FLORIDA DEPARTMENT OF EDUCATION
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DISTRICT
DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to provide a perspective on what the district considers being vital and critically important in relation digital learning implementation, the improvement of student performance outcomes, and how this progress will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by s.1011.62(12)(b), F.S.

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

The District's overview component of the plan should document the district's overall focus and direction with respect to how the incorporation and integration of technology into the educational program will improve student performance outcomes.

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

1.1 District Mission and Vision statements –

Named "Foundations for Excellence" the School District of Manatee County's Strategic Plan represents hundreds of hours of work commencing when the Citizens Budget Advisory Committee began engaging the public to list priorities for budget and planning. More than 900 responses were collected, and dozens of stakeholders played important roles in developing this plan. Foundations for Excellence reflects the collective will of the citizens of Manatee County, and it was deliberately crafted to drive teaching and learning as well as culpability throughout the District. **Mission Statement:** Manatee County Public Schools will educate and develop all students today for their success tomorrow. **Vision:** Manatee County Public Schools will be an exemplary student-focused school system that develops lifelong learners to be globally competitive.

Bringing this vision to fruition, the district is focusing on five key areas: high academic achievement, instructional quality, academic program development and evaluation, student support services, and college and career readiness. To this end, data-driven decision making and instruction is paramount in order to provide a personalized, educational experience to thousands of students. Technology is woven throughout the district's mission vision, and focus areas to have the means to fuel data-driven decision making, increase capacity, boost innovation, link services and promote access to information, and ultimately bridge the digital divide so that every child can succeed.

Concurrently, the district's Information Technology Strategic Plan 2014-19 focuses on the core foundational areas for the Operation Goal: Organizational Performance Management, Data-driven Decision Making, Quality Management, Process Improvement, and Strategic Alignment.

Data and Performance Management will be utilized to constantly monitor the integrity of this district. Process improvement and quality management will allow Manatee to deliver services from teaching math to creating a balanced budget with efficiency and effectiveness. Strategic alignment ensures that all resources – both human and capital – are working toward a common goal.

Factors influencing the district's implementation of technology: The desire to place modern technology into the hands of Manatee's students and teachers has always been at the forefront of the district's technology plan. However, many factors have hindered the school district's ability to keep pace with the increasing technical needs of our staff and students.

The primary obstacle is the financial burden of purchasing or leasing new computer systems that meet the standards of current software manufacturers and minimum state testing requirements. The district is just now coming out of a multi-year financial deficit that severely restricted the purchase and implementation of any new technology. Due to the lack of available funding, this past July 2014 was the first year in over three years in which the district was able to allocate funds to technology of any significance. This purchase entailed over 6,000 new laptop devices that were distributed to all schools for student use. Until this purchase, over 60% of the district's computer inventory was over six years old.

Other limiting factors include the physical plant space within the schools to create or maintain permanent computer labs. The school district has experienced an increase in population over the last few years resulting in the reduction of non-full time classroom spaces available to maintain permanent learning and testing environments.

Former student labs have been disassembled and repurposed as traditional classroom with the systems disbursed throughout the school. The use of older mobile laptop carts have become more prevalent for teacher instruction, while incorporating a setup/teardown strategy in common areas for testing needs. An additional influencing factor influencing implementation is professional development. The district site, where most staff training occurs, has outdated equipment that is problematic. Replacement of these training labs is key to staff training and development so teachers can have the proper skills to assist students when returning to the classroom.

In conclusion, Manatee County notes that accomplishing the mission of educating and developing all students for *their* success tomorrow will require nothing short of digital conversion, "the transformation of instruction from a paper-based world to a primarily digital world, in which every student and teacher has access to a personal computing device and the Internet anytime, anywhere." (Edwards, Mark A., 2014) Access, however, is just the beginning. Digital conversion requires not only ubiquitous access and the infrastructure to support it, but also visionary leadership, intensive professional development, unparalleled support and system-wide expectations for technological proficiency and personal growth. The following Digital Classrooms Plan sets the stage for next steps in helping students and teachers become

empowered, have greater ownership, and demonstrate responsibility for their learning with the assistance of technology as a tool.

