PINELLAS COUNTY SCHOOL DISTRICT
DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to provide a perspective on what the district considers being vital and critically important in relation to 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

District Mission: Educate and prepare each student for college, career and life

District Vision: 100% student success

Technology Mission: To strategically infuse state-of-the-art technology throughout our school system to ensure excellence in our workforce and highest student achievement for all of our students

1.2 District Profile

About Pinellas County

Pinellas County is a peninsula located on Florida's west coast, with Tampa Bay to the east and the Gulf of Mexico to the west. The largest municipalities are St. Petersburg (pop. 244,769) and Clearwater (pop. 107,685). The Pinellas County School district (PCS) currently operates 144 schools housing 101,699 K-12 students in 24 municipalities. The district operates 17 high schools housing 29,496 students, 23 middle schools housing 19,412 students, 75 elementary schools housing 41,601 students and 2 elementary/middle schools housing 1,986 students. In addition, 9,204 students are served by a combination of exceptional, charter and virtual school options. It is the seventh-largest school district in the state. Out of more than 16,000

districts in the United States, it is the 26th-largest. The student population is 58.1% Caucasian, 18.8% African-American, 14.5% Hispanic, 4.5% Asian, 0.3% Native American, and 3.9% multiracial. Fifty-four percent of the students in the district are categorized as low-income or economically disadvantaged and receive free or reduced-price lunch. Additionally, 14 percent of students receive exceptional education services as students with disabilities and 5 percent have limited English proficiency. The district is divided into four administrative regions (areas) with feeder patterns of elementary, middle and high schools, which allows for district and school leadership to work together in a cohesive manner.

Pinellas County is 38 miles long and 15 miles wide at its broadest point, for a total of 280-square miles with 588-miles of coastline. Pinellas County is the most densely populated county in Florida with 3,347 people per square mile. This is more than twice the density of Broward County, which has the next most concentrated population at 1,445 people per square mile.

Pinellas County experienced sustained growth in school-aged population up to about the 2003-04 school year, where it reached a peak student enrollment of around 112,500 students. Enrollment then declined over the next decade, with the overall decrease slowing to around a 1 percent loss per year for the last four years. Resident Birth Data indicate that enrollment is likely to continue a modest decrease over the next five years.

Despite this decline, the county citizens have shown their support for their schools through the approval of the Pinellas School referendum which funds teacher salaries and technology initiatives as well as programs in art, music and reading. The money is dedicated to Pinellas County classrooms. The entire amount supplements teacher salaries, additional training, textbooks, technology, supplies for special reading programs, and materials for art and music classes. The Independent Citizens' Referendum Oversight Committee publishes required quarterly and annual reports for the public on how money is spent by the district based on the goals of teacher recruitment along with support of the reading, arts, and technology.

