



**Polk County Public Schools District  
Post Office 391  
Bartow, FL 33831**

---

**DIGITAL CLASSROOM PLAN**

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

**Part I.            DIGITAL CLASSROOMS PLAN - OVERVIEW**

**Mission**

The Mission of Polk County Schools is to provide a high quality education for all students.

**Vision**

Every Polk student will be prepared for success in college or career after graduation.

The Polk County Public Schools Digital Classroom Plan (DCP) is designed to provide technology support for high-speed connectivity to digital content, resources, mobile devices, online learning opportunities and industry standard certifications for preparing students to compete in the global marketplace. Equally critical are tools that provide real time data for students, teachers and parents to facilitate student learning. In addition, a collaborative plan for preparing teachers for 21<sup>st</sup> Century Learning Environments and administrators to recognize effective technology integration to facilitate student learning is imperative. This will be accomplished through collaboration by staff from Curriculum, IT, Finance, schools and industry/community representatives.

## **1.2 District Profile**

Polk County Public Schools (PCPS), which serves the city of Lakeland and surrounding communities, is the 8th largest school district in Florida, with more than 98,000 students enrolled, with a diverse student body in over 165 school sites and centers including 66 elementary, 4 elementary/middle, 11 elementary/middle/high, 20 middle, 4 middle/high, 16 high, 3 career centers, 3 adult schools, 3 alternative education sites, 5 Department of Juvenile Justice sites, 2 off-campus Head Start sites and 25 charters (including 10 conversion charter schools) servicing 12,301 students.

The Advanced Placement Program, sponsored by the College Board, allows students to take college-level studies while they are still in high school. Scores are reported on a scale of 1 to 5. Many colleges and universities – including colleges and universities in Florida – grant credit, advanced placement, or both, to students obtaining scores of 3 or higher. During the 2013-14 school year there were 5,613 students enrolled in the AP program during 2013-14. A total of 9,421 AP Exams were taken, of which 2,738 exams received a score of 3 or better during 2013-14.

### **Polk Summer Reading Program**

Summer Program Helped All Students With Reading and Writing—According to Just Read!



Florida (2014), “Students can lose up to three months’ worth of reading progress over one summer.” Without intervention during the summer months, this relates to 1.5 years of possible reading loss throughout a student’s elementary career. More than nearly 3,500 students across Polk County participated in Power Up Polk is a summer learning program for students in kindergarten through third grade, and the first

annual Superintendent’s A.M.P. Academy—the A.M.P. Middle School Bridge program targeted students coming from a specific Title I elementary school and transfer to feeder a middle school. Polk’s high school students had the unique opportunity to participate in a program geared toward

college readiness. Students attended the summer program are received individualized instruction in an effort to improve their skills and master necessary concepts.

### **Polk Career Academies**

Polk Academies promotes and facilitates partnerships with a community stakeholder group led by an executive committee, which represents the school district, postsecondary education, chambers of commerce, economic development agencies, and businesses. The committee directs the development of effective and sustainable career-themed educational programs that provide students with the opportunity to achieve their highest academic potential while developing a foundation for lifelong learning. Polk Academies has a very strong network of industry and business involved in the academy development and support process.

#### POLK ACADEMIES AT A GLANCE

- 75 academies at 16 high schools
- Every high school in Polk County has at least one academy
- 42 pre-academies at 12 of the 25 district middle schools
- Approximately 11,000 of 29,000 high school students are enrolled in an academy
- Approximately 4,000 of 23,000 middle school students are enrolled in a pre-academy

Quote from the Superintendent “Education provides an opportunity to acquire knowledge, achieve dreams, and create life-long learners who thrive now and in the future. Career academies create a truly integrated and personalized education environment that makes achieving these goals a reality.” Kathryn LeRoy, Superintendent, Polk County Public Schools.

Polk County Schools Preschool Programs provide prekindergarten services to approximately 1,880 children during the school day. Head Start serves 942 children in 54 classrooms at 23 locations including two community centers. Head Start’s comprehensive program is funded by the federal Head Start grant, local in-kind and Voluntary Prekindergarten (VPK) funding. Over 650 students are served in our School Readiness classrooms based in 30 elementary schools using funding from state subsidized childcare, VPK funds, and parent payments. Title 1PreK classrooms are located in 16 Title 1 elementary schools serving 288 students. These classrooms are funded through Title 1 and VPK dollars. Florida First Start programs serve 75 families

through a home visitation and parent education program for infants through age three based at two elementary schools and one community center.