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

The School District of Manatee County, FL is located on the west-central coast of the State of Florida with the central administrative operations located in Bradenton. Bradenton is the largest city in Manatee County and serves as the county seat. Situated halfway between the Tampa – St. Petersburg area and Sarasota, the school district serves a 900 square mile service area.

The local economy is based on five main economic factors: retirement, government, farming, tourism, and service industries. With the miles of beaches and tropical climate, significant local revenues are generated by tourism and related service business. The industrial base is varied and consists primarily of small to mid-sized companies with the exception of Tropicana Industries. The school system is the largest employer with over 7,000 employees. The farming of tomatoes, oranges, and a variety of agricultural products remains a significant part of the county economy and accounts for a significant migrant farming population both in the community and the schools. The service economy accounts for nearly 30% of the area's employment providing food service, maintenance, landscaping, banking, and retail operations.

The school district currently serves more than 48,000 students within 33 elementary schools, 10 middle schools, 6 high schools, 4 support sites, 12 charters, and 2 non-traditional sites. Student demographic profile district-wide: 49.1% Caucasian, and 50.9% of a minority race to include: 31.5% Hispanic, 14.1% African American, 1.8% Asian, .2% Native American, and 3.2% Multiracial. Other characteristics: 62.1% receive Free/Reduced Lunch, 15.7% are Exceptional Student Education non-gifted, 5.6% Exceptional Student Education gifted, and 10.3% are learning English Language Learners. Additionally, 2.41% of the student population is homeless, and .8% are migratory.

A cornerstone of the educational process, the district is working to appropriately leverage technology to improve operations and procedures, and ultimately build a customized learning environment for all of Manatee's students.

1.3 District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:

- the digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in s.1011.62(12)(b), F.S.
- development of partnerships with community, business and industry; and
- integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

Title/Role	Name:	Email/Phone:
Chief Information & Technology Officer, Information Technology	Mike Borysiewicz	borysiewiczm@manateeschools.net (941) 708-8770 ext. 2122
Network Services Supervisor	Vincent Hoaglin	hoaglinv@manateeschools.net (941) 751-6550 ext. 2011
Deputy Superintendent for Instruction	Dr. Diana Greene	greened@manateeschools.net (941) 708-8770 ext. 2220
Executive Director of Middle/High Schools	Cynthia Saunders	saundersc@manateeschools.net (941) 708-8770 ext. 2030
Planning & Performance Management Director	Robert Johnson	johnsonr@manateeschools.net (941) 708-8770 ext. 2265
Chief Financial Officer	Conley Weiss, Interim Chief Financial Officer	weissc@manateeschools.net (941) 708-8770 ext. 2099
District Support Director (Charter Schools)	Linda Guilfoyle	guilfoyl@manateeschools.net (941) 708-8770 ext. 2148
Adult, Career & Technical Education Director	Doug Wagner	wagnerd@manateeschools.net (941) 751-6550 ext. 2057
Director of Assessment & Research	Jeannine Mills	millsj@manateeschools.net (941) 751-6550 ext. 2097
Director of Maintenance, Operations, and Vehicle Maintenance	Todd Henson	hensont@manateeschools.net (941) 708-8800 ext. 1092
Construction Services Director	Jane Dreger	dregerj@manateeschools.net (941) 708-8800 ext. 1070
Exceptional Student Education Director	Wylene Herring-Cayasso	herringw@manateeschools.net (941) 751-6550 ext. 2281
Curriculum Specialist Adult, Career and Technical Education	Kelli Kennedy	kenned1k@manateeschools.net (941) 751-6550 ext. 2054

1.4 Planning Process- Summarize the process used to write this plan including but not limited to:

- how parents, school staff and others were involved;
- development of partnerships with community, business and industry; and
- integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

The planning process used to craft Manatee's Digital Classrooms Plan encompassed the input of many interested parties, including the team listed above, and included critical reviews of the district's capacity, current framework for technology integration, and an analysis of present policies.

First steps of this comprehensive endeavor was to gauge parent, staff, and community stakeholder priorities via a Needs Assessment, which was disseminated and completed by 943 respondents.