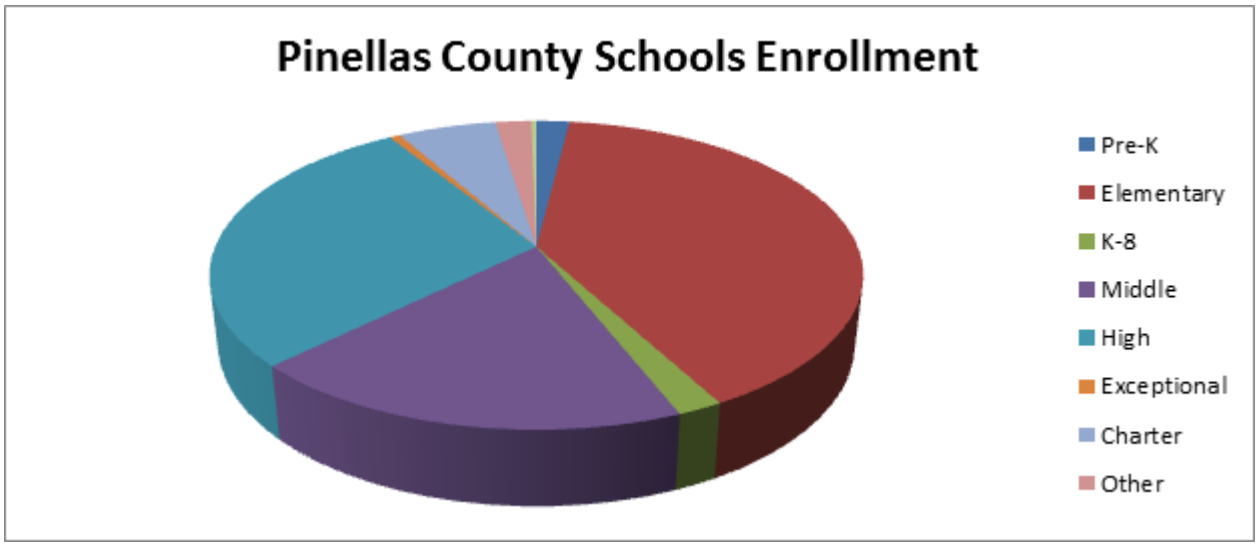
Pinellas County is one of the most popular tourist destinations on the Gulf Coast of Florida. It enjoyed more than 5.4 million overnight visitors in 2012 who expended approximately $3,648,584,500. The County's 35 miles of white, sandy barrier island beaches are undoubtedly the major draw. It is also important to mention that the Pinellas County tourism industry is diversifying as it expands its destination assets beyond the County's outstanding beaches and excellent year-round weather to include a wide selection of natural, cultural and historic attractions. This diversification is enabling the County to capitalize on an increasing interest among visitors in cultural/heritage tourism and ecotourism.

Pinellas County's ties to the water are extensive. Because of its small geographic size and unique peninsular location separating the Gulf of Mexico from Tampa Bay, no areas within its boundaries are more than just a few miles from the shore. Pinellas County's shoreline

provides an abundance of natural and economic resources. It also provides an important source of recreation for residents and visitors.

Pinellas County School System

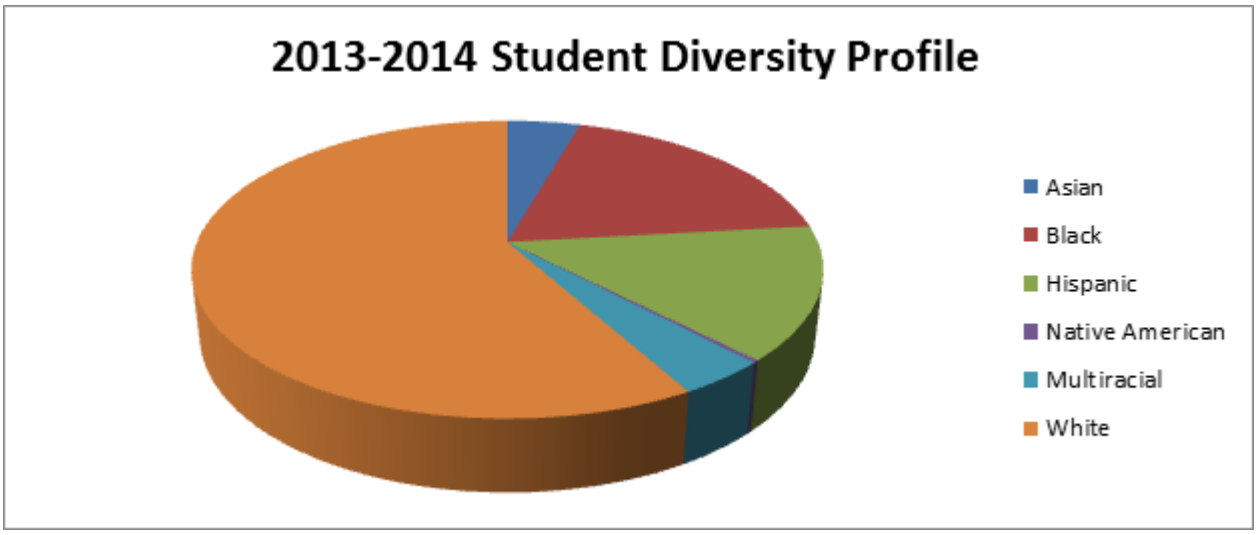
The public school system in Pinellas County serves all 24 cities/municipalities within the county and unincorporated areas. It is the single largest employer in Pinellas County with more than 16,000 employees serving over 101,000 students in 144 schools and 27 additional sites.



