Orange County Public Schools

DIGITAL CLASSROOM PLAN

2014-2019

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.

Digital Classroom Plan Contents

Part I. DIGITAL CLASSROOM PLAN - OVERVIEW

1.1 District Mission and Vision statements

OCPS is building on a legacy of innovative practice, revolutionizing the way we teach, lead and learn through personalized digital curriculum and professional learning in a blended environment. The OCPS Digital Classroom Plan (DCP) focuses on the scale-up of the existing digital curriculum pilot program over the course of the next five years in order to meet state and local goals. OCPS' board and Superintendent Barbara Jenkins articulate the district vision—what we strive to become—and mission—why we exist as an organization—in the Strategic Plan.

Our Vision - To be the top producer of successful students in the nation.

Our Mission- To lead our students to success with the support and involvement of families and the community.

1.2 District Profile

Orange County Public Schools (OCPS), the 11th largest school district in the nation and fourth largest in Florida, offers a world-class education to nearly 186, 000 students in 184 K-12 schools in five geographic learning communities.

Type of School	Number of Schools	Students
Elementary	123	82,277
K-8	3	2,832
Middle	35	38,640
High	19	50,902
Exceptional	4	609
Alternative	Varies	2,340
Charter	Varies	9,593

A high-need district, 65 percent of students qualify for the free or reduced priced meal program. The student population is 29 percent black, 62 percent white, 5 percent Asian, 3 percent multi-cultural and 1 percent Alaska Native. A total of 35 percent of students are Hispanic. The Exceptional Student Education (ESE) population represents 22 percent of students, including 13 percent of students with disabilities and 9 percent gifted. English language learners are 9.42 percent of the student population. The district mobility rate is 31.5%.

OCPS has long been a top producer of successful students in Florida, graduating over 80 percent of traditional high school students annually through the pursuit of the latest research-based practices to support achievement in both students and teachers (OCPS Public Relations, February 2013) and closing the achievement gap among district demographic groups. The district consistently strives for excellence and has been recognized for the efforts in many forums.

Achievements
2014 Broad Prize Winner
Gates Next Generation Master Planning for Innovation Awardee
Digital Curriculum Content Achievement Awardee

However, despite these efforts, many graduating high school students continue to struggle as they enter either the workforce or college. The stakes are greater now than ever as unemployment in the local community approaches 7.1 percent (U.S. Bureau of Labor Statistics, 2012). The crisis of unemployment can only be overshadowed by the epidemic in lack of qualification. The workplace has changed and our students must enter it prepared to acquire, analyze, create and digitally communicate content in order to be competitive in a job market wrought with unemployment. It is the district's belief that the transition to digital learning will provide students that competitive edge.

Supporting all students is a high performing and dedicated team of administrative, instructional, and classified staff members who work tirelessly to model excellence in all areas.

Employee Type	**Number**
Administrators	986
Instructional	13,084
Classified	7,789
Part-Time	488

OCPS is fortunate to have the support of the Orange County community to maintain state of the art facilities with the latest technology. The district has one of the most successful and aggressive school construction programs in the country. The program is supported by a half-penny sales tax to renovate and repair older schools and bring them up to current standards. Since 2003, OCPS has opened 37 new schools and replaced or renovated 75 schools. This program began in 2002 and was renewed in August 2014 for an additional ten years. The support of the community continues to enable OCPS to ensure the success of students beyond graduation through the development of digital classrooms.

1.3 District Team Profile

The transition to digital learning effects all divisions of Orange County Public Schools, from the infrastructure to the instructional materials and even the amenities students' need when traveling to and from school. For that reason the strategic vision for digital learning is jointly developed by a broad group of individuals led by the executive cabinet.

Title/Role	Name:	Email/Phone:
Deputy Superintendent	Dr. Jesus Jara	jesus.jara@ocps.net
Chief Operations Officer	Michael Eugene	michael.eugene@ocps.net
Chief Information Officer	Frank Elmore	frankie.elmore@ocps.net
Chief Academic Officer	Scott Fritz	scott.fritz@ocps.net
Chief Financial Officer	Richard Collins	richard.collins@ocps.net
Chief Facilities Officer	John Morris	john.morris@ocps.net
Associate Superintendent, Research, Accountability, Grants	Dr. Gina Tovine	gina.tovine@ocps.net
Senior Director, Strategic Data Systems and Technology Innovation	Robert Bixler	robert.bixler@ocps.net
Senior Director, Professional Development Services	Dr. Diane Gullett	diane.gullett@ocps.net
Senior Director, High School Curriculum and Instruction/ Advanced Studies	Hillary Buckridge	hillary.buckridge@ocps.net
Director, Digital Curriculum-Instructional Design	Mariel Milano	mariel.milano@ocps.net
Director, Digital Curriculum-Technology	*Vacant*	
Director, Middle School Curriculum and Instruction	Monica Emery	monica.emery@ocps.net
Director, Elementary School Curriculum and Instruction/ MTSS	Shana Rafalski	shana.rafalski@ocps.net

1.4 Planning Process

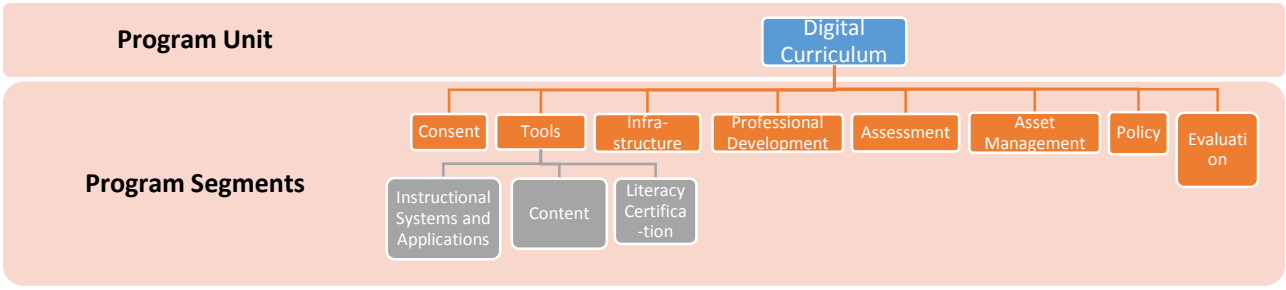
The district began the development of a two-year digital curriculum pilot program (DCPP) in 2012 in response to changing student, workforce, community, and legislative requirements. The DCPP was a teaching and learning driven initiative which included seven schools selected to represent our district's diverse geographic community. The schools varied in level, size, academic performance, and free and reduced lunch rate. The first year of the pilot focused on narrowing the operating system and device feature set necessary to support digital curriculum and how that operating system would be brought to scale. The second year of the pilot focuses on the refining of professional development and training practices to ensure a successful future implementation.

During the course of the DCPP, the state of Florida made significant changes, recognizing the critical importance of moving forward with digital learning for all students and enacting a series of statutory requirements targeting progress in this area. These changes include requiring that fifty percent of instructional materials funding be spent on digital curriculum, the implementation of elementary and middle school digital tool certificates, and the expansion of computer science. Central to this movement is the implementation of the Florida Department of Education Strategic Technology Plan and the development of a district level Digital Classroom Plan (DCP). The convergence of the existing DCPP and the newly developed DCP make 2014-2015 an exciting and critical school year in which key decisions will be made that will shape the path of learning for students in Orange County Public Schools for years to come.

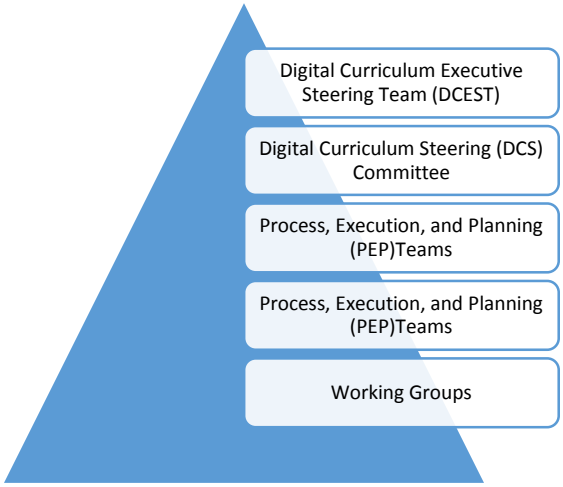
As a result, the planning process for the DCP entailed two main components: the definition of the digital curriculum program segments and the identification of individual digital curriculum projects needed to fill gaps identified in the needs analysis. The components were initiated as a part of the DCPP and were refreshed through this planning process.