Key findings included:
Considered High Priority

- 75% Maintaining up-to-date instructional technology in schools (computers, laptops, tablets, software…)
- 68% The ability to locate information and use it appropriately.
- 67% The ability to use technology to extend and support learning.
- 62% Training and development opportunities to keep teachers skilled and competent.

Considered Medium to High Priority

- 67% Offering free internet access to students without internet in their homes.
- 58% Providing computers to students without a computer in their homes.

Manatee also looked to its network of partnerships with community, business, and industry for input. This school district is fortunate to have deep roots and valuable connections within Manatee including numerous industry-related partners – all in the effort of providing enriching real-life experiences to students. With the goal of college-career readiness, this district has successfully incorporated Smaller Learning Communities (SLC's) and Career Academies at each high school and several middle schools. SLCs, and in particular, career academies, have been found to be extremely effective in improving outcomes for students during and after high school. They are the most durable and best-tested component of a high school reform strategy that prepares students for both college and careers. Through bold educational reforms and demonstrated leadership, Manatee County garnered national recognition by developing and maintaining the 1st and 2nd Academies to ever be Nationally Certified by the National Career Academy Coalition.

To this effort, Manatee's high schools staff a College and Career Advisor, and each Academy maintains an advisory council consisting of representatives from local businesses, the community, and postsecondary institutions. This partnership strengthens these Academies by providing real-world experiences and valuable opportunities for job shadowing, internships within a chosen career path, externships for teachers, and a direct business and industry link to ensure that programs remain on the cutting edge. Through the Career Academies, students combine career-based electives with academic classes, and become college and career-ready by the time they graduate from high school.

Furthermore, in considering the integration of technology within all areas of the curriculum including ESOL and special needs, it should be noted that Manatee County supports access to Assistive Technology, including augmentative and alternative communication (ACC) devices, as determined by the assessed needs of students with disabilities. These products are used to provide meaningful learning, participation, and communication in both educational and natural contexts. Additionally, students with disabilities and students who are English Speakers of Other Languages (ESOL) are afforded the same opportunities to access technology as their same aged peers, who are not identified as having a disability.

Additionally, a networked Individual Education Plan (IEP) can be accessed at both the school and district level by appropriate personnel. A student's IEP can also be transferred electronically to follow their articulation or movement from school-to-school within Manatee. Certain information necessary for FTE reporting can be extrapolated from IEPs into the student information system. This will enable teachers and administrators to more easily monitor and assess the ESE student's progress, prevent lapses in services, and provide up-to-date information in the student system. This is an important feature in a county that has a high mobility rate.

Lastly, the planning process also examined the technology needs of this district with regard to research and assessment, as well as the 1008.22 Florida Statute requiring local assessments for every course code. After a hard look at Manatee's capacity and resources, the Department of Assessment and Research made several recommendations including the purchase of Eduphoria. This system supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring. The district also purchased plain-paper test scanners for every school to assist with the scoring process. There is a critical need for computers and hardware so that the requirement of 100% computer-based testing for EOCs can be met. Additionally, to improve the personalization of instruction for students, a new and robust data management system is planned for early 2015 so that all critical performance data is in one easy location.

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.

Manatee's multi-tiered system of supports involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. The Response to Intervention Model will be integrated with the District's Student Progression Plan. Three teaming structures have been recommended to schools – the School Based Data Team (SBDT), Content Area/Grade Level Teams (CAT/GLT), and the Intensive Support Team (IST). A three-tiered system, which provides increasing intensity of instruction/interventions, will be utilized:

- Tier 1: Core Universal Instruction and Supports – General academic and behavior instruction and support designed and differentiated for all students in all settings.
- Tier 2: Targeted Supplemental Interventions and Supports – More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction.
- Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need, provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports.

Data is collected at each tier to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. Sources of data include: Office Discipline Referrals (ODRs), In School/Out of School Suspensions (ISS/OSS), attendance, SAT 10, i-Ready, and FAIR-FS data and resources, quarterly standard assessments, DRA-2, and a variety of school-determined progress monitoring instruments to monitor academic and behavior interventions.