2013-14	Enrollment	%
Pre-K	2032	2.0%
Elementary	41601	40.1%
K-8	1986	1.9%
Middle	19412	18.7%
High	29496	28.4%
Exceptional	650	0.6%
Charter	6037	5.8%
Other	2201	2.1%
Virtual	316	0.3%
*Total	103,731	100.0%

*101,699 K-12 Population Only

Diversity Profile
The district's students are as diverse as its general population:



2013-14	Enrollment	%
Asian	4,533	4.5%
Black	19,073	18.8%
Hispanic	14,696	14.5%
Native American	278	0.3%
Multiracial	3,986	3.9%
White	59,116	58.1%
Total*	101,699	100.0%

*Measures K-12 Population Only

About PCS Technology and Information Systems
Pinellas County Schools Technology and Information Systems (TIS) manages the Pinellas County School District's central information technology infrastructure and provides numerous services and applications for use in academic, research, administrative and business activities. Its solutions will be reliable, secure, keep pace with technological advances, and enable high-quality client support services. They will reduce the IT overhead needed within departments and help Pinellas County Schools meet its testing mandates, regulatory compliance, institutional policy, and risk management objectives. As part of the continual forward thinking that is necessary to maintain and improve enterprise IT services within the budgetary framework of the District, TIS will adhere to a central Strategic Plan.

There are more than 65,000 devices in service throughout the school district, all of which have access to the District network and Internet. All classrooms have access to either a hardwired or wireless connection to the district network, Internet and other resources. Students, teachers and staff all have individual network user IDs and passwords that provide them access to online services such as home folders, online learning portals and other district resources.

1.3 District Team Profile

Title/Role	Name	Email / Phone
Elementary Principal	Karen Aspen	aspenk@pcsb.org / (813) 891-0785
Elementary Teacher	Christopher Boulanger	boulangerc@pcsb.org / (727) 725-7978
School Board Member	Janet Clark	clarkja@pcsb.org / (727)-638-3099
ESE Department	Crystal Clisby	clisbyc@pcsb.org / (727) 588-6000
Deputy Superintendent	Dr. William Corbett	corbettw@pcsb.org / (727) 588-6000
Director TIS, Application Support and Development	David DiLeonardo	dileonardod@pcsb.org / (727) 588-6103
Executive Directors – Teaching and Learning	Sandra Downes	downess@pcsb.org (727) 588-6443
Executive Directors – Teaching and Learning	Rita Vasquez	vasquezr@pcsb.org / (727) 588-6302
Director TIS, Network and Telecommunications	David Galvin	galvind@pcsb.org / (727) 588-6059
Instructional Staff Developer/MTSS	Johnetta Haugabrook	haugabrookj@pcsb.org / (727) 588-6307
Secondary Teacher/Tech	Cynthia Hearn	hearnc@pcsb.org / (727) 570-3138
Director of Maintenance	Michael Hewett	hewettm@pcsb.org / (727) 547-7179
Assistant Director, User Support	Michael Johannesen	johannesenm@pcsb.org / (727) 588-6451
Secondary Assistant Principal	James Joyer	joyerj@pcsb.org / (727) 943-4900
Area Superintendent	Ward Kennedy	kennedyw@pcsb.org / (727) 588-6000
Area Superintendent	Robert Poth	pothr@pcsb.org / (727) 588-6000
Director, Student Demographics, Assignment and School Capacity	William Lawrence	lawrencew@pcsb.org / (727) 588-6210
Assistant Superintendent, TIS	Thomas Lechner	lechnert@pcsb.org / (727)588-6243
Director of Library/Technology/Instructional Materials/Digital Learning	Pat Lusher	lusherp@pcsb.org / (727) 588-6304
Finance Department	David Richmond	richmondd@pcsb.org / (727) 588-6162
Mathematics Specialist 6-8	Matthew Rothenberger	rothenbergerm@pcsb.org / (727) 588-6131
Assessment, Accountability, and Research	Octavio Salcedo	salcedoo@pcsb.org / (727) 588-6257
Instructional Materials Program Coordinator	Dana Schaefer	schaeferd@pcsb.org / (727) 547-7130
Middle School Teacher	Dawn Sheehy	sheehyd@pcsb.org / (727) 669-1146
Secondary Sr. DMT	Deborah Vasquez	vasquezd@pcsb.org / (727) 547-7536
K-12 Library Media Program Coordinator	Laura Woods	woodsl@pcsb.org / (727) 588-6304