The most challenging element of developing a DCP is the definitions of the program scope. OCPS defines a program as a complex portfolio of multiple segments that are managed and coordinated as one unit with the objective of achieving outcomes and benefits for the organization. In this case, the digital curriculum program in made up of a large number of segments that cut across the organization for the purpose of increasing student engagement and ultimately student achievement.

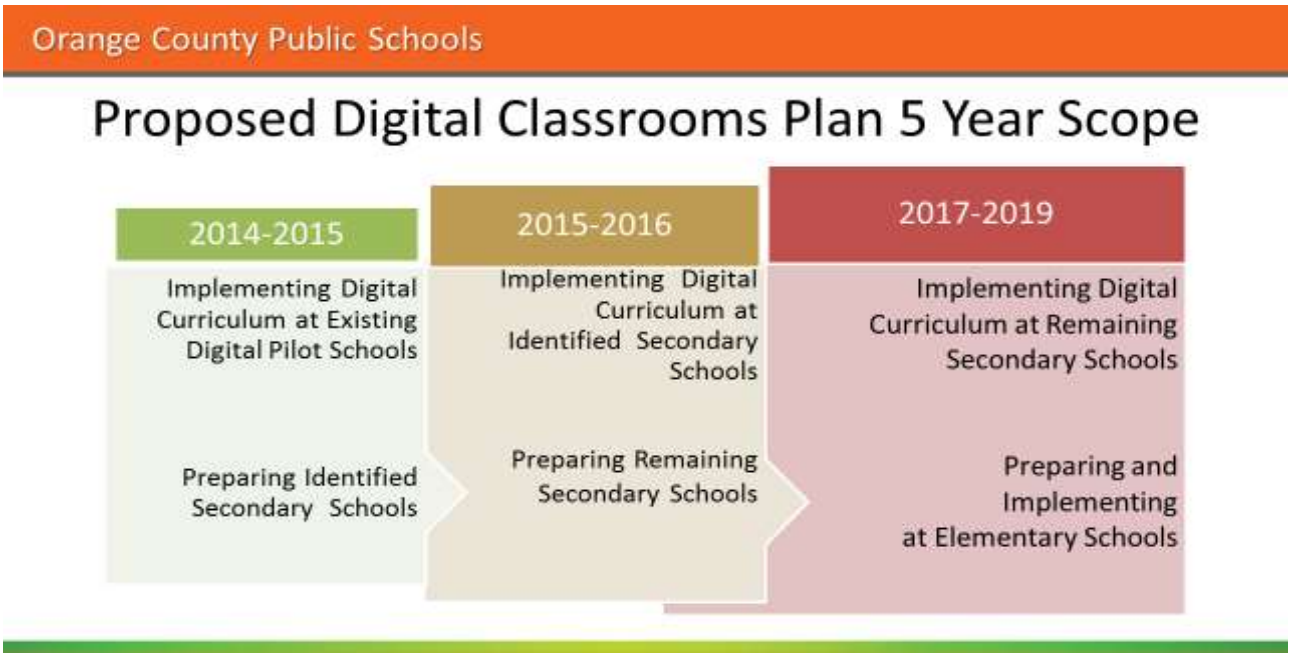
The map of segments in the digital curriculum program unit is below.



OCPS maintains a rigorous Digital Curriculum Governance Process (DCGP) to manage and maintain the digital curriculum program, which was also utilized to develop the DCP. The DCGP is made up off four groups and facilitated by two digital curriculum program managers representing Teaching and Learning and ICTS. All levels of governance have representatives from all curriculum areas, ESOL, and ESE as well as key operational areas such as finance, ICTS, risk management, etc.



This process begins with the Digital Curriculum Executive Steering Team (DCEST) which is made up off the Deputy Superintendent, Chief Operating Officer, Chief Information Officer, and the Associate Superintendent of Research Accountability, Assessment, and Grants. Together the DCEST set the broad overarching vision for digital curriculum including funding and scope. The DCEST approved the high level five-year DCP and the focus for DCP allocation use.



The high level vision was then used by members of the Digital Curriculum Steering (DCS) committee, typically senior management from all organizational divisions, to set high level goals surrounding the five year plan which align with the district's strategic plan. This committee identified the final scope of educators and courses needing PD to implement digital curriculum.

	Year 1 *2014-2015*	Year 2 *2015-2016*	Year 3 *2016-2017*	Year 4 *2017-2018*	Year 5 *2018-2019*
Level/ Focus	**Active** Maintain Digital Pilots **Prep** HS Algebra I English I Middle School- M/J Math 1-3 M/J ELA- 1-3	**Active** High School- Algebra I, Algebra II, Geometry English I-IV Middle School- M/J Math 1-3 M/J ELA- 1-3	**Active** High School- Algebra I, Algebra II, Geometry English I-IV Middle School- M/J Math 1-3 M/J ELA- 1-3 **Prep** Elementary School- Grades 3-5 English Language Arts Grade 3-5 Mathematics	**Active** Elementary School- Grades 3-5 English Language Arts Grade 3-5 Mathematics **Prep** Elementary School- Grades PK-2 English Language Arts Grade PK-2 Mathematics	**Active** Elementary School- Grades PK-2 English Language Arts Grade PK-2 Mathematics

From here the Process, Execution, and Planning (PEP) teams, made up of mid-level management conducted the needs analysis for the DCP using all available data sources. The needs analysis was approved and used to develop the high level strategies and measurements.

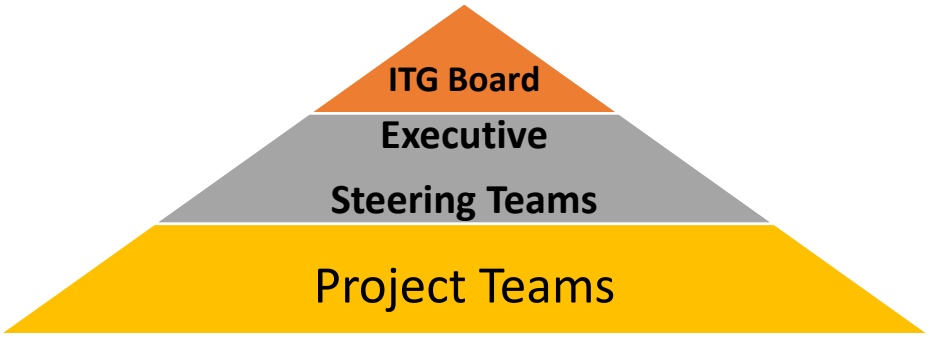
The working groups developed the segment architecture which identifies the business/instructional process owner for each segment along with the key processes that require cross functional mapping and standard operating procedures. These working groups are specialized by organizational function. Once such example is the professional development working group which met determine the organizational use of the Digital Classroom Allocation and how develop the accompanying professional development grant.

Finally, the plan is provided to key stakeholders such as the Orange County Council of Parent Teacher Associations, the Middle School High School Association, the High School Principals Association, and approved vendors before it is approved by the superintendent and the school board.

Once the DCP is approved by the school board an analysis of the goals and strategies in each segment will occur to identify any gaps in the Digital Curriculum Program. These gaps are referred to as business needs, for example the lack of a systemic Learning Management System, require the temporary intense of focus of a team of individuals to develop a solution. The solution presented in a business is referred to as a project.

Projects are managed through the IT Governance structure (ITG). The purpose of ITG is to define decision rights and executable processes needed to guide the application of information technology to the goals of the organization in the form of a project. Those within the ITG structure are responsible for reviewing, approving, and monitoring initiatives with district-wide technology implication, such as projects required for digital classrooms. These projects typically include hardware, software, data, security, and other assets being added, changed, replaced, or retired through projects.

The following diagram illustrates the overall responsibilities, processes, and authority that will be used to establish and execute IT governance with OCPS and manage the project portfolio.

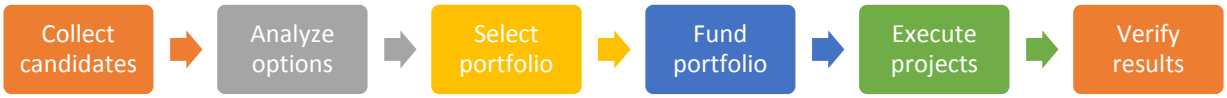


The OCPS ITG Board considers how IT resources can be used to be to accomplish district goal for digital classrooms and ultimately is responsible for deciding which projects will be funded and resourced.

The Executive Steering Teams (ESTs) represent the organizational unit most impacted by digital classroom and account for the cross functional coordination needed to ensure digital classrooms are optimized to achieve the goals for the entire organization.

The IT Project Teams perform the daily activities of the digital classroom projects as they are executed. They cover the range of technical skills and business representation needed to account for functional requirements and technical activities that will be applied to deliver the expected digital classroom outcomes.