To ensure efficient use of resources, the School Based Data Team begins with the identification of trends and patterns using school-wide and grade-level data. Students needing instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions (Tier 2) delivered individually or in small groups at increasing levels of intensity.

If the student continues to need additional support beyond Tier 1 and 2, Tier 3 interventions will be planned at an Intensive Support Team (IST) meeting. At the meeting, the IST members, including teacher(s) and parents, engage in the problem solving cycle, which results in an intensive, individualized intervention and progress monitoring plan. After a predetermined period of time, if data indicates an insufficient response to the intervention plan, the IST considers modifying the intervention plan, further diagnostic evaluation, or may recommend evaluation to assist in determining eligibility for Exceptional Student Education (ESE) or Section 504.

Use of the problem-solving process is taught and required for making the instructional adjustments needed for continual improvement in both student level of performance and rate of progress and assessing (through students' response) the effectiveness of the instruction/interventions provided. The four critical parts of the on-going problem solving cycle as a consistent way of work for teams are as follows:

I. Define the problem by determining the difference between what is expected and what is occurring.
II. Analyze the problem using data to determine why the issue is occurring.
III. Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students of the individual student and developing an intervention plan to achieve the goal. Delineate how the student's or the group of students' progress will be monitored and implementation integrity will be supported.
IV. Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluation the effectiveness of the intervention plan based on the student's or group of students' response to the intervention.

Three levels of problem solving for academics and behavior occur at each school – the School Based Data Team (SBDT) Content Area/Grade Level Teams (CAT/GLT), and the Intensive Support Team (IST). The principal determines the membership of teams, which includes relevant Student Services staff. The SBDT has been trained to use a data-based decision making model for academics and behavior. For example, this team meets within two weeks of each

quarterly assessment to analyze the data and determine the efficacy of the Tier 1 instruction. The team then determines instructional strategies to be used related to areas of deficit in the core and identifies the students who may need supplemental, targeted instruction/intervention. The CAT/GLT and the IST use the four-step problem solving model to develop intervention plans for individuals and small groups of students.

Note that Manatee district school staff will include parent communication and input in all phases of the problem-solving process.

The universal screeners used to determine students needing behavior support beyond the core instruction include: attendance, ODRs, ISS/OSS, Student Risk Screening Scale (SRSS), and Teacher nomination. The universal screeners used to determine students needing academic support beyond the core instruction include: SAT-10, EOC, FAIR-FS, i-Ready, and standard assessments. Tools used for progress monitoring of behavior include: rate of attendance, ODRs, and data gathered from individual behavior plans. For academic areas, progress monitoring tools include: data from i-Ready, quarterly assessments, ORF measures, SuccessMaker, FAIR-FS, classroom and unit assessments.

Decisions about intensifying or fading interventions are based on a student's response to intervention – positive, insufficient, or poor. If data indicates that the response is insufficient, then the intensity of the instruction/intervention is increased for a short period. If rate of progress improves, then instruction is continued at the more intense level. If the rate does not improve, then the problem solving cycle is reinitiated. If the response is poor, then the problem solving cycle is reinitiated.

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 to add any additional metrics that may be appropriate below in the table for district provided outcomes.

Student Performance Outcomes (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	ELA Student Achievement	55	58	2015-2016
2.	Math Student Achievement	59	62	2015-2016
3.	Science Student Achievement	55	58	2015-2016
4.	ELA Learning Gains	66	69	2015-2016
5.	Math Learning Gains	71	74	2015-2016
6.	ELA Learning Gains of the Low 25%	62	65	2015-2016
7.	Math Learning Gains of the Low 25%	64	67	2015-2016
8.	Overall, 4-year Graduation Rate	77 (2012-13)	81.5	2015-2016
9.	Acceleration Success Rate	94	97	2015-2016