1.4 Planning Process

A cross-functional committee, composed of 26 representatives from across the district, was formed and charged with the task of developing a five-year district technology plan. Sectors represented included: nine district offices, two elementary schools, one

middle school, three high schools, and a School Board member. Committee members included teachers, data management technicians, library information specialists, principals, technology specialists and a technology technician. The committee also received support and advice from district technology experts. Input was solicited from teachers, students and the community via formal surveys and informal representation of various groups.

1.5 Multi-Tiered System of Supports (MTSS)

The following provides a summary of the district's data-based problem-solving processes and MTSS framework used to implement and monitor the Digital Classrooms Plan.

Data-based problem-solving processes

The district operates within a multi-tiered system of support for system-level and school-level improvement. Our district's data-based problem-solving process guides implementation and progress monitoring of DCP goals through a multi-tiered system of support as is outlined below **(Table 1)**. The purpose of the system is to ensure each student masters grade-level/course standards and expectations. Accordingly, the district provides instruction based on student need along the continuum and organizes and allocates resources in direct proportion to student need. The district's areas of focus for multi-tiered instruction include closing existing knowledge and skill gaps, focusing on gaps that would prevent engagement and/or success with core instruction and promoting and maintaining student engagement.

Tier 1: Core instruction is provided to all students. Data-driven progress monitoring is done across tiers to ensure instruction is standards-aligned, reflects best practices, accessible, comprehensible and sufficiently intense for all students.

Tier 2: Supplemental intervention is provided to students in need of more time or narrower focus on particular skills. Students that are identified as needing supplemental support are serviced in a systematic way, integrating supplemental support with core instruction.

Tier 3: Intensive intervention is provided to help students overcome significant barriers to school success. Data-driven progress monitoring identifies students not responding to Tier 2 supports - students that would most likely benefit from an individualized plan. If a student needs intensified instruction, all tiers are intensified.

Systems in place to monitor the district's MTSS and DCP.

All Pinellas County schools will participate in the National Pilot for the Self-Assessment of MTSS (SAM). The leadership team will use the survey outcomes of the Self-Assessment of MTSS (SAM) to measure effective implementation of MTSS across the

district. This instrument will serve to enhance capacity of the districts to support MTSS with fidelity in schools and guide action planning towards improved implementation. Additionally, analysis of data in the areas of curriculum, instruction, assessment, equity, and critical supports will be conducted by the team to further monitor effective implementation of the DCP.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness supports being offered to each tier

Tier 1: Core | Tier 2: Supplemental | Tier 3: Intensive
The SBLT/Data teams, et al., will use data from formatives, teacher-created on-going assessment, common assessments, Running Records, FAIR FS, AIMSweb, Dibels, and other assessments to monitor the progress of every learner. Said data can be sourced from: Performance Matters, Early Warning System, PMRN, EDS, DecisionEd, Focus, etc.