Polk Schools offer prekindergarten programs in addition to basic K-12 educational programs for (1) the children of teen parents who are working towards obtaining their high school diplomas, (2) parenting education for parents of infants and toddlers under the age of three, (3) three, four and five year old students with identified disabilities, (4) eligible low income and/or at high risk students, (5) voluntary prekindergarten programs both during the school year and through summer programming and (6) fee for service pre-kindergarten programs for staff and interested community members. Plus, Haines City High School currently offers early childhood education classes.

The Exceptional Student Education (ESE) program serves approximately 700 identified disabled preschool aged children. Exceptional student education programs provide free and appropriate public education for approximately 12,000 students ages 3 until the end of the school year in which the student turns 22 years of age. A continuum of services is provided in the Least Restrictive Environment (LRE) to meet the needs of our students with disabilities as determined by the Individual Education Plan (IEP). Additionally, ESE provides services for approximately 4,700 gifted students in grades 1-12 as determined by the Educational Plan (EP). Our current numbers for Pre-K would be 700, and gifted is up to 4,700. Also, there are 3,036 students registered in the Home Education program. The School Board's policy allows home school students to access the curriculum to supplement their home school program. For additional information about our schools, visit the school district's web site <http://www.polk-fl.net>

The district is the largest employer in Polk County with over 13,000 employees. More than half of those are employed as teachers. Sales of existing single-family homes in 2012 increased 20% over 2011. 2012 saw sales of 5,220 homes, versus 4,350 homes in 2011. (Source: Lakeland, East Polk, Bartow Realtors) Polk County's unemployment rate now stands at 8.7% (July, 2013). After a steady decline since August of last year, the unemployment rate increased in the summer months. The size of the labor force is estimated at 271,500, and the total number of employed civilians, salaried and self-employed, stands at 245,000. (Source: US Bureau of Labor Statistics)

Income levels have risen at a faster rate than inflation over the past decade, which tends to indicate an increased standard of living for the area. In recent years, 2009 brought a decline in per capita income levels due to the recession, but incomes rebounded the year later. Over the long-term, the county's improving income levels correlate with an improving educational attainment level of the population and workforce. Per Capita Income for Polk County in 2011 was \$33,500. (Source: U.S. Bureau of Economic Analysis)

The district geography and student population are diverse, with more than 1,850 square miles, uses 520 school. Buses transport 50,392 students transported and around 49,900 miles daily. That's the equivalent of driving roundtrip from New York to Los Angeles more than eight times. Moreover, the racial and ethnic makeup of the student body is 44.33 percent white, 21.06 percent black, 29.37 percent Hispanic, 1.57 percent Asian, .53 percent American Indian or Alaskan Native, 3.2 percent two or more races and .12 percent native Hawaiian or other Pacific Islander. There are more than 11,000 students whose primary language is other than English.

In the last 10 years, the population of Polk County increased by 118,000, the largest number of people added in any 10-year period in Polk's history. There are 17 municipalities in Polk County, the largest of which is Lakeland. The other municipalities include: Auburndale, Bartow, Davenport, Dundee, Eagle Lake, Fort Meade, Frostproof, Haines City, Highland Park, Hillcrest Heights, Lake Alfred, Lake Hamilton, Lake Wales, Mulberry, and Polk City. The population in the unincorporated areas is presently estimated at 375,647. Over the last ten years, population growth has been led by the Hispanic demographic, which added 49,000 new persons and more than doubled in size from 2002-2012. The Asian population also more than doubled, but remains small, with just under 10,000 persons. By comparison, the White population grew by 28,000 and the Black population grew by 14,000. (Sources: U.S. Census Bureau and the University of Florida's Bureau of Economic & Business Research)

### **Polk County Public Schools (PCPS) Lunch Program**

There will be 77 schools participating in the Community Eligibility Provision (CEP) for School Year 2014-2015. Community Eligibility Provision: Making High-Poverty Schools Hunger

free—Polk County Public Schools was one of the first districts in Florida to participate in CEP. Additionally, Polk was the third largest in total number of participating schools in 2013-2014 with 48 locations and approximately 22,000 students. Polk was noted in the School Breakfast Participation in Florida Report (page 7) published by Florida Impact and Food Research and Action Center, anti-hunger advocacy groups, for leading the way in community eligibility. The Community Eligibility Provision allows participating schools to provide healthy breakfasts and lunches each day at no charge for ALL students.

