Marion County Public Schools
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

The mission of Marion County Public Schools is to ensure that technology strengthens existing curricula and supports meaningful, engaged learning for all students

Marion County Public Schools' vision is to create simple and efficient access for students, staff and parents using ANY device.

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

Marion County is located in North Central Florida, comprising 1,650 square miles. Marion County is the sixth largest geographical school district in Florida. It is larger than the state of Rhode Island an only slightly smaller than Delaware. Based on the 2013 data from the US Census Bureau, Marion County has an estimated population of 337,362.

Marion County is located at the crossroad of Florida, connecting Interstate 75 (I-75), Highway 200, Highway 27, State Road 40, Highway 301, and Highway 441.

The student enrollment 41,891 with a percentage of 52 % male and 48% female and ethic enrollment following:

55% Caucasian
20% African American
16% Hispanic
06% Multi-Cultural
02% Asian
01% Indian

The district percent eligible for Free/Reduced Lunch for funding year 14-15 is 84%. The district employs approximately 6,000 people.

Marion County Public Schools (MCPS) continues to be one of the lowest in the state in expenditure for district and school administration. As of April 2012, Marion ranks as the lowest in the state in administrative costs out of 67 Florida school districts.

Marion County continues to be one of the lowest in the state per student funding. Marion County has enrolled English Language Learners (ELL) students representing 45 different foreign languages.

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

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

Title/Role	**Name:**	**Email/Phone:**
Information Technology District Contact	Scott Hansen	Scott.hansen@marion.k12.fl.us 352-671-7775
Curriculum District Contact	Pam Brewer	Pamela.brewer@marion.k12.fl.us 352-236-0582
Instructional District Contact	Donna Otzel	Donna.otzel@marion.k12.fl.us 352-236-0564
Finance District Contact	Theresa Boston-Ellis	Theresa.boston-ellis@marion.k12.fl.us 352-671-7704
District Leadership Contact	Lisa Krysalka	Lisa.Krysalka@marion.k12.fl.us 352-671-7705
District ESOL Contact	Anna DeWese	Anna.dewese@marion.k12.fl.us 352-671-4171
District ESE Contact	Barbara Dobbins	Barbara.dobbins@marion.k12.fl.us 352-671-6832

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 Marion County Public Schools Technology Plan addresses the use of technology in all areas of instruction across grade levels, subject areas, and exceptionalities. A variety of funding sources are used to enhance technology in the classroom. Equity of access to technology is a continuing challenge for the district. Reduced funding situations, individual school access to special construction funds and related situations will create disparity in school resources. The district has developed a technology plan to address this problem and continues to fund projects that address equal access for all students and staff

8 Step Process – Expected Improvement.

Step 1. Identify goals to help you achieve your target. Information was disseminated from the schools identifying technology needs from the school leadership team and the School Advisory Council (SAC).

Step 2. Brainstorm available resources and potential barriers; prioritize barriers. The team made a list of common barriers and resources identified in the information received from the schools.

Step 3. Chose a barrier to address based on alterable elements of curriculum, instruction, environment organizational systems and actionable impact. The identified barriers were related to the (5) elementary schools in the lowest 300 in the state, the middle and high school math and science classes, and to ensure the remaining schools were at 3:1 student/computer ratio.

Step 4. Brainstorm and prioritize strategies to reduce or eliminate barriers. Prioritized them. 1. The five elementary school in the 300 lowest performing schools, 2. The math and science classes at secondary schools and 3. The schools that are not at the 3:1 student/computer ratio.

Step 5. Identify action steps (who, what, when, evidence of completion) to implement strategies. Action plan was developed to determine the amount of funding for each project.

Step 6 Determine how strategies will be monitored for fidelity of implementation (who, what, when evidence of completion. The implementation of the projects will be the responsibility of the Technology and Implementation Services. From purchasing the equipment, to installation of the equipment, to providing professional development, and assessing the impact the strategies.

Step 7. Determine how strategies will be monitored for effectiveness at reducing or eliminating the selected barriers (who, what, when, evidence of completion.) K-12 Academics will continue progress monitoring towards the district meeting the Annual Measurable Objectives.