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

To address the needs of all schools in the area of system-level and school-level processes that improve learning for all students, the district has assigned an MTSS Specialist to each of the four areas. These specialists directly support the schools in the following ways: SBLT, building capacity/infrastructure, data-based problem solving, data-evaluation, data-driven dialogue, and other systems of support.

Table 1 Problem Solving Process for Implementation and Monitoring of DCP - **SAMPLE**
Identification of Goals The Leadership Team will: 1. Review the DCP State Guide and data – i.e., system level and widespread issues, to select goals that would support positive progress toward the use of different technologies, integrated into core instruction, to enhance student learning/achievement 2. Establish clear understanding of the goals among stakeholders 3. Discuss which data are used to measure outcomes
Analysis The Leadership Team will use data collected from needs assessment tools – i.e., inventory records, surveys, and other tools of analysis, to identify possible barriers. The leadership team will refer to the research conducted by the Florida Digital Instructional Materials Work Group to validate the barriers - *House Bill 5101 (Chapter 2012-133, Laws of Florida)*. **Possible Barriers** 1. Equitable student access to a device or content that meets his or her curricular needs 2. Providing content by core subject area

3. Training and professional development

Implementation/Monitor Strategies/Resources
Possible Strategies to Eliminate Barriers

A. Equitable student access to a device or content that meets student need
    1. Identify the type, mobility and ratio of devices
    2. Policies and specifications for minimum requirements for devices and digital content - Digital Learning
    3. Establish guidelines for interaction and implementations through the development of reference guides

B. Providing Content by Core Subject Area
    1. PCS will contract the use of outside vendors such as Brighthouse and Sprint to ensure equity in access at both school and home for devices and primary/supporting instructional materials - TIS.
    2. PCS schools will use utilize TOG Digital Content Repository (Florida Digital Instructional Materials Repository) and other vetted free resources – i.e., Khan Academy.

C. Training and Professional Development
    1. Support teachers in integration of digital instructional materials into lessons
    2. Provide site-based leaders with professional development training on technology integration and the leader's role in leading instructional change
    3. Use learning communities to disseminate best practices and monitor implementation

Response to Intervention

The Leadership Team will monitor and inform supports by reviewing the following:
    1. Are the strategies working?
    2. Has student learning improved?
    3. Are outcomes for all students equitable?
    4. What are the next steps?

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

Identify current district needs based on student performance outcomes and other key measurable data elements for digital learning.

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

- **Highest Student Achievement**

  Student Performance Outcomes:
  District 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		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.	ELA Student Achievement	57%	71%	2016
2.	Math Student Achievement	55%	67%	2016
3.	Science Student Achievement	58%	70%	2016
4.	ELA Learning Gains	64%	70%	2016
5.	Math Learning Gains	65%	70%	2016
6.	ELA Learning Gains of the Low 25%	61%	70%	2016
7.	Math Learning Gains of the Low 25%	62%	70%	2016
8.	Overall, 4-year Graduation Rate	72%	80%	2016
9.	Acceleration Success Rate	81%	90%	2016
10.	ELA Student Achievement -	28%	40%	2016

	Black/African American Subgroup			
11.	Math Achievement - Black/African American Subgroup	25%	40%	2016
12.	ELA Student Achievement - English Language Learners Subgroup	31%	40%	2016
13.	Math Student Achievement - English Language Learners Subgroup	36%	40%	2016
14.	ELA Student Achievement - Students With Disabilities Subgroup	27%	40%	2016
15.	Math Student Achievement - Students with Disabilities Subgroup	28%	40%	2016

- **Quality Efficient Services**

  Technology Infrastructure:
  District 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		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Student to Computer Device Ratio	3:1	2:1	2019
2.	Count of student instructional desktop computers meeting specifications	14,282	16,500	2019
3.	Count of student instructional mobile computers (laptops) meeting specifications	33,977	40,000	2019
4.	Count of student web-thin client computers meeting specifications	0	0	2015
5.	Count of student large screen tablets meeting specifications	9,000	15,000	2016
6.	Percent of schools meeting recommended bandwidth standard	100 %	100%	2014
7.	Percent of wireless classrooms (802.11n or higher)	77%	100%	2019
8.	Count of student small screen tablets meeting specifications (under 9.0 inches)	13,000	20,000	2019
9.	Interactive Whiteboards for Teacher Presentation Systems	4,000	5,000	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 five categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry- 40%
- Adoption - 25%
- Adaptation - 25%
- Infusion - 5%
- Transformation - 5%