### **Other pertinent information:**

#### **2014 Elementary and Middle School Grades**

- Of the schools that received an “A” in 2013 – this year in 2014, 11 remained “A” and 2 moved to “B”.
- Of the schools that received a “B” in 2013– this year in 2014, 5 increased to “A”, 6 remained a “B” and 13 moved to “C”.
- Of the schools that received a “C” in 2013– this year in 2014, 4 increased to “B”, 7 remained a “C” and 25 moved to “D”
- Of the schools that received a “D” in 2013– this year in 2014, 6 increased to “C”, 12 remained a “D” and 5 moved to “F”
- Of the schools that received a “F” in 2013– this year in 2014, 4 increased to “D” and 2 remained unchanged.

### **Technology and Professional Development**

- PCPS has developed an Administrator Tech Proficiency Program: Tech I & Tech II
- 2012: 83 teachers attended FDE
- 2013: 58 teachers attended FDE
- 2014: 69 teachers attended Polk Digital Educators (patterned after FDE)
- Currently there are 400 plus active technology coaches delivering technology professional development to instructional staff at their schools.
- During the 2013-2014 school year, approximately 75,000 participants including staff and students accessed courses through the district learning management system (LMS). This included almost 5,000 elementary, middle and/or high school classes plus over 800 staff professional development classes.
- 1,871 successful Polk Virtual School half credit completions during 2013-2014 school year

- In the fall of 2013-14, the district Technology Asset Management System (TAMS) showed 46,492 computers in the district of which 7,329 or 15.8% were obsolete and replaced [That number should be really close. Our last count including the DOE survey and TAM's was right there in.]
- During Spring 2014, the district student to computer ratio was 2.3:1
- Summer and Fall 2013, ITV students participated in 54 hours of technology training
- 100s of hours of video ITV tutorials and podcasts on Web site for student access via computer or mobile device at home or at school

### **English for Speakers of Other Languages**

- More than 80 native languages
- Over 10,500 current English language learners (ELLs)
- Over 12,000 current and former English language learners (ELLs)

### **Current School Year Budget**

- Technology budget for 2014-15 is \$20,778,626
- The school district 2014-15 budget is \$1,305,907,439
- Technology budget equates to approximately 1.6% of total budget
- Of the total technology budget
  - General Fund provides 88%
  - Capital Projects Funds provide 1%
  - Special Revenue Funds provide 11%
- The total tax levy for schools in 2014-15 is nearly \$7.21 per \$1000 of appraised taxable property value (7.208 mills) and is expected to raise \$153,349,788
  - Of that total tax levy, \$1.50 per \$1000 is for Local Capital Outlay (1.500 mills) and is expected to raise \$40,298,648

### **Community Involvement**

- During the 2013-2014 school year, over 3500 volunteers provided more than 215,000 volunteer hours to our schools
- 35 community technology center partnerships

## **Demographics and other facts**

- 51.4% of students are males and 48.6% of students are females 46.3% of students are White, 21% are Black, 27.1% are Hispanic, 2.4 % are Asian/Indians/Pacific Islanders and 3.2% more than one race
- During the 2013- 2014 school year 56% of Polk's students are passing Algebra I.
- During the 2012-2013 school year, the district had a 69.4% graduation rate.
- During the 2012-2013 school year, the district had a 5.9% drop out rate.

## **1.3 District Team Profile**

The DCP area components were completed with collaboration between district staff from the Curriculum, Information Technology and Finance Departments as well as school based administrators and community/industry representatives. This diverse team is represented in the chart below.