Step 8. Determine how to progress towards each goal will be monitored (who, what when, evidence of completion). K-12 Academics will continue progress monitoring towards the district meeting the Annual Measurable Objectives.

Revisions and upgrades to this plan are ongoing. The Technology and Information

Systems Department will continue to work closely with all schools and departments and will provide recommendations to the School Board of Marion County to continue to integrate technology in all areas of curriculum.

1.5 Multi-Tiered System of Supports (MTSS) - Summarize the process used to write this plan including but not limited to:

- data-based problem-solving process used for the goals and need analysis established in the plan;
- the systems in place to monitor progress of the implementation plans; and
- The plan to support the implementation and capacity.

A district leadership that provides a vision and district goal related to MTSS and meets regularly to ensure a common message is communicate and is integrated into the wok other departments. The concept of school based leadership teams is in place and synergy team members provide support related to their content expertise. School leadership has the necessary buy in, have built the infrastructure; this digital classroom plan will move the district towards full implementation and allow us to build capacity.

The progress monitoring happens a minimum of monthly when the schools are scheduled to meet with the synergy teams. Once data is disaggregated and disproportionalities are identified, the principal will work with the school leadership teams utilizing the step problem solving process. This will equip school trams with the skills needed to identify barriers and create living breathing action plans to work towards the goal of better alignment between the breakdown of the underrepresented groups within the student population.

District Improvement Action Plan (DIAP) was developed by a large group of representative key stakeholders, vetted by teachers, and in collaboration with the state Department Education Executive Director. The DIAP is very focused on utilizing differentiated instruction to ensure quality core instruction is provided to all students in an effort to strengthen tier 1 effective district-wide.

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

A description of the information based processes used for determining district

instructional and administrative telecommunications technology needs.

i. Individual schools submit their needs requests.
ii. All schools submit a request for specific training needs,based on school improvement plans.
iii. K-12 Academic Services receives multiple school-based requests for in-service and funding from every school yearly with special requests for program development.
iv. District departments submit requests for funding technology purchases and training annually.
v. All technology requests are reviewed and prioritized by the Technology and Information Systems Department.
vi. All curriculum instructional technology requests are reviewed and prioritized by the K-12 Academic Services and Technology Departments.

Formal need assessments have been conducted annually as part of developing the District Technology Plan. Each individual school site has need assessments approved by its School Advisory Council. Plans are developed through the input of classroom teachers, parents, business partners, and school support staff.

School plans consistently reflect the need for increased support in the acquisition of hardware, software, training and assistance in integrating technology into classroom instructional activities. Currently, the district has three technology labs that will enhance and meet the increasing need of training for teachers and non-instructional support personnel.

In 2014-2015 the Technology and Information Systems department will continue to evaluate the implementation of technology using an online survey and additional information will be received from the following sources:

- Technology/K-12 Advisory Committee
- Florida Innovates - The Technology Resources Inventory
- K-12 Academic Services
- Career & Technical Education
- Service Desk Work Order System
- Title I, Part A -Federal Programs

The Marion County Public Schools Digital Classroom Plan addresses the use of technology in all areas of instruction across grade levels, subject areas, and

exceptionalities. A variety of funding sources are used to enhance technology in the classroom.

Equity of access to technology is a continuing challenge for the district. Reduced funding situations, individual school access to special construction funds and related situations will create disparity in school resources. The district has developed a Digital Classroom Plan to address this problem and continues to fund projects that address equal access for all students and staff.

Highest Student Achievement

Student Performance Outcomes:

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

After completing the suggested activities for determining the student performance outcomes described in the DCP guidance document, complete the table below with the targeted goals for each school grade component. Districts may add additional student performance outcomes as appropriate. Examples of additional measures are District Improvement and Assistance Plan (DIAP) goals, district Annual Measurable Objectives (AMOs) and/or other goals established in the district strategic plan.

Data is required for the metrics listed in the table. For the student performance outcomes, these data points can and should be pulled from the school and district school grades published at http://schoolgrades.fldoe.org. Districts may choose to add any additional metrics that may be appropriate below in the table for district provided outcomes.

