problem solving is a data-based decision making process that is used to identify needed interventions for students at all levels of support. Decisions are made by MTSS Teams that are composed of individuals who are qualified to make important educational decisions and to determine the allocation of resources. As a general rule, the composition of a MTSS Team changes by adding additional specialists' expertise as students move from tier to tier. MTSS Teams should always include the student's general education teacher(s) and parents. MTSS Team participants might include: reading specialist/coach, school administrator, counselor, ESOL representative, school psychologist, speech and language pathologist, additional general education staff, and paraprofessional. The technology specialist may be involved to consult regarding data collection and reporting methods.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

■ 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.

Targeted Goals for School Grade Components:

Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	ELA Student Achievement	59%	62%	2015
2.	Math Student Achievement	62%	65%	2015
3.	Science Student Achievement	56%	59%	2015
4.	ELA Learning Gains	67%	70%	2015
5.	Math Learning Gains	70%	73%	2015
6.	ELA Learning Gains of the Low 25%	66%	69%	2015
7.	Math Learning Gains of the Low 25%	64%	67%	2015
8.	Overall, 4-year 2012-13 Graduation Rate (2013-14 not available)	74.4%	77.4%	2015
9.	2012-13 HS Acceleration Success Rate (note 2012-13 rate was weighted and may have a different denominator than 2014-15) (2013-14 not available)	87.5%	89%	2015

■ **Quality Efficient Services**

Technology Infrastructure:

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

Technology Readiness Inventory (TRI) Data:

Infrastructure Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Student to Computer Device Ratio	EL:2:1 MIDDLE: 2:1 HIGH:2:1	EL: 2:1 MIDDLE: 1.5:1 HIGH:1:1	2016
2.	Count of student instructional desktop computers meeting specifications	25,876	5,000	2016
3.	Count of student instructional mobile computers (laptops) meeting specifications	16,323	52,852	2016
4.	Count of student web-thin client computers meeting specifications	0	0	NA
5.	Count of student large screen tablets meeting specifications	307	307	2014
6.	Percent of schools meeting recommended bandwidth standard	100%	100%	2015
7.	Percent of wireless classrooms (802.11n or higher)	76%	100%	2015

■ **Skilled Workforce and Economic Development**

Professional Development:

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

Professional Development Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Average Teacher technology integration via the Technology Integration Matrix (TIM)	Entry-10% Adoption-10% Adaptation-30% Infusion-41% Transformation-9%	Entry-5% Adoption-5% Adaptation-40% Infusion-39% Transformation-11%	2015
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Entry-6% Adoption-8% Adaptation-30% Infusion-49% Transformation-7%	Entry-3% Adoption-5% Adaptation-32% Infusion-51% Transformation-9%	2015
3.	Average Teacher technology integration via the TIM (Middle Schools)	Entry-8% Adoption-10% Adaptation-29% Infusion-44% Transformation-9%	Entry-5% Adoption-5% Adaptation-33% Infusion-46% Transformation-11%	2015
4.	Average Teacher technology integration via the TIM (High Schools)	Entry-14% Adoption-14% Adaptation-28% Infusion-34% Transformation-10%	Entry-10% Adoption-10% Adaptation-32% Infusion-36% Transformation-12%	2015
5.	Average Teacher technology integration via the TIM (Combination Schools)	Entry-7% Adoption-14% Adaptation-37% Infusion-33% Transformation-9%	Entry-5% Adoption-10% Adaptation-39% Infusion-35% Transformation-11%	2015

■ **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.

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.	Partially implemented	Will work to implement and employ	2015
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	No system in place	Will work to implement and employ	2015 and ongoing
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.	Fully implemented	Will continue to support and employ in classrooms	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 and ongoing
7.	Implementation status of a system that houses documents, videos, and	No system in place	Will work to implement	2015 and ongoing

	information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.		and employ	
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	Partially implemented	Will work to implement and employ	2015 and ongoing
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 and ongoing

■ **Quality Efficient Services**

Online Assessment Readiness:

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

Online assessment (or computer-based testing) will be measured by the computer-based testing certification tool and the number of devices available and used for each assessment window.