The following diagram summarize the process by which IT governance is defined and executed at Orange County Public Schools.



The projected list of district-funded projects for digital curriculum included a learning management system professional development management system, single-sign-on for students, a learning object repository, mobile device management, performance assessment system, asset management system, and survey system. The full ITG Framework can be found in the appendix A.

1.5 Multi-Tiered System of Supports (MTSS)

Governing the digital curriculum program, outlined in the DCP, is but one cog in the wheel. The overall program will not be successful unless it is continuously engaging in data-based problem solving, progress monitoring, and support.

Data-Based Problem Solving Process for Goals, Needs Analysis, and Resource Allocation

The process through which Orange County Public Schools identifies, aligns, and allocates its district resources is support of digital learning occurs begins at the executive level via collaborative decision-making and includes representatives from all divisions. The Executive Cabinet meets weekly to support the superintendent in managing and accessing the needs of operations and functions within the District consistent with District priorities and expected goals in accordance with best practices. The methodology used for coordinating and supplementing federal, state and local funds, services is programs is through a collaborative problem-solving structure.

Teaching and Learning Area Superintendent (SALT) meet bi-monthly with the Deputy Superintendent to review and analyze relevant data in order to prioritize and align resources for Priority and Focus schools. Furthermore, critical issues, challenges, function as and achievements of the district and learning communities are addressed via the 8-step problem solving process to maximize desired student outcomes. An inventory of resources and allocations, including those relevant to digital learning are maintained in a database to monitor distribution of funds across the district. Formative and summative evaluations are conducted to measure progress, increase accountability, and ensure fidelity.

The allocation of resources to schools begins with identifying schools needs based on school leadership team input and observation/recommendation by district staff responsible for the evaluation of the schools. Decisions are finalized by the Executive Cabinet per the input of the strategic plan strategy monitoring and department assessment by staff members.

The allocation process includes building school budgets, assigning Title I funds, and other state and federal awards and assuring service are provided to meet school needs. The annual process of building uniform budget templates for school level allocation based on FTE and other applicable state and federal funding is directed by the Office of Management and Budget. This process takes place in weekly meetings from March through June.

Title I

Specifically, for Title I funding, the Title I department director follows state and federal guidance on required funding allocations per percentages of poverty, homelessness, migrant demographics, and neglected/delinquent student data to propose Title I school and district budgets which are then reviewed by Teaching and Learning Area Superintendents (SALT). Final input and approval is provided by the School Board.

To align intervention in Priority and Focus schools, the district's School Transformation Office provides support through an Associate Superintendent, Executive Area Directors, Senior

Administrators, and over forty dedicated instructional coaches to support high-needs schools. The Director of Title I Services builds budget outlines based on particular funding requirements and school needs assessments and presents these proposals to SALT, where guidance is provided for final approval. Allocation decisions for the Priority and Focus schools are reviewed in this process based on the 8 step problem-solving actions of the schools' principals, school leadership teams, School Advisory Council, and the School Transformation Office to identify goals, barriers, and strategies. Responsiveness to the identified school needs can include resources that may involve extra staff allocations, enhanced technology infrastructure, digital tools, increased professional development, facility improvements, and/or operational flexibility allowances. An inventory of resources is retained by the Title I department with knowledge of the budget, resources and provided services. Weekly meetings between STO and Title I staff maintain current monitoring that can be reviewed when necessary at the SALT meetings. As progress monitoring is conducted for each school site, the 8 step problem solving process is used when increased actions are needed to impact positive change such as increased professional development services, purchase of instructional materials, or increased tutoring.

Title II

Resource Allocations for Title II are decided by SALT based on assessed need of the school and district staff. In support of digital learning, the district has used Title II resources to develop human resources to providing professional development face-to –face, online, and in blended formats.

Title III

The use of Title III funds are based on the same process of stakeholder input and the SALT determination.

Systems in Place to Monitor Progress of Implementation Plan

The district uses a systemic method for monitoring the progress of digital classroom segments and activities in supporting district goals. The DCP will use the same method. The Business or Instructional Process Owner responsible for each segment of the digital curriculum program develops performance measures annually which can be used to track to progress. Each performance measure must include:

- Name
- Definition
- Description of importance
- Calculation
- Data Source
- Data Supplier
- Additional Notes

The data for each performance measure is collected monthly by the working teams and recorded on a comprehensive scorecard. The scorecard is reviewed by the PEP who identify any needed mid-course corrections. The aggregate data and updated action plan is then presented to the DSC

no less than quarterly. Performance measure are described for each strategy in Step 3- Strategy Setting.

Plan to Support Implementation and Build Capacity

The digital curriculum program is supported by a robust team of administrative, classified, and instructional district and school-based staff members. The coordinated support model is governed by the Digital Curriculum Steering Committee and supported by the Curriculum & Instruction, Professional Development Services, Strategic Data Systems & Technology Innovation, and ICTS departments.

Division	**Teaching and Learning**			**Operations**
Department	Curriculum & Instruction	Professional Development Services	Strategic Data Systems and Technology Innovation	ICTS
Focus	Curriculum Standards	Instructional/ Leadership Strategies	Tools Instructional Systems	Infrastructure Data and Information Systems
District Support Resource	Administrators Coaches	Administrators Coaches	Administrators Resource Teachers	Administrators System Engineers Customer Care
District Support Vehicle	Principal Meetings Assistant Principal Instructional Meetings Bi-monthly Instructional Coach Meetings Learning Community Coaching Visits	Preparing New Principals Program Aspiring Leaders Program Digital Bridge Mentors Administrative Digital Refresh Program Bi-monthly Instructional Coach Meetings	Academic Innovative Educator Program Digital Tools Certifications On-Demand Professional Development Curated Professional Learning Modules	Knowledge Base Help Desk
School Site Support Resource	Curriculum Resource Teachers Administrators	Instructional Coaches Administrators	Media Specialists Digital Curriculum Teacher Leaders	Technology Support Representatives

			Instructional Management Systems Champions	
School Support Vehicle	Common and Collaborative Planning Time Staff Development Days	Professional Learning Communities Lesson Study	Summer Professional Development Monthly Afternoon Training	On-demand Support

Part II. DIGITAL CLASSROOM PLAN –STRATEGY

STEP 1 – Need Analysis:

OCPS conducts a comprehensive needs analysis every five years as a part of the strategic planning process. The strategic planning process need analysis process is currently underway in preparation for an updated strategic plan released in 2015-2016.

Current district needs have been divided into the components below.

A) Student Performance Outcomes
B) Digital Learning and Technology Infrastructure
C) Professional Development
D) Digital Tools
E) Online Assessments

Florida Department of Education Goal- 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.

The core business of Orange County Public Schools is student achievement. As such every elements of the district's work is tied to student outcomes, which are made publicly available using the district scorecard and extended scorecard. Scorecard data describes student outcomes against identified goals. The full extended scorecard data for August 2014 can be found in Appendix C.

The district used AMOs and comparative student performance data on state standardized assessments to generate targets for student performance outcomes.

AMO Data

Subgroup	Preliminary School Grade 2014	Reading % Scoring Satisfactory 2011	Reading % Scoring Satisfactory 2012	Reading % Scoring Satisfactory 2013	Reading % Scoring Satisfactory 2014	Target AMO Reading	Target AMO Reading, 2015	Target AMO Reading, 2016	Target AMO Reading, 2017	Met Target Reading	Safe Harbor, Reading	Improving, Reading	Maintaining or Declining, Reading	Declining, Reading
ALL STUDENTS	**B**	**56**	**57**	**59**	**59**	**67**	**71**	**74**	**78**	**N**	**N**	**N**	**Y**	**N**
AMERICAN INDIAN		59	65	67	65	69	73	76	80	N	N	N	Y	Y
ASIAN		75	77	79	80	81	83	85	88	N	N	Y	N	N
BLACK/AFRICAN AMERICAN		38	41	42	43	54	59	64	69	N	N	Y	N	N
HISPANIC		48	51	52	52	61	65	70	74	N	N	N	Y	N
WHITE		74	75	76	77	81	83	85	87	N	N	Y	N	N
ENGLISH LANGUAGE LEARNERS		35	36	33	34	51	57	62	68	N	N	Y	N	N
STUDENTS WITH DISABILITIES		25	26	26	26	44	50	56	63	N	N	N	Y	N
ECONOMICALLY DISADVANTAGED		44	46	48	48	58	63	67	72	N	N	N	Y	N