Student Performance Outcomes (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	ELA Student Achievement	52%	69%	2015
2.	Math Student Achievement	53%	70%	2015
3.	Science Student Achievement	53%	70%	2015
4.	ELA Learning Gains	64%	69%	2015
5.	Math Learning Gains	62%	67%	2015
6.	ELA Learning Gains of the Low 25%	64%	68%	2015
7.	Math Learning Gains of the Low 25%	58%	60%	2015
8.	Overall, 4-year Graduation Rate	77%	79%	2015
9.	Acceleration Success Rate	N/A	N/A	2015
10.				
Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Proficiency rate through Tier 1 in all	67%	80%	2015

	content areas			
2.				
3.				
4.				
5.				

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 (See attachment) – Per School Ratios	3:1	2:1	2019
2.	Count of student instructional desktop computers meeting specifications	12,446	15,706	2016
3.	Count of student instructional mobile computers (laptops) meeting specifications	2842	4000	2017
4.	Count of student web-thin client computers meeting specifications	1550	1550	2014
5.	Count of student large screen tablets meeting specifications	0	0	2014
6.	Percent of schools meeting recommended bandwidth standard	75%	100%	2016
7.	Percent of wireless classrooms (802.11n or higher)	60%	100%	2019
Infrastructure Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
8.	Access Point – N Series Refresh (See District Technology Plan 5 Year Network Infrastructure Refresh Plan)	420	420	2017
9.	Network Infrastructure Switch Refresh (See District Technology Plan 5 Year Network Infrastructure Refresh Plan)	757	757	2019

10.	Engaged Classrooms	1350	2,403	2019

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	50%	75%	December 2017
2.	Average Teacher technology integration via the TIM (Elementary Schools)	50%	75%	December 2017
3.	Average Teacher technology integration via the TIM (Middle Schools)	50%	75%	December 2017
4.	Average Teacher technology integration via the TIM (High Schools)	50%	75%	December 2017
5.	Average Teacher technology integration via the TIM (Combination Schools)	50%	75%	December 2017
Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
6.				
7.				
8.				
9.				
10.				

Seamless Articulation and Maximum Access

Digital Tools:

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

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

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

Digital Tools Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Implementation status a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Fully implemented	Will continue to support and employ in classrooms	
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Fully implemented	Will continue to support and employ in classrooms	
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Fully implemented	Will continue to support and employ in classrooms	
4.	Implementation status of a system that includes district staff information combined with the ability to create and	Fully implemented	Will continue to support and	

	manage professional development offerings and plans.		employ in classrooms	
5.	Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	Fully implemented	Will continue to support and employ in classrooms	
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	Fully implemented	Will continue to support and employ in classrooms	
7.	Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	Fully implemented	Will continue to support and employ in classrooms	
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	Fully implemented	Will continue to support and employ in classrooms	
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.	Fully implemented	Will continue to support and employ in classrooms	
Digital Tools Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
10.				
11.				
12.				

Quality Efficient Services

Online Assessment Readiness:

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

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

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)	100%	100%	2015
Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
3.	Howard Middle School	253	412	2014
4.	Osceola Middle School	279	327	2014
5.	Belleview High School	515	550	2015
6.	Forest High School	606	696	2015
7.	North Marion High School	398	472	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.

Goal Examples:

EXAMPLES

- Highest Student Achievement: All schools will meet federal AMO benchmarks and meet expected growth on state assessments.

- Seamless Articulation and Maximum Access: All students will have opportunities for industry certifications and are prepared to enter postsecondary with the skills necessary to succeed.
- Skilled Workforce and Economic Development: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.
- Quality Efficient Services: All school sites will be safe and effective environments to support developing students.

Enter district goals below:

Goal I: If all schools have adequate and equitable technology resources then classroom teaching and learning will enable all students to be digital learners.

Goal II: If communication is enhanced between schools, students, teachers, parents, community and the district office then the implementation and support of a digital tools system will assist in the assessment and monitoring of student learning and performance.