<b>Title/Role</b>	<b>Name:</b>	<b>Email/Phone:</b>
Deputy Superintendent	Jacqueline Byrd	<a href="mailto:jackie.byrd@polk-fl.net">(jjackie.byrd@polk-fl.net)</a> (863) 534-0521
Assistant Superintendent, Information Systems & Technology	Dr. Tina Barrios	<a href="mailto:tina.barrios@polk-fl.net">tina.barrios@polk-fl.net</a>
Assistant Superintendent, Career, Technical, Adult & Multiple Pathways	John Small	<a href="mailto:john.small@polk-fl.net">john.small@polk-fl.net</a> (863) 519-8437
Assistant Superintendent, Learning Support	Nancy Woolcock	<a href="mailto:nancy.woolcock@polk-fl.net">nancy.woolcock@polk-fl.net</a> (863) 519-8169
Sr. Director, Curriculum & Instruction	Jacqueline Bowen	<a href="mailto:jacqueline.bowen@polk-fl.net">jacqueline.bowen@polk-fl.net</a> (863) 534-0623
Sr. Director, Curriculum & Instruction	Jackie Speake	<a href="mailto:jackie.speake@polk-fl.net">jackie.speake@polk-fl.net</a> (863) 534-0632
Sr. Director, Curriculum & Instruction	Joseph McNaughton	<a href="mailto:joseph.mcnaughton@polk-fl.net">joseph.mcnaughton@polk-fl.net</a> (863) 534-0956
Sr. Director, Finance	Cyndi Wolfe	<a href="mailto:cyndi.wolfe@polk-fl.net">cyndi.wolfe@polk-fl.net</a> (863) 519-8084
Sr. Director, School Improvement	Aaron Smith	<a href="mailto:aaron.smith@polk-fl.net">aaron.smith@polk-fl.net</a> (863) 647-4808

Director, Leadership & Development	Cheryl Joe	<a href="mailto:cheryl.joe@polk-fl.net">(cheryl.joe@polk-fl.net)</a> (863) 647-4270
Director, Federal Programs	Rhonda Ashley	<a href="mailto:rhonda.ashley@polk-fl.net">(rhonda.ashley@polk-fl.net)</a> (863) 534-0647
Director of Discipline	Brett Butler	<a href="mailto:brett.butler@polk-fl.net">(brett.butler@polk-fl.net)</a> (863) 668-3045
Director, ESOL	Juan Seda	<a href="mailto:juan.seda@polk-fl.net">(juan.seda@polk-fl.net)</a> (863) 647-4700
Director, ESE	Diane Taylor	<a href="mailto:diane.taylor@polk-fl.net">(diane.taylor@polk-fl.net)</a> (863) 534-0966
Polk County Council of PTAs	Janet Lamoureux	<a href="mailto:janetl@tampabay.rr.com">(janetl@tampabay.rr.com)</a> (863) 688-7367
Wide Area Network Engineer	David Waldrop	<a href="mailto:david.waldrop@polk-fl.net">(david.waldrop@polk-fl.net)</a> (863) 519-8409
Sr. Manager, School Technology Services	Cristie DeVane	<a href="mailto:cristie.devane@polk-fl.net">(cristie.devane@polk-fl.net)</a> (863) 647-4245
Sr. Manager, Electronic Equipment Repair & Service	Sid Lee	<a href="mailto:sid.lee@polk-fl.net">(sid.lee@polk-fl.net)</a> (863) 534-0860
Sr. Manager, Software Development	Diane Rivera	<a href="mailto:diane.rivera@polk-fl.net">(diane.rivera@polk-fl.net)</a> (863) 534-0709
Sr. Coordinator, Online Training	Bill Bucklew	<a href="mailto:bill.bucklew@polk-fl.net">(bill.bucklew@polk-fl.net)</a> (863) 534-9288
Sr. Coordinator, Evaluation and Research	Eric Ehrhart	<a href="mailto:eric.ehrhart@polk-fl.net">(eric.ehrhart@polk-fl.net)</a> (863) 534-0736
Sr. Coordinator, Assessment, Accountability & Evaluation	Candy Amato	<a href="mailto:candy.amato@polk-fl.net">(candy.amato@polk-fl.net)</a> (863- 534-0690)
Analyst, Grants, E-rate/ Technology	Dell Quary	<a href="mailto:dell.quary@polk-fl.net">(dell.quary@polk-fl.net)</a> (863) 647-4253
Principal, Fort Meade Middle/Sr.	Amy Hardee	<a href="mailto:amy.hardee@polk-fl.net">(amy.hardee@polk-fl.net)</a> (863) 285-1180
Principal, Spessard Holland Elementary	Melody Butler	<a href="mailto:melody.butler@polk-fl.net">(melody.butler@polk-fl.net)</a> (863) 648-3031
Principal, Mulberry Middle	Michael Young	<a href="mailto:michael.young@polk-fl.net">(michael.young@polk-fl.net)</a> (863) 701-1066
TRST, School Technology Services	Laura Sawyer	<a href="mailto:laura.sawyer@polk-fl.net">(laura.sawyer@polk-fl.net)</a> (863) 647-4252
TRST, School Technology Services	Kitty Sawyer	<a href="mailto:kitty.sawyer@polk-fl.net">(kitty.sawyer@polk-fl.net)</a> (863) 647-4251
TRST, Career, Technical, Adult & Multiple Pathways	Serena Peeler	<a href="mailto:serena.peeler@polk-fl.net">(serena.peeler@polk-fl.net)</a> (863) 519-8274
Network Specialist	Nick Sotolongo	<a href="mailto:nick.sotolongo@polk-fl.net">(nick.sotolongo@polk-fl.net)</a> (863) 534-0860