Subgroup	Preliminary School Grade 2014	Math % Scoring Satisfactory 2011	Math % Scoring Satisfactory 2012	Math % Scoring Satisfactory 2013	Math % Scoring Satisfactory 2014	Target AMO Math	Target AMO Math, 2015	Target AMO Math, 2016	Target AMO Math, 2017	Met Target Math	Safe Harbor, Math	Improving, Math	Maintaining or Declining, Math	Declining, Math
ALL STUDENTS	**B**	**54**	**57**	**59**	**62**	**66**	**69**	**73**	**77**	**N**	**N**	**Y**	**N**	**N**
AMERICAN INDIAN		64	70	70	75	73	76	79	82	Y	NA	NA	NA	NA
ASIAN		80	84	84	88	85	87	88	90	Y	NA	NA	NA	NA
BLACK/AFRICAN AMERICAN		37	40	43	46	53	58	63	69	N	N	Y	N	N
HISPANIC		48	51	53	56	61	65	70	74	N	N	Y	N	N
WHITE		70	74	76	78	78	80	83	85	Y	NA	NA	NA	NA

ENGLISH LANGUAGE LEARNERS		38	39	37	42	54	59	64	69	N	N	Y	N	N
STUDENTS WITH DISABILITIES		25	28	29	29	44	50	56	63	N	N	N	Y	N
ECONOMICALLY DISADVANTAGED		43	47	49	51	57	62	67	72	N	N	Y	N	N

Subgroup	Preliminary School Grade 2014	Learning Gains Points for Low 25% Reading, 2012-13 (School & District)	Learning Gains Points for Low 25% Reading, 2013-14 (School & District)	Learning Gains Progress Met for Low 25% Reading (School & District)	Learning Gains Points for Low 25% Math, 2012-13 (School & District)	Learning Gains Points for Low 25% Math, 2013-14 (School & District)	Learning Gains Progress Met for Low 25% Math (School & District)	Graduation Rate, 2012	Graduation Rate, 2013	Graduation Rate Target Met? (≥85%, or ≥2% Improvement)	Writing % Satisfactory 2013	Writing % Satisfactory 2014	Writing Target Met? (≥ 90% Satisfactory, or ≥ 1% Improvement)
ALL STUDENTS	**B**	**66**	**66**	**Y**	**63**	**65**	**Y**	**74**	**76**	**Y**	**54**	**59**	**Y**
AMERICAN INDIAN								85	77	N	65	73	Y
ASIAN								91	89	Y	71	76	Y
BLACK/AFRICAN AMERICAN								62	64	Y	45	51	Y
HISPANIC								71	75	Y	49	56	Y
WHITE								83	85	Y	64	67	Y
ENGLISH LANGUAGE LEARNERS								63	62	N	35	43	Y
STUDENTS WITH DISABILITIES								49	54	Y	28	34	Y
ECONOMICALLY DISADVANTAGED								66	71	Y	46	53	Y

Large School District Comparative Data

The district is relentless in its pursuit of excellence on behalf of its students, striving to be the top producer of students in the state and nation. As a result, the needs analysis was extended beyond the AMO data above to include a comparison of Orange County Public Schools student outcomes to other large school districts in the state of Florida including Miami- Dade, Palm Beach, Broward, Hillsborough, Pinellas, and Duval county public school districts.

Large Florida District Comparison: 3rd Grade Reading and Mathematics and 4th -8th Grade Writing

District	3rd Reading	3rd Math	4th Writing	8th Writing	10th Writing
Orange	56	58	56	54	64
Miami-Dade	56	62	53	53	64
Palm Beach	55	57	68	65	72
Broward	57	56	60	64	69
Hillsborough	59	56	70	68	66
Pinellas	55	49	51	55	61
Duval	51	57	45	54	65
Florida	**57**	**58**	**53**	**56**	**64**

Orange County Public School students perform the same as or above four other large school districts and slightly below the state and two other large school districts in 3rd grade reading.

Orange County Public School students perform the as or above the state and five other large school districts and below one other large school district in 3rd grade mathematics.

Orange County Public School students perform above the state and four other large school districts and below three other large school districts in 4th grade writing.

Orange County Public School students perform the same as or above two other large school districts and below the state and four other large school districts in 8th grade writing.

Orange County Public School students perform the same as or above the state and two other large school districts and below four other large school districts in 10th grade writing.

Large Florida District Comparison: Reading Grades 4-10

District	4th Reading	5th Reading	6th Reading	7th Reading	8th Reading	9th Reading	10th Reading
Orange	61	62	61	57	57	52	54
Miami-Dade	63	61	61	57	57	50	52
Palm Beach	61	62	61	56	58	55	56
Broward	61	60	61	58	59	52	53
Hillsborough	61	61	57	52	53	49	55
Pinellas	59	60	59	55	55	52	53
Duval	55	57	54	49	53	49	48
Florida	**61**	**61**	**60**	**57**	**57**	**53**	**55**

Orange County Public School students perform at or above the state and five other large school districts and below one other large school district in 4th grade reading.

Orange County Public School students perform at or above the state and all other large school districts in 5th and 6thgrade reading.

Orange County Public School students perform at or above the state and five other large school districts and below one large school district in 7th grade reading.

Orange County Public School students perform at or above the state and four other large school districts and below two large school districts in 8th grade reading.

Orange County Public School students perform at or above the state and five other large school districts and below the state and one large school district in 9th grade reading.

Orange County Public School students perform at or above the state and four other large school districts and below the state and two large school districts in 10th grade reading.

Large Florida District Comparison: Math Grades 4-8

District	4th Math	5th Math	6th Math	7th Math	8th Math
Orange	67	58	54	56	54
Miami-Dade	66	58	53	52	33
Palm Beach	66	59	57	58	50
Broward	64	56	56	55	43
Hillsborough	59	55	52	57	53
Pinellas	59	51	48	54	47
Duval	64	52	47	47	37
Florida	**63**	**56**	**53**	**56**	**47**

Orange County Public School students perform at or above the state and six other large school districts in 4th and 8th grade mathematics.

Orange County Public School students perform at or above the state and five other large school districts and below one other large school district in 5th grade mathematics.

Orange County Public School students perform at or above the state and four other large school districts and below two other large school districts in 6th and 7th grade mathematics.

Orange County Public School students perform at or above the state and four other large school districts and below two other large school districts in 6th grade mathematics.

Large Florida District Comparison: Science

District	5th Science	8th Science
Orange	57	49
Miami-Dade	51	44
Palm Beach	57	51
Broward	49	47
Hillsborough	56	46
Pinellas	55	47
Duval	53	47
Florida	**54**	**49**

Orange County Public School students perform at or above the state and six other large school districts 5th and 8th grade science.

Large Florida District Comparison: EOC Results

District	Algebra	Geometry	Biology	US History	Civics
Orange	53	59	68	65	50
Miami-Dade	57	62	65	57	48
Palm Beach	60	67	68	66	49
Broward	57	64	64	62	50
Hillsborough	56	63	63	73	49
Pinellas	51	60	67	65	50
Duval	48	53	62	60	48
Florida	**57**	**63**	**66**	**65**	**50**

Orange County Public School students perform at or above two other large school districts and below the state and four other large school districts in Algebra I.

Orange County Public School students perform at or above one other large school district and below the state and five other large school districts in Geometry.

Orange County Public School students perform at or above the state and six other large school districts Biology I and Civics.

Orange County Public School students perform at or above four other large school districts and below the state and two other large school districts in US History.

The needs analysis revealed a need to allocate additional resources to high school reading and mathematics. This is supported by the use of a traditional instructional model in many high schools rather than a differentiated model used primarily at the elementary and middle school level. The use of digital learning allows teachers to more fluidly differentiate.

The district used the data analysis presented above as the basis for determining the Student Performance Outcomes baseline and targets.

Student Performance Outcomes (Required)		**Baseline (2009-10)**	**Target (2014-15)**	**Date for Target to be Achieved *(year)***
1.	ELA Student Achievement	57%	65%	2014-2015
2.	Math Student Achievement	57%	65%	2014-2015
3.	Science Student Achievement	49%	63%	2014-2015
4.	ELA Learning Gains	68%	70%	2014-2015
5.	Math Learning Gains	68%	70%	2014-2015
6.	ELA Learning Gains of the Low 25%	69%	70%	2014-2015
7.	Math Learning Gains of the Low 25%	64%	70%	2014-2015
8.	Overall, 4-year Graduation Rate	71.4%	90%	2014-2015
9.	AP Enrollment	26.1%	37.0%	2014-2015
10.	Dual Enrollment Participation	4.3%	5.0%	2014-2015
Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
1.	Overall, Dropout Rate	0.7%	0.4%	2014-2015

Florida Department of Education Goal- Quality Efficient Services

Technology Infrastructure:

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

The infrastructure needs analysis was completed using the results from the Florida Department of Education Technology Readiness Inventory. This inventory is conducted annually by school based Technology Support Representative and verified by Learning Community IT Administrators. A full copy of the Technology Readiness Inventory can be found in Appendix D. The results of the needs analysis revealed that while the district was consistently meeting bandwidth goals set by the Florida Department of Education, it had not yet meet the student to computer device ratio or wireless access point density goals. Therefore aggressive goals were set in these areas to support digital curriculum, instruction, and assessment. Additional goals were added that represent that Fixed Furniture and Equipment Standards our district has adopted for new construction and renovation projects. Finally, interactive tables have been added to represent the unique needs of some students within the early childhood and exceptional student education programs as a part of the district's commitment to equity and access.