- **Quality Efficient Services**

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

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

Infrastructure Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Student to Computer Device Ratio	3.35%	2.35%	March 2015
2.	Count of student instructional desktop computers meeting specifications	6,619	9,000	March 2015
3.	Count of student instructional mobile computers (laptops) meeting specifications	7,377	11,000	March 2015
4.	Count of student web-thin client computers meeting specifications	0	0	N/A
5.	Count of student large screen tablets meeting specifications	0	0	N/A
6.	Percent of schools meeting recommended bandwidth standard	99%	99%	N/A
7.	Percent of wireless classrooms (802.11n or higher)	48%	100%	March 2016

Above answer to question 6: The percentage of schools meeting recommended bandwidth standard cannot be achieved at 100% due to the extreme rural location of one school (Myakka Elementary), and the availability of high-speed telecom fiber infrastructure at affordable prices. The school distance from a point with available infrastructure along with geographical obstacles also prohibits installation of high-speed wireless communications to meet the minimum recommended standard WAN bandwidth speed. The district is working with the county government on solutions as they also have interest in delivering high-speed communications to this area of the county; however, no resolution is available at the current time.

- **Skilled Workforce and Economic Development**

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

Professional Development should be evaluated based on the level of current technology integration by teachers into classrooms. This will measure the impact of the professional development for digital learning into the classrooms. The Technology Integration Matrix (TIM) can be found at: http://fcit.usf.edu/matrix/matrix.php. Average integration should be recorded as the percent of teachers at each of the 5 categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

Professional Development Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Average Teacher technology integration via the TIM	Entry 40% Adoption 40% Adaption 10% Infusion 8% Transformation 2%	Entry 30% Adoption 44% Adaption 12% Infusion 10% Transformation 4%	2016
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Entry 40% Adoption 40% Adaption 10% Infusion 8% Transformation 2%	Entry 30% Adoption 44% Adaption 12% Infusion 10% Transformation 4%	2016
3.	Average Teacher technology integration via the TIM (Middle Schools)	Entry 40% Adoption 40% Adaption 10% Infusion 8% Transformation 2%	Entry 30% Adoption 44% Adaption 12% Infusion 10% Transformation 4%	2016
4.	Average Teacher technology integration via the TIM (High Schools)	Entry 40% Adoption 40% Adaption 10% Infusion 8% Transformation	Entry 30% Adoption 44% Adaption 12% Infusion 10% Transformation	2016

		2%	4%	
5.	Average Teacher technology integration via the TIM (Combination Schools)	Entry 40% Adoption 40% Adaption 10% Infusion 8% Transformation 2%	Entry 30% Adoption 44% Adaption 12% Infusion 10% Transformation 4%	2016

- **Seamless Articulation and Maximum Access**

  Digital Tools:
  Districts shall continue to implement and support a digital tools system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

A key component to digital tools is the implementation and integration of a digital tool system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance. Districts may also add metrics for the measurement of CAPE digital tools. For the required metrics of the digital tool system need analysis, please use the following responses:

Baseline Response:	**Target Response:**
Fully implemented	Will continue to support and employ in classrooms
Partially implemented	Will work to implement and employ
Partially implemented	Maintain system
No system in place	Will work to implement and employ
No system in place	No plans to address at this time

Digital Tools Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Implementation status of a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides. **(**Manatee Tool: CPALMS)	Fully Implemented	Will continue to support and employ in classrooms	Achieved
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans. (Manatee Tool: OnCourse Lesson Planner, Office 365)	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. (Manatee Tool: Eduphoria!)	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	Partially implemented	Will work to implement and employ	2015

	offerings and plans. (Manatee Tool: Truenorthlogic)			
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. (Manatee Tool: FOCUS SIS)	Fully Implemented	Will continue to support and employ in classrooms	Achieved
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data. (Manatee Tool: Longleaf Solutions BaselineEdge)	No system in place	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. (Manatee Tool: EdLine)	Partially implemented	Will work to implement and employ	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. (Manatee Tool: FOCUS SIS and CPALMS)	Fully Implemented	Will continue to support and employ in classrooms	Achieved
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. (Manatee Tool: FOCUS SIS)	Fully Implemented	Will continue to support and employ in classrooms	Achieved

The School District of Manatee is currently implementing the new Digital Tools Certificate in programs that already lend itself to offering this opportunity at the middle school level through our existing Career and Technical education courses. Manatee plans to further expand the offering of Digital Tools as technology and personnel make it feasible and workable for each middle school and as other certifications become available.