Goal IV: If technical staff development is enhanced for all personnel then the amount of time used for the administration of computer-based assessment and the integration of technology into classroom teaching will be heightened.

Goal V: If the schools are provided a secure, efficient, and reliable school/district technology infrastructure with appropriate levels of bandwidth devices, hardware and software then students in all classroom have the opportunity to become digital learners.

STEP 3 – Strategy Setting:

Districts will outline high-level digital learning and technology strategies that will help achieve the goals of the district. Each strategy will outline the districts theory-of-action for how the goals in Step 2 will be addressed. Each strategy should have a measurement and timeline estimation.

Examples of Strategies:

EXAMPLES			
Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	• Purchase Instructional Materials in digital format	50% of purchases in 2014-2015
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing	• Fully implement system across nine components • Integrate	2014 and ongoing

	the best education for each student.	instructional materials into system	
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	• Bandwidth amount • Wireless access for all classrooms	2014-2019

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	Integrate instructional materials into system. Purchase Instructional Materials in digital format	2014 and ongoing
Seamless Articulation and Maximum Access	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	To communicated needs and systems implementation at the school level. Wireless access for all classrooms.	2014-2019
.Skilled Workforce and Economic Development	Provide professional development for digital learning.	Increase the number of digital learning classes for teachers.	2014-2019
Quality Efficient Services	Create an infrastructure that supports the needs of digital learning and online assessments	Support and enhance the current infrastructure to provide equal access to digital learning throughout the district. Increase response time.	2014-2019

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.

EXAMPLES			
Student Performance Outcomes		**Baseline**	**Target**
1.	Increase percent of fourth grade mathematics students performing at Sunshine Elementary school.	45%	48%
2.	Improve graduation rates at Sandy Shores High school.	78%	80%

Enter the district student performance outcomes for 2014-15 that will be directly impacted by the DCP Allocation below:

Student Performance Outcomes		**Baseline**	**Target**
1.	Increase total points for Reading achievement and learning gains on students enrolled at Reddick-Collier, Fessenden, Sparr, Emerald Shores, and Evergreen Elementary.	94	103
2.	Increase the number of student achieving mastery on EOC in Algebra I, Biology I and Geometry.	61%	64%
3.			
4.			
5.			

B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf. These specifications are recommendations that will accommodate the requirements of state supported applications and assessments.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

EXAMPLES					
Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.X.	Purchase and implement wireless access points	May 2015	$4,000	All fourth grade classes at Sunshine Elementary school.	Outcome Example 1
B.X.	Purchase and implement 100 new student laptop devices	February 2015	$6,000	All fourth grade classes at Sunshine Elementary school.	Outcome Example 1

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	Purchase and implement Engaged Classrooms or maintain existing engaged classrooms	August 2015	$104,435	All K-5 grade classes at (5) Elementary School lowest 300	Outcomes 1-9
B.2.	Purchase and implement Engaged Classrooms or maintain existing engaged classrooms	August 2015	$228,164	All math and science classroom in (10) middle schools	Outcomes 1-9

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**
2014-2015 Computer Refresh – Quantity 1800	General Fund
2014-2015 Data Center Infrastructure Upgrades	General Fund
2014-2015 WAN Bandwidth Upgrades – 1 GB – All Schools	General Fund/E-Rate
2014-2015 Increase INTERNET bandwidth to 1 GB – District-wide	General Fund/E-Rate
2014-2015 Intercom Head-End Refresh – Selected Schools	General Fund
2014-2015 Fire Alarm Panel Refresh – Selected Schools	General Fund
2015-2019 Refresh/Upgrade 420 G Series Wireless AP – District-wide	General Fund/E-Rate
2015-2019 Refresh/Upgrade 757 Network Switches – District-wide	General Fund/E-Rate

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.	Provide audio/visual devices to each classroom.	Teachers and students will have technology tools in each classroom to access digital resources in a classroom setting.
B.2.	Provide audio/visual devices to all math and science classrooms.	Teachers and students will have technology tools in each classroom to access digital resources in a classroom setting.
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.