Infrastructure Needs Analysis (Required)		**Baseline**	**Target**	**Target Year**
1.	Student to Computer Device Ratio	ES 3.46:1 MS 2.63:1 HS 2.67:1	ES 2:1 MS 1:1 HS 1:1	8/2019 8/2017 8/2016
2.	Count of student instructional desktop computers meeting specifications	47,314	47,314	6/2015
3.	Count of student instructional mobile computers (laptops) meeting specifications	13,122	31,756 133,174	6/2015 8/2019
4.	Count of student web-thin client computers meeting specifications	0	0	6/2015
5.	Count of student large screen tablets meeting specifications	5522	15,200	6/2019
6.	Percent of schools meeting recommended bandwidth standard	76	100	6/2015
7.	Percent of wireless classrooms (802.11n or higher)	74	100	6/2019

Infrastructure Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
8.	% of classrooms with interactive board or projectors	49.49	92	6/2019
9.	% of classroom with sound enhancement	79.76	100	6/2019
10.	% of classrooms with document cameras	75.63	100	6/2019
11.	% of classrooms with interactive tables	.29	8	6/2019

- **Florida Department of Education Goal- 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.

The district has a long history of professional development on the integration of technology and digital content. Many of the professional development series have focused on the use of the Technology Integration Matrix when self- evaluating classroom lesson plans. Professional Development should be evaluated based on the level of current technology integration used in instructional practice by teachers. However, this has not previously been used as a measure of the impact of the professional development for digital learning into the classrooms.

The district piloted the use of the Technology Integration Matrix in the spring of 2013-2014 to evaluate the impact of the digital pilot program on instructional practice. Instructional rounds were conducted in five elementary, three middle, and one high school. The results were clear, even after one year of digital curriculum implementation many teachers, were still at the entry or adoption level with all TIM characteristics. The district made mid-course corrections and realigned professional development goals to integrate with the school improvement plan, selecting only two TIM characteristics to focus on each year with measurable goals. In order to effectively track classroom program, beginning in 2014-2015, Curriculum Resource Teachers and Library Media Specialists will collect data on technology integration.

The digital curriculum pilot also conducted an intensive professional development program evaluation. The focus of the evaluation was to identify success and challenges relating to professional development in digital classrooms. The interim program evaluation report identified one key understanding and two main themes, one of which is relevant to the professional development needs analysis.

Key Understanding: Professional development needs to begin earlier and be more intense.

Theme 1: Greater focus on differentiated professional development is needed specifically,

- Leadership professional development on the high quality digital look-fors
- Teacher professional development with a focus on lesson planning using instructional technology
- Teacher training on how to use provided digital assets
- Student training on digital tools and general digital literacy
- Classified staff member support training

The results of the TIM pilot school instructional rounds were used as a representative baseline for the level of technology integration in classrooms across the district along with the results from the interim program evaluation in setting targets for professional development in digital classrooms.

Professional Development Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Average Teacher technology integration via the TIM	Entry- 90% Adoption- 5% Adaptation- 3% Infusion-1% Transformation- >1%	Entry- 8% Adoption- 10% Adaptation- 50% Infusion- 30% Transformation- 2%	2018-2019
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Entry- 90% Adoption- 5% Adaptation- 3% Infusion-1% Transformation- >1%	Entry- 8% Adoption- 10% Adaptation- 50% Infusion- 30% Transformation- 2%	2019-2020
3.	Average Teacher technology integration via the TIM (Middle Schools)	Entry- 90% Adoption- 5% Adaptation- 3% Infusion-1% Transformation- >1%	Entry- 8% Adoption- 10% Adaptation- 50% Infusion- 30% Transformation- 2%	2018-2019
4.	Average Teacher technology integration via the TIM (High Schools)	Entry- 90% Adoption- 5% Adaptation- 3% Infusion-1% Transformation- >1%	Entry- 8% Adoption- 10% Adaptation- 50% Infusion- 30% Transformation- 2%	2017-2018
5.	Average Teacher technology integration via the TIM (Combination Schools)	Entry- 90% Adoption- 5% Adaptation- 3% Infusion-1% Transformation- >1%	Entry- 8% Adoption- 10% Adaptation- 50% Infusion- 30% Transformation- 2%	2018-2019

- **Florida Department of Education Goal - 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. Orange County Public Schools meet with Business Process Owners to evaluate the current state of digital tool systems and identify gaps. Two key gaps were identified. The first is the lack of a professional development management system which includes district staff information combined with the ability to create and manage professional development offerings and plans. This gap makes it difficult to differentiate and track adult learning. The identified gap triggered the development of business case for the 2014-2015 school year. The second gap is the lack of a vehicle to train students and certify students directly on digital tools. This system and accompanying processes will be developed by the Strategic Data Systems and Technology Innovation department in collaboration with ICTS.

Digital Tools Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Implementation status a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Partially implemented	Will work to implement and employ	Full implementation 2014-2015
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	No system in place	Will work to implement and employ	8/2015
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially Implemented	Will work to implement and employ	Full implementation 2015-2016
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	No system in place	Will work to implement and employ	Full implementation 2015-2016

5.	Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	Partially implemented	Will work to implement and employ	Full implementation 2015-2016
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	Partially implemented	Will work to implement and employ	Full implementation 2015-2016
7.	Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	Partially implemented	Will work to implement and employ	Full implementation 2016-2017
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	Partially implemented	Will work to implement and employ	Full implementation 2015-2016
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Partially implemented	Will work to implement and employ	Full implementation 2015-2016
Digital Tools Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
10.	Implementation status of a system to monitor CAPE digital tools certificates	No system in place	Will work to implement	2016-2017

			and employ	

- **Florida Department of Education Goal- Quality Efficient Services**

Online Assessment Readiness:

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

The Accountability, Research and Assessment and ICTS departments conducted a robust needs assessment in 2013- 2014 to prepare for changes to online assessment. The team identified minimum and bandwidth hardware requirements as well as testing schedule models on which they based recommended ratios for hardware needs. These recommendations included:

- one computer for every two students at the largest grade level for elementary schools until 2016-2017 when one computer at the largest grade level will be needed.
- one computer for every student at the largest grade level for middle schools, high schools, K-8 schools, Alternative Centers, and ESE centers.

This recommendation used the general rule that two students per device at the largest grade level where there are one or two tested grade levels and one student per device at the largest grade level where there are three tested grade levels are more is acceptable given the testing window.

The team provided a middle school and high school model for the Executive Cabinet to consider.

Online Assessment Readiness Example 1: Sample Middle School (1200 Students)

During an assumed 10 day window, each student at the school must take 4 testing sessions (2 sessions in ELA and 2 sessions in Mathematics) where all 6th, 7th, and 8th grade students test in Mathematics (either FSA Mathematics or EOC Mathematics) and ELA. Each grade level is assumed to have 400 students. All middle school assessments will be computer-based assessments

1200 Students * Sessions = 4800 Online Testing Sessions over 10 days

Each day, a school would have to run a minimum of 480 testing sessions. With two testing sessions per day, a school would need a minimum of 240 computers simultaneously testing at all times in both sessions.

This minimum of 240 simultaneous computers assumes no ESE or ELL students at a school who require additional time for their assessment. These students are permitted to have additional time on their assessments if desired and restrict the ability for schools to schedule a 2nd session for the day. This time extension may be provided to other students pending FLDOE guidance.

If this school has 10% of students who require additional time, this adds the equivalent of 480 testing sessions. This would require a need for an additional 24 computers in the window.

4800 Online Testing Sessions + 480 Additional (ESE/ELL) Sessions = 5280 Online Testing Sessions

This school would require a minimum of 264 computers simultaneously testing for 10 consecutive days in 2014-15 with no interruption. This assumes no interruptions, no rescheduling, and no additional time for non-ESE and non-ELL students.