One of the chief concerns regarding implementation of the Digital Tools Certificates is the need to update computers in the labs where these opportunities will be offered. There is a true need at the middle school level for equipment that can support the software needed in order to offer some of the Digital Tools available this year. It is an expectation that some of this funding will be used to help achieve this goal in our middle schools. Although there are some Digital Tools Certificates that are oriented toward regular "academic" classes, it is not a part of our plan to implement the Digital Tools certificates in those "academic" classes. Given current mandates, it would be difficult to squeeze anything else into the "academic" curriculum, thereby creating the need to expand program offerings in Career and Technical education so that additional Digital Tools Certificates could be offered.

- **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%	2014
2.	Computers/devices required for assessments (based on schedule constraints)	80%	100%	2015

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.

Enter district goals below:

In addressing Student Performance Outcomes, Digital Learning and Technology Infrastructure, Professional Development, Digital Tools, and Online Assessments, the School District of Manatee County, FL is identifying the following broad goals, which support the district's mission and vision for technology integration and ultimately student success.

1. All of Manatee County's schools will meet federal Annual Measurable Objectives benchmarks and meet expected growth on state assessments. (Highest Student Achievement)

2. All students will have opportunities for industry certifications and be prepared to enter postsecondary with the skills necessary to succeed. (Seamless Articulation and Maximum Access)

3. All teachers will have opportunities for robust professional development designed to develop skills for effective implementation of digital learning into the curriculum. (Skilled Workforce and Economic Development)

4. All school sites will provide safe and effective environments to support developing students. (Quality Efficient Services)

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.

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Highest Student Achievement	Implement a district-wide assessment platform, Eduphoria to drive instruction for group/individual needs. Supply teachers and students with high quality digital content aligned to the Florida Standards.	Eduphoria to administer quarterly formative assessments to drive instruction for group/individual needs to meet AMO targets. Evaluate, purchase, and integrate instructional materials in digital format.	2015 and ongoing 50% of purchases in 2014-2015
Seamless Articulation and Maximum Access	Implement Digital Tools Certificates at the Middle School level in existing CTE programs and expand offerings as new certifications become available. Continue to offer and expand based on local needs the Industry Certifications offered in high School CTE academies/ programs.	Purchase industry certification instructional materials and test preparatory materials aligned to certifications. Track number of high school certifications achieved.	2015 and ongoing
Skilled Workforce and Economic Development	Implementation of Truenorthlogic, which includes staff information combined with the	Purchase Truenorthlogic, train staff, and implement. Adhere to the MIP	2015 and ongoing 2014 and ongoing

	ability to create and manage professional development offerings and plans. Provide high-quality and relevant professional development designed to promote the applicable use of digital tools.	and track participation in professional development.	
Quality Efficient Services	Provide reliable fundamental infrastructure for IT services to leverage bandwidth per staff & student, average age of computers, and ratio of computers to students with the goal of supporting digital learning and online assessments.	Continued leverage of E-rate funds for network upgrades, assessment of SolarWinds network monitoring software to identify current and future network bottlenecks, purchase of OS upgrades to uplift capable systems to meet minimum recommended standards and development of an ongoing hardware refresh plan to increase student to computer ratios.	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 an individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP Allocation for the 2014-15 school year.

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 overall ELA Student Achievement	55%	58%
2.	Increase overall Math Student Achievement	59%	62%
3.	Increase overall Science Student Achievement	55%	58%
4.	Improve ELA Learning Gains	66%	69%
5.	Improve Math Learning Gains	71%	74%

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:

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	Purchase and implement 63 new desktop computer systems for professional development training labs.	March 2015	$32,760	District	Outcomes 1-5

The School District of Manatee County is in the process of upgrading its district Internet pipe from 1 Gbps to 5 Gbps, which should be completed by the end of October 2014. Over the past few years, E-Rate funding has been utilized to upgrade the network infrastructure at fourteen Title 1 schools with the installation of high-speed internal 802.11n wireless network Access Points, 10/100/1000 network switches for desktop systems, and 10 Gbps connections between buildings to the school sites core switch. Over five years ago, the district constructed an extensive county-wide dark fiber Wide Area Network (WAN) system servicing all support sites, and all but three school sites. Due to distance and cost limitations, these three sites are serviced with data connectivity to the district data center by leased Telecom lines. Two schools employ 100 Mbps connections while the furthest school (Myakka Elementary) has a 10 Mbps connection. All sites on district fiber have 10 Gbps connections to the core data center, 80% of these schools are on fiber rings for redundancy.