Professional Development Department

Master In-Service Plan – See Addendum A (Pending School Board Approval)

Professional Development for Digital Learning Grant TAPS 15AT63
Race to the Top

Project Narrative - See Addendum B
DOE 101 – See Addendum C
Florida Department of Education Project Application – See Addendum D

Digital Instruction and Content Development

To develop requisite instructional capabilities for developing, delivering, evaluating and maintaining instructional materials the district shall develop or contract for services to implement professional development activities that:

- Develop Digital Content using instructional design techniques with interactive whiteboards and digital devices
- Employ technology in the Content Areas using production, simulation, communications, and assessment software or Local Instructional Improvement Systems (LIIS)
- Emphasize cross-curricular development, department level management and supervision, and school level evaluation of digital instruction by educational technology leadership and management.

Professional Development Needs Analysis		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Average Teacher technology integration via the TIM	40%	60%	2017
2.	Average Teacher technology integration via the TIM (Elementary Schools)	40%	60%	2017
3.	Average Teacher technology integration via the TIM (Middle Schools)	40%	60%	2017
4.	Average Teacher technology integration via the TIM (High Schools)	50%	60%	2017
5.	Average Teacher technology integration via the TIM (Combination Schools)	40%	60%	2017

- **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		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Implementation statuses of systems that enable teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides	Fully Implemented	Maintain system	2019

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	Maintain system	2019
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring	Fully Implemented	Maintain system	2019
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans	Fully Implemented	Maintain system	2019
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	2019
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	Maintain System	2019
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	2019
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	2019
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	Maintain System	2019

- **Quality Efficient Services**

  Online Assessment Readiness:
  Districts shall work to reduce the amount of 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		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	100%	2015
2.	Computers/devices required for assessments (based on schedule constraints)	100%	100%	2015

STEP 2 – Goal Setting:

Provide goals established by the district that support the district's 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 goals 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.

District Goals:

Goal 1: Increase student achievement resulting in improvements in every school (A, B, C Grade), learning gains, higher promotional (each level) and graduation rates.

Goal 2: Ensure curriculum, instruction, and assessment is designed and delivered with a focus on continuous improvement of student engagement and academic achievement.

Goal 3: Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement and overall school improvement.

Goal 4: Develop and sustain effective and efficient use of all resources for improved student achievement and fiscal responsibility.

Goal 5: Provide quality technology and business services to optimize operations, communications, and academic results.

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 district's theory-of-action for how the goals in Step 2 will be addressed. Each strategy should have a measurement and timeline estimation.

District Strategies:

Goal Addressed	Strategy	Measurement	Timeline
Goal 1: Increase student achievement resulting in improvements in every school (A, B, C Grade), learning gains, higher promotional (each level) and graduation rates.	Students will have access to the necessary technology to meet subject instructional needs and requirements enabling the demonstration of proficiency in reading, writing, mathematics, science, and social studies in order to achieve increased learning gains and higher promotional and graduation rates.	Purchase instructional materials in digital format	50% of purchases in 2014-15 and beyond.
Goal 1: Increase student achievement resulting in improvements in every school (A, B, C Grade), learning gains, higher promotional (each level) and graduation rates.	The district will work to provide equitable access to technology for students that otherwise may not have access to these types of resources.	Increasing bandwidth across the district for greater access to technology use	2014-15 and ongoing.
Goal 1: Increase student achievement resulting in improvements in every school (A, B, C Grade), learning gains, higher promotional (each level) and graduation rates.	The district will also provide support for Exceptional Student Education (ESE) and socioeconomically challenged students by engaging the community and building partnerships to assist in providing access to technology beyond the school day.	Access to district technology and time spent on beyond the classroom activities will be increased by 25% per year.	2014-2019
Goal 2: Ensure curriculum, instruction, and assessment is designed and delivered with a focus on continuous improvement of	The district will ensure that the appropriate technology is available for the development, design and delivery of curriculum, instruction and assessment that will be focused on keeping students engaged and providing continuous improvement	Common assessments are developed, designed and delivered through the Performance Matters platform. Analysis	2014-15 and ongoing.