Online Assessment Readiness Example 2: Sample High School (3200 Students)

During an assumed 10 day window, most students must take (some exceptions in Mathematics) at the school must take 3 testing sessions online (2 sessions in ELA and one session in Mathematics) for all 9th, 10th, and 11th grade students to test assessments. All grade levels are assumed to have 800 students. All high school assessments will be computer-based assessments.

2400 Students * 3 Sessions = 7200 Testing Sessions over 10 days

Each day, a school would have to run a minimum of 720 testing sessions. With two testing sessions per day, a school would need a minimum of 360 computers simultaneously testing at all times in both sessions.

This minimum of 360 simultaneous computers assumes no ESE or ELL students at a school who require additional time for their assessment. These students are permitted to have additional time on their assessments if desired and restrict the ability for schools to schedule an additional session.

If this school has 10% of students who require additional time, this adds the equivalent of 720 testing sessions. This would require a need for an additional 36 computers.

7200 Online Testing Sessions + 720 Additional (ESE/ELL) Sessions = 7920 Online Testing Sessions

This school would require a minimum of 396 computers simultaneously testing for 10 consecutive days with no interruption. This assumes no interruptions, no rescheduling, and no additional time for non-ESE and non-ELL students.

The needs analysis was used to identify the baseline and set the targets for online assessment readiness.

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%	2014-2015
2.	Computers/devices required for assessments (based on schedule constraints)	There is no consistent baseline for schools: student computer ratios	1 device used for testing per student at the largest grade level for	2014-2015

		range from 1 computer per 10 students to 1 computer per student	secondary schools	

STEP 2 – Goal Setting:

To focus our efforts in order to accomplish our mission and achieve our vision, the district set five broad goals which align with Florida Department of Education Digital Classroom Plan goals. Each district goal contains a sub-goal addressing the district's Digital Classroom's Plan.

- **Intense Focus on Student Achievement**
  - All students are digital learners with access to digital tools and resources to achieve the Florida Standards and close achievement gaps.
- **High Performing and Dedicated Team**
  - All staff prepared for next generation instruction and assessment using integrated technology and digital tools.
- **Safe Learning and Working Environment**
  - All staff and students demonstrate digital literacy in a secure learning and working environment.
- **Efficient Operations**
  - All schools ready for next generation curriculum, instructional technology, and assessment.
- **Sustained Community Engagement**
  - All community members have knowledge and tools necessary to support student achievement.

STEP 3 – Strategy Setting:

"District departments set ambitious targets for improving district performance on measureable objectives related to each of the five goals. The strategies and initiatives developed by these departments to meet or exceed their targets are listed in the department's business plan. The business plans includes 3-year objectives and therefore provide a long-range view of what OCPS will do to meet the five goals." (OCPS Strategic Plan, 2014)

Goal Addressed	Strategy	Measurement	Timeline
Intense Focus on Student Achievement	Reduce the impact of testing windows on the academic calendar.	- % of days used for testing window in the school year	2014-2019
	Development of online resources.	- # of users - # of digital learning objects	2014-2019
	Provide a well-developed library of resources and lessons for interventions through the Instructional Management System to inform instruction.	- # of resources and interventions lessons	2014-2019
	Centrally adopt and support software/applications/subscriptions used for intervention and enrichment in ELA/Math.	- % of schools using district adopted and supported intervention and enrichment software - % of students participating in the targeted number of digital enrichment/ intervention sessions per week using district	2014-2019

		adopted software	
	Implement a centralized learning management system with a focus on personalized learning.	- % of learning management system users - the average number of posts per day	2014-2016
	Utilize district-wide database to monitor changes in academic progress and behavioral data.	- % of Student Information System users - % decrease in the number of Level 3 and Level 4 student discipline referrals - % of Performance Matters users - % of teachers using digital platforms to give classroom assessments	2014-2016
	Provide increased opportunities to meet graduation requirements using technology to earn credits outside of the school day.	- % of students earning credits toward graduation outside of the school day.	2014-2019
	Implement a CAPE Digital Tool Certification program for elementary and middle school students.	- % of elementary and middle school students earning a CAPE digital certificate.	2015-2019
High Performing and	Utilize the TIM Matrix in instructional rounds to identify high	- % of teachers at each level	2014-2019

Dedicated Team	quality digital learning process classroom look-fors.	on TIM Observation	
	Develop instructional technology credential for classroom teachers.	- % of targeted teachers achieving instructional technology credential	2014-2019
	Expand delivery of content- specific professional development on instructional lesson planning using digital resources through Academic Innovative Educator program.	- % of targeted teachers attending professional development - % of teachers reporting professional development to effective or highly effective	2014-2019
	Develop student training on digital learning and literacy.	- % of targeted students successfully completing digital learning and literacy training	2014-2019
Safe Learning and Working Environment	Refine strategy filtered Internet access to students based on grade.	- % of students filtered by grade.	8/2015
	Implement student identity management solution.	- % of identified grade level utilizing student identity management solution	3/2015
	Promote use of district cyberbullying materials.	- % of students accessing cyberbullying materials.	2014-2019
	Deploy security measures for online assessments across platforms.	- % of devices effectively	12/2015

		secured per platform	
Efficient Operations	Provide support to teachers and students through an automated self-help system.	- % of tickets resolved - % of identified topics available in self-help system	8/2016
	Develop Service Level Agreements for school-based technical services.	- Completed SLA(s) for identified services to school-based staff and students	8/2015
	Supply adequate quantity of student devices to meet online assessment specifications and testing windows.	- % of schools meeting identified student to device ratios	10/2015
	Ensure all schools meet minimum bandwidth requirements to support digital learning and online assessments.	- % of schools meeting identified bandwidth requirements	1/2015 5gb
	Increase wireless density capacity at all schools to support anticipated device quantities.	- % of schools with Wireless Access Point (WAP) in every instructional space	8/2018
	Develop infrastructure to support and manage all student devices.	- % of student devices across platforms being centrally managed within district systems	8/ 2015

	Develop infrastructure to support and manage instructional resources and tools.	- % of sites utilizing district supported online collaboration and production resources	8/2015
	Increase speed of access to a larger variety of student data.	- Mean time to availability of identified student data	2014-2019
Sustained Community Engagement	Develop a digital resources for families which focus on closing the achievement gap.	- % of unique users accessing digital resources for families.	2014-2019
	Facilitate parent involvement sessions promoting the use of technology at home.	- # of parents attending sessions	2014-2019

Federal Technology and Grant Programs

Our district participates in both E-rate and Connect-2-Compete programs.

Part III. DIGITAL CLASSROOM PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by s.1011.62(12)(b), F.S. 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

The district has chosen to focus the DCP Allocation on components A, C, and D. In this section OCPS has outlined specific activities and deliverables that will be implemented in the current year that are funded from the DCP Allocation.

The section for each component include, but are not limited to:

- Implementation Plan
- Evaluation and Success Criteria

Charter schools are a vibrant part of OCPS and such are an important part of the DCP Allocation process. To ensure that public charter school students have equitable access to digital curriculum, the district met with charter school principals to discuss available resources and assist with DCP Allocation application development. All charter school DCP allocation applications were reviewed by the Office of School Choice and the superintendent. Copies of the charter school DCP Allocation applications are on file in the Office of School Choice. The district provided a portion of the DCP Allocation to charters who submitted applications to the district as required by s. 1011.62(12)(c), F.S.

A) Student Performance Outcomes

Orange County Public Schools is committed to increasing secondary student outcomes in ELA and math. It is the district's assertion that the use of digital devices in secondary ELA and math courses will lead to increased achievement on the Florida Standards Assessment (FSA). This is supported by researchers who have investigated whether student access and use of laptops in a one-to-one program predicted higher state achievement scores (Shapley, et al., 2006). The strength of the students' access and use of technology was a consistent positive predictor of students' reading and mathematics scores, with students' use of their laptop at home as the strongest implementation predictor of reading and math scores. The FSA is fully digital and utilizes unique item types highlighting the importance of interactive digital learning objects and the creation of digital work products by students. Another study (Light, McDermott, & Honey, 2002) found that after two years in a laptop program, students scored significantly better than their peers across all tracks or subject areas.

The DCP Allocation funding will focus on preparing secondary schools to implement a 1:1 initiative beginning in 2015 -2016. The district has allocated funds to professional development of secondary school teachers and training for 5th and 8th grade students to prepare for the transition. Various research has indicated that the effectiveness of professional development has a direct impact on the success of a one-to-one program (Drayton, Falk, Stroud, Hobbs, & Hammerman, 2010; Shapley et al., 2010) This research indicates how important professional development is when implementing one-to-one. Stroud's literature review on one-to-one programs found that most studies focus on the first three years of implementation (as cited in Drayton et al., 2010). The review also revealed that 67% of the one-to-one studies focused on the time period between pre-implementation and the first two years of implementation. That may indicate that more significant results can be expected once schools become more experienced and skilled with one-to-one computing and learning paradigms. Many of the studies in this brief did indicate that greater results were seen after years two and three than were seen after the initial year.