Implementation Plan for C) Professional Development:

The plan should include process for scheduling delivery of the district's MIP components on digital learning and identify other school based processes that will provide on-going support for professional development on digital learning.

EXAMPLES

Professional Development Implementation

	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.X.	X# high school teachers participate in professional development aligned with MIP.	May 2015	$X	Sandy Shores High School	Outcome Example 2
C.X.	X# teachers participate in book study and lesson studies on digital learning	May 2015	$X	Sandy Shores High School	Outcome Example 2

Professional Development Implementation

	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.	Number of teachers participating in book study and lesson study on digital learning.				
C.2.	Number of digital learning lessons integrated in STEM and Language Arts				

	classrooms.				
C.3.	Increase number of Professional Development Courses for Digital Learning.				
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 – Technology	District Funds
Technology Professional Development – Courses	District Funds
Lesson Plans for Digital Learning	CFDA 84.395A Professional Development for Digital Learning
Highly Qualified Master In-service Plan for Digital Learning	CFDA 84.395A Professional Development for Digital Learning
Book Studies and Lesson Studies on Digital Learning	CFDA 84.395A Professional Development for Digital Learning

Evaluation and Success Criteria for C) Professional Development:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	Technology Integration Matrix	% of teachers at the Transformation level.
C.2.	MIP Rosters /Recertification	% of teacher eligible for recertification.
C.3.	MIP Rosters/ Recertification	% of teacher eligible for recertification.
C.4.		

D) Digital Tools

Digital Tools should include a comprehensive digital tool system for the improvement of digital learning. Districts will be required to maintain a digital tools system that is intended to support and assist district and school instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

Digital tools may also include purchases and activities to support CAPE digital tools opportunities and courses. A list of currently recommended certificates and credentials can be

found at: http://www.fldoe.org/workforce/fcpea/default.asp. Devices that meet or exceed minimum requirements and protocols established by the department may also be included here.

Implementation Plan for D) Digital Tools:

EXAMPLES					
Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.X.	Integrate X sets of instructional materials into the digital tools system	September 2014	$X	Sunshine Elementary school	Example Outcome 1
D.X.	Offer X additional CAPE digital tool certifications from approved list	2014-15	$X	Sandy Shores High School	Example Outcome 2

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.					
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**
Student Information System Skyward Student System	General Funds
Performance Matters	General Funds
AIMSWEB	General Funds

Evaluation and Success Criteria for D) Digital Tools:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.		

D.2.		
D.3.		
D.4.		

E) Online Assessments

Technology infrastructure and devices required for successful implementation of local and statewide assessments should be considered in this section. In your analysis of readiness for computer-based testing, also examine network, bandwidth, and wireless needs that coincide with an increased number of workstations and devices. Districts should review current technology specifications for statewide assessments (available at www.FLAssessments.com/TestNav8 and www.FSAssessments.com/) and schedule information distributed from the K-12 Student Assessment bureau when determining potential deliverables.

Implementation Plan for E) Online Assessments:

EXAMPLES					
Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.X.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	September 2014	$X	Sandy Shores High School	Example Outcome 2
E.X.	Purchase 100 additional student devices for assessments	February 2015	$X	Sandy Shores High School	Example Outcome 2

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Purchase 406 student devices to increase capacity for online assessments. Meeting the district goal of a student/computer ratio of 3:1	February 2015	$235,460	Howard Middle, Osceola Middle, Belleview High, Forest High and	Outcomes 1-9

				North Marion High	
E.2.					
E.3.					
E.4.					

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

Brief description of other activities	**Other funding source**
Increase Capacity for Wireless Access	General Fund/E-Rate
Increase wired lab infrastructure	General Fund
2015-2019 Refresh devices used for online assessments across all schools	General Fund/E-Rate
Increase INTERNET Bandwidth annually as needed to support online assessments and access to digital resources	General Fund/E-Rate

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.	Computers will be purchased in the fall and winter and delivered, setup and accessible for spring 2015 online testing.	Student ratio will reach 3:1 aligning these schools with the baseline for district ratio.
E.2.		
E.3.		
E.4.		