student engagement and academic achievement.	in academic achievement.	reports generated through PM provides feedback on student achievement and direction and focus for continuous improvement.	
Goal 3: Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement and overall school improvement.	The District will improve the safety, security, health, and management of the work and learning environment. The district will encourage a digital citizenship curriculum developed by Library, Technology, Instructional Materials and Digital Learning to be taught at all grade levels that addresses: • Internet safety • Appropriate usage agreements (see Addendums A & B) • Promotion and demonstration of digital citizenship and responsibility • Usage issues that address legal and ethical aptitude • Authentication requirement for students and teachers	Development and implementation of a digital citizenship curriculum; Reports from Sonic Wall to track Internet usage and safety to provide focus for digital citizenship curriculum development	2014-15 and ongoing.
Goal 4: Develop and sustain effective and efficient use of all resources for improved student achievement.	The district will leverage technology in the analysis of data to ensure that sound instructional strategies are developed.	Use of Data Warehouse and Performance Matters data and reports to ensure the effective and efficient use of instructional strategies that improve student achievement	2014-15 and ongoing.
Goal 5: Provide quality technology and business services to optimize operations, communications, and academic results.	The district will establish a fiscally responsible technology update/replacement plan that will be continually reviewed to evaluate cost efficiencies and effectiveness of delivered services.	Approval of a district technology plan	2014-2015
Goal 5: Provide quality technology and business services to optimize operations, communications, and	The district will expand its use of a Data Warehouse that allows for data-driven decisions to be made at all levels. The data warehouse contains information collected from a variety	Use of reports and data from the Data Warehouse and Performance Matters to drive instructional	2014-15 and ongoing.

academic results.	of District and state resources, which allows for easy access to aggregated information in simple dashboards and reports.	decisions	

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.

Not applicable.

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 includes, but are not limited to:

- Implementation Plan – Provide details on the planned deliverables and/or milestones for the implementation of each activity for the component area. This should be specific to the deliverables that will be funded from the DCP Allocation.
- Evaluation and Success Criteria – For each step of the implementation plan, describe process for evaluating the status of the implementation and once complete, how successful implementation will be determined. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.

Districts are not required to include in the DCP the portion of charter school allocation or charter school plan deliverables. In s. 1011.62(12)(c), F.S., charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in s. 1002.33(17)(b).

Districts may also choose to provide funds to schools within the school district through a competitive process as outlined in s. 1011.62(12)(c), F.S.

A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP Allocation. These outcomes can be specific to an individual school site, grade level/band, subject or content area, or district-wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP Allocation for the 2014-15 school year.

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

Student Performance Outcomes	Baseline	Target

1.	Increase Federal 4-year Graduation Rate	72%	80%
2.	Increase ELA Learning Gains	64%	70%
3.	Increase Math Learning Gains	65%	70%
4.	Increase Science Student Achievement	58%	70%
5.	Increase Acceleration Success Rate	81%	90%

B) Digital Learning and Technology Infrastructure

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

Implementation Plan for B) Digital Learning and Technology Infrastructure:

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	Purchase and implement additional bandwidth 50% per year * **DCP Funded**	May 2019	$250,000 per year	District-wide	District will be at industry standards
B.2.	Purchase and implement of additional wireless access points for all classrooms and district facilities **	May 2019	$1.2 million dollars	District - wide	District will be at industry standards
B.3.	Purchase and implement 9,000 new student computing devices.	May 2019	$6.3 million dollars	District-wide	Student ratio will reach approx. 2:1