The intended result of the use of the DCP Allocation for digital tools, professional learning and training are outlined below.

Student Performance Outcomes		**Baseline**	**Target**
1.	ELA Student Achievement	57%	65%
2.	Math Student Achievement	57%	65%

B) Digital Learning and Technology Infrastructure

OCPS is entering the second year of its Digital Curriculum pilot program. During the first year, the district identified several components that would need changes or improvements in order to bring digital instruction to scale in 2015-2016.

OCPS identified several core infrastructure systems required to expand digital curriculum. These systems included a Student Identity Management Solution, Mobile Device Management (MDM), and Single Sign On (SSO).

The Student Identity Management system will allow for students to maintain security around their password. As more and more information is stored electronically, it is important that students have the ability to change their passwords as needed. The MDM solution will allow the district to manage the security settings and applications on the devices issued to students. The SSO solution will assist the instructional process by reducing the number of logins that students need to maintain and utilize during the instructional day. In addition to the implementation of these systems, the district is also increasing staffing to support the additional system administration requirements.

OCPS has also identified the need to provide additional flexibility with regards to access of online resources based on the student grade level. In order to support this, the district is redesigning the filtering process for all students.

As the number of devices increases in the system, the volume of support needs is anticipated to increase as well. The district is implementing an Enterprise Management System that will include the ability to provide self-help documentation for users. As part of the expansion of digital curriculum, the district will develop self-help documentation to assist users of devices. The district is also developing Service Level Agreements (SLAs) with the schools to ensure the proper priority is given to servicing the instructional needs.

The district will continue to purchase the digital content from approved providers in an effort to provide a broad range of digital curriculum to teachers and students.

Brief description of other activities	**Other funding source**
Student Identity Management Solution	District ICTS operational budget
Network Infrastructure Re-design	No cost
Security Measures for online system	No cost
Create content for automated self help	District General Fund- Enterprise Management System Project.
Develop SLA for school based technical services	No cost
Procure network cables	District ICTS operational budget
Implement mobile device management system	District operational budget- Digital Curriculum Project

Renew safari montage digital curriculum presenter subscription.	District instructional materials budget
Procure and deploy Classlink LaunchPad	District operational budget- Digital Curriculum Project
Hire system engineers to support Student Single Sign On, Mobile Device Management, Classroom Management, and Google Apps for Education.	District operational budget- Digital Curriculum Project

C) Professional Development

OCPS is committed to developing staff through the Master Inservice Plan in order to improve student performance outcomes. Quality professional development provides continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance. This is critical as the educational landscape is constantly shifting and with it the knowledge and skills required of faculty and staff. Through the implementation of this Master Inservice Plan, Orange County Public Schools will continue to raise the knowledge and skill level of all employees while making certain that highly qualified teachers are available have the capacity to integrate classroom technology that enhances teaching and learning.

A full copy of the Master Inservice Plan can be found in Appendix E.

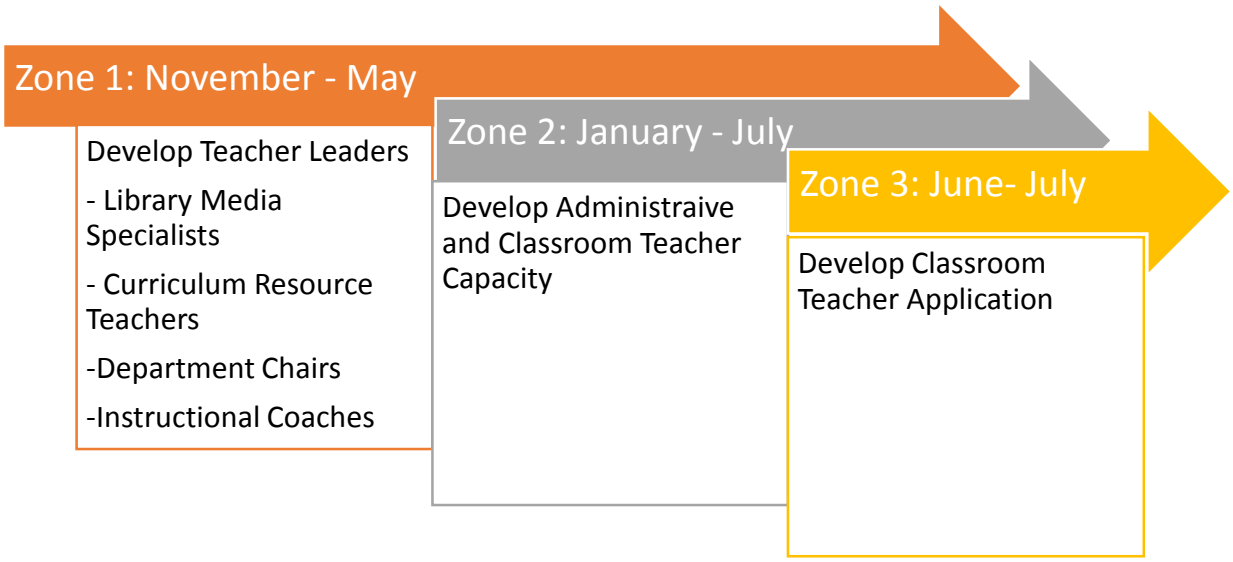
The interim Digital Curriculum Pilot program evaluation report used the needs analysis identified one key understanding and two main themes.

Key Understanding: Professional development needs to begin earlier and be more intense.

Theme 1: Greater focus on differentiated professional development is needed specifically,

- Leadership professional development on the high quality digital look-fors
- Teacher professional development with a focus on lesson planning using instructional technology
- Teacher training on how to use provided digital assets
- Student training on digital tools and general digital literacy
- Classified staff member support training

This key understanding and theme is being leveraged to prepare high schools for 1:1 implementation by utilizing 2014-2015 as a development year for faculty members. The year has been broken into three major professional development zones.



Zone 1

OCPS is committed to the development of capacity at a local level, as a result the focus of zone 1 is on the development of teacher leaders in a Train-the-Trainer model. The audience for zone 1 is two-fold: existing digital pilot schools and the digital expansion schools. Central to zone 1 is the conversion of the traditional library media specialist role from the management and development of paper-based teaching and learning resources to the management and development of digital assets. This conversion will be supported by a twelve part professional development series funded through the Race to the Top Digital Classroom Plan Professional Development Grant.

The development of remaining digital curriculum teacher leaders (Curriculum Resource Teacher, Department Chairs, and Instructional Coaches) will occur through monthly job-embedded professional development and bi-monthly role-alike professional development sessions.

The monthly job-embedded professional development will focus on the characteristic of the TIM matrix. These modules will be shared with school-based teacher leaders who will turn facilitate the learning of their staff. Each month's professional development features a unique set of deliverables which will be monitored and used to make mid-course corrections.

The bi-monthly role-alike professional development sessions will focus on choosing the most effective digital tool to deliver high-yield instructional strategies within the district's framework for Teaching and Learning. These sessions will also feature a unique set of deliverables which will be monitored and used to make mid-course corrections.

Zone 2

The interim pilot report identified that many teachers felt that they did not have adequate time to practice with the basic functionality of tools before the start of the school year. The focus of zone two is to certify that all instructional staff members whose classrooms will be retrofitted to include instructional technology have basic proficiency on the tools they are

being provided with. This will be accomplished through the use of micro learning, which presents teachers with a small segments of training content strung together to gradually build capacity with basic technology. Teacher will earn badges that can then be used as a recruitment and retention tool.

Administrators too reported the need to have more practice and exposure to digital tools in order to adequately use those tools to transform campus culture. To support administrators the team developed, a five- part support model which includes iterative cycles of professional development, data chats, student work protocols, and instructional rounds. Each cycle will focus on a different subject area in an effort to coordinate with common formative assessments designed by the district.

District staff will work with principals to develop school improvement goals, strategies, and activities that support staff and students in reaching the adaptation level in the active and collaborative TIM characteristics. Then principals will attend professional learning on-line focused on using digital tools in an administrative capacity. The completion of professional development will be followed by a close look at student outcomes on district formative assessments in comparison to the use of digital learning objects and systems in order to develop and action plan. Next, principals will collaboratively assess digital artifacts of student proficiency against academic scales and the TIM. Finally, district staff and principals will conduct instructional rounds using the TIM in classrooms where digital artifacts were collected.