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**
School network upgrades	E-Rate

The school district plans to continue applying for federal E-rate funding dollars for further school network upgrades along with utilizing district capital funds for non E-rate network wireless and wired network needs as well as improvements.

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.	Third-party Evaluation	Conducted by Sarasota County Schools: Attached in Appendix
B.2.		
B.3.		
B.4.		

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, s.1011.62(12)(b), F.S. requires districts to submit a third-party evaluation of the results of the district's technology inventory and infrastructure needs. Please describe the process used for the evaluation and submit the evaluation results with the DCP.

C) Professional Development

State recommendations for digital learning professional development include at a minimum, – High Quality Master In-service Plan (MIP) Components that address:

- School leadership "look-fors" on quality digital learning processes in the classroom
- Educator capacity to use available technology
- Instructional lesson planning using digital resources
- Student digital learning practices

These MIP components should include participant implementation agreements that address issues arising in needs analyses and be supported by school level monitoring and feedback processes supporting educator growth related to digital learning.

Please insert links to the district MIP to support this area, attach a draft as an appendix to the district DCP or provide deliverables on how this will be addressed.

The School District of Manatee County's High Quality Master In-Service Plan (MIP) can be found at: http://moodle2.manateeschools.net/mod/data/view.php?id=13173 (enter Manatee).

Participation Implementation Agreements are linked to the Professional Development Plans to be completed by all teachers. Note that the implementation protocol, ensuring that the material to be covered is robust and addresses the critical components, must be met by the in-service provider before points will be awarded.

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.

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.	N/A				
C.2.					
C.3.					
C.4.					

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

Brief description of other activities	Other funding source
Professional Development activities aligning to the MIP along with instructional technology resources will be offered to staff. (Skilled Workforce and Economic Development)	Budgeted operating funds.
District-wide, teachers will participate in Training in Charlotte Danielson's Framework for Teaching. Technology is woven throughout all 4 domains. (Skilled Workforce and Economic Development)	Budgeted operating 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
Data report via Ascriptica on attendance/ sign-in sheet	Regularly scheduled professional development according to the MIP.	80% of teachers will participate in professional development aligned with the MIP.
Data report via Ascriptica on attendance/ sign-in sheet	Regularly scheduled professional development aligning to the Framework for Teaching.	80% of teachers will participate in training in Charlotte Danielson's Framework for Teaching.

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:

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	N/A				
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**
Integration of digital tools fully evaluated by the school district 2014 and ongoing. (Highest Student Achievement)	Budgeted operating funds.
Offer additional CAPE digital tool certifications from approved list to middle school students district-wide. (Seamless Articulation and Maximum Access)	Budgeted Career and Professional Education Act (CAPE Funding).

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
Integration of Digital Tools	The school district can monitor teacher/student use through the various digital tool providers as well as through FOCUS SIS.	Integration of at least 20 digital tools for students and/or educators/staff, which have been fully vetted by the school district by 2015.
Documentation of digital tool certifications	Digital Certifications will be monitored through certification providers and the district student information system.	A minimum of 2 additional CAPE digital tool certifications to be implemented from approved list by the 2015-16 school year to middle school students district-wide.