* Example Bandwidth Pricing Quote - See Addendum E
** Example Wireless Pricing Quotes – See Addendum F

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	Monitoring and Evaluation and Process(es)	Success Criteria

above)		
B.1.	Match the usage of bandwidth against the capacity needed	Ability to match the infrastructure capacity with bandwidth
B.2.	AP in all classroom and district facilities	After successful distribution of the devices, all students and district users will be able to seamlessly connect to the network.
B.3.	Computers will be purchased in the spring and the fall and delivered in conjunction in the time frame which they were ordered.	Student ratio will reach approx. 2:1

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs in 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 the process for scheduling delivery of the district's MIP components on digital learning and identify other school-based processes that will provide on-going support for professional development on digital learning.

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.	300 PreK-12 teachers will participate in PD and access	June 2016	$75,000	Participants from all	Outcomes 1-5

	PPEG for on-demand training through MIP components.			schools across the district	
C.2.	300 PreK-12 teachers will participate in the TIM-O evaluation tool.	June 2016	$6,000	Participants will be from the PPEG components	Outcomes 1-5
C.3.	10 trained, district Master Technology Coaches will provide PD in their schools.	June 2017	$10,000	10 schools that have trained Master Technology Coaches in residence	Outcomes 1-5

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.	Participants will register in Moodle LMS for the PPEG Professional Development and their progress will be monitored by the facilitator of the course.	Participants will be awarded Master In-Service component points upon successful completion of course
C.2.	All participants in the PPEG Professional Development course will complete the TIM-O as a pre-assessment for the course.	All participants in the PPEG professional Development course will be awarded Master In-Service component points upon successful completion of the course.
C.3.	10 Master coaches identified by the Office of Academic Computing will facilitate technology professional development using Smart Boards and iPads for 20 teachers at their school.	All participants will receive 24 Master In-Service component points upon successful completion of the course.

D) Digital Tools

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

Digital tools may also include purchases and activities to support CAPE digital tools opportunities and courses. A list of currently recommended certificates and credentials can be found at: http://www.fldoe.org/workforce/fcpea/default.asp. Devices that meet or exceed minimum requirements and protocols established by the department may also be included here.

Implementation Plan for D) Digital Tools:

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	Performance Matters tests inclusive in all subject areas **DCP Funded**	May 2019	$600,000	District-wide	All student data successfully tracked in Performance Matters
D.2.	Decision Ed will be fully implemented by all instructional staff for students. **DCP Funded**	May 2019	$275,000	District-wide	Teachers will be utilizing management, assessment and monitoring tools provided by Decision Ed.
D.3.	Offer additional CAPE digital tool certifications from approved list.	May 2019	$20,000	District-wide	Students will be industry certified on a variety of industry software.

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.	EOC exams will be administered for all subject areas.	Statistical data will be derived from the test data.
D.2.	Teachers and Administrators will be able to access data.	Teachers and administrators will be able to assess and track data successfully.
D.3.	Additional certifications will be available to students.	Increase in the number of students acquiring certifications

E) Online Assessments

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

Implementation Plan for E) Online Assessments:

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Implement Sonic Wall for restricting bandwidth during testing windows	Jan 2015	$0 Already purchased	District	Outcomes 1-5
E.2.	Increase the ratio from 3:1 to 2:1 for student devices for assessment	Aug 2019	$4.7 million per year	District	Outcomes 1-5

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.	Continually monitored with bandwidth software	No bandwidth issues during online assessments
E.2.	Monitor yearly purchases of student assessment devices	Meet Student 2:1 ratio by 2019

The following addendums are attached:

Addendum A: Master In-Service Plan

Addendum B: Professional Development for Digital Learning Grant - Project Narrative

Addendum C: Professional Development for Digital Learning Grant - DOE 101

Addendum D: Florida Department of Education Project Application

Addendum E: Example Bandwidth Pricing Quote

Addendum F: Example Wireless Pricing Quotes