Zone 3

Also apparent after a full year of the digital pilot is that teachers need support in developing lessons with a greater degree and sophistication of technology integration on a basic understanding of technology has been attained. This will be accomplished through a summer institute facilitated by Academic Innovative Educators (AIEs). AIEs are typically veteran users of instructional technology who are also recognized as content experts in a specific subject by strong student outcomes. AIEs work with teachers to transform classroom instruction using differentiated instruction in a rotation model. The Curriculum and Instruction department has developed unique rotational models for both math and ELA.

A complete version of the ELA and Math Rotational Models can be found in Appendix F and Appendix G.

Implementation Plan for C) Professional Development:

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.	21 secondary school library media specialists will participate in professional	June 2015	$39,640	OCPS High Schools	65% of secondary students proficient in

	development aligned with MIP.				ELA and Mathematics.
C.2.	21 secondary school curriculum resource teachers/ coaches will participate in professional development on the use digital tools to implement high yield strategies	June 2015	N/A	OCPS High Schools	65% of secondary students proficient in ELA and Mathematics.
C.3.	21 secondary school ELA department chairs will participate in professional development designed to increase educator capacity using digital resources in their content area.	January 2015	$19,845	OCPS High Schools	65% of secondary students proficient in ELA and Mathematics.
C.4.	21 secondary school Math department chairs will participate in professional development designed to increase educator capacity using digital resources in their content area.	January 2015	$19,845	OCPS High Schools	65% of secondary students proficient in ELA and Mathematics.
C.5.	110 secondary school administrators will attend professional development on the Technology Integration Matrix.	May 2015	N/A	OCPS High Schools	65% of secondary students proficient in ELA and Mathematics.
C.6.	2,800 secondary instructional faculty members participate in professional development on instructional lesson planning using digital resources.	July 2015	1,146,600	OCPS High Schools	65% of secondary students proficient in ELA and Mathematics.

C.7. 4	400 elementary and/or secondary instructional faculty facilitate digital learning camp for 10,000 incoming 6th and 9th grade students.	July 2015	240,000	OCPS Middle Schools	65% of secondary students proficient in ELA and Mathematics.

In addition to the professional development occurring through allocation funds, professional development for the existing ten pilot schools will also take place with a focus on continuing to build capacity with school administrators and teacher leaders.

Brief description of other activities	**Other funding source**
Monthly professional development with occur beginning in September for school administrators targeting changing the campus culture to one of digital learning. Monthly professional development includes such skills as: - Using a learning management system to facilitate professional learning communities. - Using cloud based tools to create/share documents, use/understand research tools, and create forms to collect local data. - Using the learning object repository to curate and share resources with staff. - Using video conferencing to communicate and collaborate with staff.	OCPS General Fund
Digital pilot school administrators will be expected to attend Process, Execution, and Planning meetings every six weeks and bring a lesson plan example demonstrating effective use of technology integration at the Active and Collaborative Levels on the TIM Matrix to share and discuss at each meeting.	OCPS General Fund
Digital pilot school administrators and district staff will conduct instructional rounds quarterly to observe technology interaction and develop a common understanding of high quality look-fors.	OCPS General Fund
District staff will engage in monthly data chats with digital pilot school administrators	OCPS General Fund

in which they examine common assessments data alongside data on the use of district approved intervention/enrichment software.	
Digital pilot school teachers will participate in a five-day summer professional development focused on developing high-quality problem-based learning lessons using digital assets.	OCPS General Fund
Digital pilot school teachers will participate in a two day summer collaborative planning in role-alike teams.	OCPS General Fund
Digital pilot school teachers will participate in ongoing follow-up throughout the delivered by the media specialist and Curriculum Resource Teacher on the following topics : - Informal / Formative Assessment - Progress Monitoring - Formal / Summative Assessment - Choice of Tools - Overcoming Fear (press the button!) - Collaboration-Internal - Innovative Use of Technology - Collaboration-External	OCPS General Fund
Provide district-wide professional development on use of enterprise classroom management software, which allows teachers to keep students on task, lock websites, deliver assessment, and monitor student web use.	OCPS General Fund
Develop a new teacher support strategy which allows teachers to begin familiarizing themselves with tools at the point of hire and follows them through the OCPS teacher induction program.	OCPS General Fund
Develop training specifically for parents and students on how to use the technology so that there is less class time used for this purpose.	OCPS General Fund

Evaluation and Success Criteria for C) Professional Development:

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	Professional development will be developed by Oct. 1 Professional development delivery will begin by Nov. 1 Professional development will be complete by June 30.	After successful completion of the professional development, library media specialists will be observed providing professional development using TIM.
C.2.	Professional development will be developed by Sept. 30 Professional development will be complete by June 30.	After successful completion of the professional development, CRTs/coaches will be observed using TIM.
C.3.	Professional development will be developed by October 31 Professional development will be complete by Jan. 30	After successful completion of the professional development, ELA department chairs will be observed using TIM.
C.4.	Professional development will be developed by October 31 Professional development will be complete by Jan. 30	After successful completion of the professional development Math department chairs will be observed using TIM.
C.5.	Professional development will be developed by April 30. Professional development will be completed by May 30.	After successful completion of the professional development, administrators demonstrate proficiency on TIM knowledge.
C.6.	Professional development will be developed by Dec. 30. Professional development will begin by Jan. 30. Professional development will be complete by July 30.	After successful completion of the professional development, instructional staff members will be observed using TIM.
C.7.	Digital camps will be developed by April 1. Digital camp hiring will be complete by May 1. Digital camps will begin August 1.	After successful completing training students will be observed using the TIM.

	Digital camps will end August 15.	

D) Digital Tools

OCPS is committed to providing a comprehensive digital tool system for the improvement of digital learning. The 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. The district developed such a LIIS system under the previous RTTT funding and is continuing to maintain and refine based on knowledge gained from the digital pilot program schools. The ongoing support of this system is not being funded through the Digital Classroom Plan allocation however, ongoing activities occurring are noted below.

Effective July 1, 2014 Florida statutes 1007.2616 and 1002.4203 requires that public schools provide students in grades K-12 opportunities for instruction and recognition/ certification in computer programming and digital skills. Instruction in these areas must be included at the elementary and middle school level. Instruction in digital literacy skills includes:

- Coding instruction in elementary and middle school
- Digital literacy skills in elementary and middle school
    - Multiple media presentation
    - Manipulation of digital graphic images
- Courses in computer coding in high school

The implementation of the above referenced statutes is consistent with the district experience during the digital pilot program. Teachers in the pilot program reported the desire to have students learn the how-to before coming to their classroom to apply the technology in context. To address mitigate this concern during scale-up, the district is proposing the use of digital literacy summer camps in the summer preceding entrance into high school. The use of summer camps with up and coming high school students is a common practice that can be capitalized on for this purpose. Student would enroll in a week long camp to learn the basics of digital literacy and computer usage. At the end of the camp students would complete the certification exam. Students who do not complete the exam can be targeted for additional assistance at the start of the school year.

Implementation Plan for D) Digital Tools:

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	10,000 outgoing 5th and 8th graders will achieve the i3 digital certification.	August 2015	360,000	OCPS Middle Schools	65% of secondary school students proficient in ELA and Mathematics

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**
Implement new learning management system.	OCPS General Fund
Integrate new learning management system with new student information system.	OCPS General Fund
Develop business case for professional development management system.	OCPS General Fund
Development of learner profiles that can be tied to personalized student learning objects for remediation, intervention, and enrichment.	Gates Foundation

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.	Procurement of digital certification complete by May1. Certification of students complete by August 15.	After successful completing training students will be observed using the TIM.

E) Online Assessments

OCPS is committed to meeting the demanding requirements of online assessments. Personnel from the Accountability, Research and Assessment department developed a set of specifications outlining the density of computers available for testing that would be required to meet the volume of testing required during the state allocated testing periods. The ICTS department then analyzed the requirements against the current pool of computers available for testing to determine the number and locations of required computers, as well as supporting infrastructure. The district has chosen to utilize mobile devices to meet this demand. It is anticipated that this decision will have two benefits. First, schools are not equipped or sized to handle a large influx of desktop computers. By utilizing mobile devices, schools will have the maximum flexibility to utilize whatever spaces they have available as well as utilize the devices in different settings. Secondly, the mobile devices will support the direction of the district with regards to the Digital Curriculum program as well. Any device selected to increase device density for testing will be fully compatible the district digital curriculum resources and infrastructure.

Brief description of other activities	**Other funding source**
Procure, configure, and deploy 18,000 laptops and 650 laptop carts.	District capital budget
Procure 5gb of internet bandwidth.	District ICTS operational budget
Upgrade WAN connectivity to schools.	District ICTS operational budget
Procure 650 wireless access points.	District capital budget