Online Assessments Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	100%	2015
2.	Computers/devices required for assessments (based on schedule constraints)	42,199	57,852	2016

STEP 2 – Goal Setting:

As part of the strategic planning process the Superintendent developed a theory of action—a belief system for how the central office’s actions can drive student improvement—and aligned objectives:

If the School District of Lee County implements core priorities in all schools, encourages a culture of innovation, and allows leaders to strategically direct resources towards students’ needs, then student achievement will increase.

The District’s strategic plan provides overarching goals for the district and a detailed plan for how the district can apply the theory of action to achieve those goals.

Goals:

The strategic plan for the School District of Lee County provides four district-wide goals:

1. Increase Student Achievement
2. Increase Retention of Effective and Highly Effective Employees
3. Increase Family Engagement and Understanding of District Initiatives and Resources
4. Become a Model Continuous Improvement Organization (Quality)

STEP 3 – Strategy Setting:

Goal Addressed	Strategy	Measurement	Timeline
Increase Student Achievement	Provide access to a district learning object repository (LOR) to increase access to high quality digital content aligned to Florida Standards	<ul style="list-style-type: none">• Purchase learning object repository• Link or import existing digital content into LOR• Integrate digital content into district academic plans	2014 and ongoing
Increase Retention of Effective and Highly Effective Employees	Provide support and access to digital content aligned to Florida Standards	<ul style="list-style-type: none">• Professional development participation• LOR System usage data	2014 and ongoing
Increase Family Engagement and Understanding of District Initiatives and Resources	Home access to digital content provided to students and family	<ul style="list-style-type: none">• LOR System usage data from outside the district/after school hours	2014 and ongoing

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

Student Performance Outcomes		Baseline	Target
1.	Increase percent of fifth grade students meeting ELA standards across the district	59%	62%
2.	Increase percent of eighth grade students meeting science standards across the district	48%	54%

B) Digital Learning and Technology Infrastructure

Implementation Plan for B) Digital Learning and Technology Infrastructure:

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
Internet Connection (upgraded Annually)	District general and capital funds with support from E-Rate
Wide Area Network Bandwidth	District general and capital funds with support from E-Rate
Internal Connections (LAN wiring, Switches, WiFi)	District capital funds.
Student devices	District capital funds.

Evaluation and Success Criteria for B) Digital Learning and Technology Infrastructure:

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
NA	Biannual review of Technology Resource Survey	Met targets as indicated in Infrastructure needs analysis above

C) Professional Development

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.	Training provided to district technical staff and curriculum content administrators	February 2015	Included with LOR package	Information Technology Support and Curriculum staff	Supports Outcomes 1 and 2

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
Provide training on accessing LOR to digital content lead from each school and district team	Professional Development for Digital Learning Grant

Evaluation and Success Criteria for C) Professional Development:

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	PD Course Registrations	Course evaluation data, System and district content is accessible to all schools

D) Digital Tools

Implementation Plan for D) Digital Tools:

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
D.1.	Implement LOR System to host district selected digital content aligned to the Florida Standards	May 2015 and ongoing	\$741,307.75	District curriculum administrators and all schools	Supports Outcomes 1 and 2

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
NA	

Evaluation and Success Criteria for D) Digital Tools:

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	Biannual review of utilization data	80% of the elementary, K-8 and middle schools will have accessed resources from LOR by Spring 2016

E) Online Assessments

Implementation Plan for E) Online Assessments:

Online Assessments Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1	Purchase student devices (mobile labs)	January 2015	\$82,049.25	Secondary Schools	Supports Outcomes 1 and 2

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
NA	

Evaluation and Success Criteria for E) Online Assessments:

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1	Biannual review of Technology Resource Survey data	Increased access to digital student devices at secondary schools