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:

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Purchase and implement 114 devices for assessment	March 2015	$59,280	Southeast High	Outcomes 1-5
E.2.	Purchase and implement 87 devices for assessment	March 2015	$45,240	Lakewood Ranch High	Outcomes 1-5
E.3.	Purchase and implement 91 devices for assessment	March 2015	$47,320	Braden River High	Outcomes 1-5
E.4.	Purchase and implement 90 devices for assessment	March 2015	$46,800	Palmetto High	Outcomes 1-5
E.5.	Purchase and implement 80 devices for assessment	March 2015	$47,600	Bayshore High	Outcomes 1-5
E.6.	Purchase and implement 78 devices for assessment	March 2015	$40,560	Manatee High	Outcomes 1-5
E.7.	Purchase and implement 126 devices for assessment	March 2015	$38,480	Buffalo Creek Middle	Outcomes 1-5
E.8.	Purchase and implement 50 devices for assessment	March 2015	$32,250	Johnson Middle	Outcomes 1-5
E.9.	Purchase and implement 80 devices for assessment	March 2015	$44,225	Braden River Middle	Outcomes 1-5
E.10.	Purchase and implement 60 devices for assessment	March 2015	$31,200	King Middle	Outcomes 1-5
E.11.	Purchase and implement 32 devices for assessment	March 2015	$19,350	Nolan Middle	Outcomes 1-5
E.12.	Purchase and implement 32 devices for assessment	March 2015	$19,350	Sugg Middle	Outcomes 1-5
E.13.	Purchase and implement 32 devices for assessment	March 2015	$19,350	Haile Middle	Outcomes 1-5

E.14.	Purchase and implement 32 devices for assessment	March 2015	$19,350	Lee Middle	Outcomes 1-5
E.15.	Purchase and implement 32 devices for assessment	March 2015	$19,350	Lincoln Middle	Outcomes 1-5
E.16.	Purchase and implement 32 devices for assessment	March 2015	$19,350	Harllee Middle	Outcomes 1-5
E.17.	Purchase Eduphoria! to support assessment activities.	March 2015	$11,783	Participating Charter Schools	Outcomes 1-5
E.18.	Purchase plain paper scanners to support assessment activities.	March 2015	$27,890	Participating Charter Schools	Outcomes 1-5

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**
N/A	

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.	Monitor and Evaluation Process regarding purchase, installation, and training on proper and efficient use to facilitate student assessments.	A fully operational on-line assessment lab at Southeast High by March 2015.
E.2.	Monitor and Evaluation Process regarding purchase, installation, and training on proper and efficient use to facilitate student assessments.	A fully operational on-line assessment lab at Lakewood Ranch High by March 2015.
E.3.	Monitor and Evaluation Process regarding purchase, installation, and training on	A fully operational on-line assessment lab at Braden River High by March 2015.

	proper and efficient use to facilitate student assessments.	
E.4.	Monitor and Evaluation Process regarding purchase, installation, and training on proper and efficient use to facilitate student assessments.	A fully operational on-line assessment lab at Palmetto High by March 2015.
E.5.	Monitor and Evaluation Process regarding purchase, installation, and training on proper and efficient use to facilitate student assessments.	A fully operational on-line assessment lab at Bayshore High by March 2015.
E.6.	Monitor and Evaluation Process regarding purchase, installation, and training on proper and efficient use to facilitate student assessments.	A fully operational on-line assessment lab at Manatee High by March 2015.
E.7.	Monitor and Evaluation Process regarding purchase, installation, and training on proper and efficient use to facilitate student assessments.	A fully operational on-line assessment lab at Buffalo Creek Middle by March 2015.
E.8.	Monitor and Evaluation Process regarding purchase, installation, and training on proper and efficient use to facilitate student assessments.	A fully operational on-line assessment lab at Johnson Middle by March 2015.
E.9.	Monitor and Evaluation Process regarding purchase, installation, and training on proper and efficient use to facilitate student assessments.	A fully operational on-line assessment lab at Braden River Middle by March 2015.
E.10.	Monitor and Evaluation Process regarding purchase, installation, and training on proper and efficient use to facilitate student assessments.	A fully operational on-line assessment lab at King Middle by March 2015.
E.11.	Monitor and Evaluation Process regarding purchase, installation, and training on proper and efficient use to facilitate student assessments.	A fully operational on-line assessment lab at Nolan Middle by March 2015.
E.12.	Monitor and Evaluation Process regarding purchase, installation, and training on	A fully operational on-line assessment lab at Sugg Middle by March 2015.