## **1.4 Planning Process**

The Digital Classroom Plan (DCP) committee was charged with developing the DCP to support district/school efforts and strategies to improve outcomes related to student performance by integrating technology in classroom teaching and learning. The DCP will provide a transformation roadmap to move instructional learning environments at all levels to the digital world and prepare students for the global workforce. Polk County Public Schools will continue to develop partnerships with community, business and industry that help foster and support the mission and vision of the Digital Classroom Plan.

The above team met as a whole group and component area teams collaborated face-to-face and online to complete the DCP component area templates.

<b>DATE</b>	<b>GOAL</b>
9/10 - 9/29/2014	Teams meet to draft component templates
9/30/2014	Team meeting to share status of component templates
10/28/2014	DCP submitted on/before Thursday, 10/16/2014 to eAgenda for Work Session

## **1.5 Multi-Tiered System of Supports (MTSS)**

Schools use two teams, the leadership and problem solving team, to analyze data and develop supports. The leadership team is responsible for identifying difficulties at the systems level and developing strategies to address the issues. Most leadership teams are using the eight step problem solving process at this level of analysis. In Polk County focus is on the effectiveness of instruction and curriculum at the core level, including alignment to Florida standards.

Membership of the leadership team is determined by the school principal, depending on the resources available at the school. Generally, administration, curriculum interventionist and coaches, school counselor, school psychologist, and classroom teachers are involved.

The problem solving team addresses individual student issues of those students who have not been successful at Tier 1 and Tier 2 levels. The four step problem solving process is used in

developing highly individualized interventions addressing core foundation skills. Parents are always involved in this problem solving process by direct participation or by other methods of communication (emails, sending home the problem solving plan form, etc.)

The problem solving team develops the intervention plan and progress monitoring for students identified as having a deficiency in reading, writing, math, or behavior. Plans identify: specific areas of deficiency or skill gaps; desired level of performance; instructional support services to be provided; success based intervention strategies to be used; how, when, how often, by whom and how long remedial instruction will be provided; and monitoring and reevaluation activities. At the district level the district wide plan and data informing that plan are included in the DIAP. Each school implements, within guidelines, according to the issues specific to the school. Monitoring is done at the district level in a number of ways: schools are monitored through data meetings, walkthrough observations, and other outcome results of problems identified through collaborative planning.

## **Part II. DIGITAL CLASSROOMS PLAN –STRATEGY**

### **STEP 1 – Need Analysis:**

#### **A) Student Performance Outcomes**

##### **■ Highest Student Achievement**

###### **Student Performance Outcomes:**

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

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

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

<b>Student Performance Outcomes (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
1.	ELA Student Achievement	50%	54%	2014/2015
2.	Math Student Achievement	49%	54%	2014/2015
3.	Science Student Achievement	49%	50%	2014/2015
4.	ELA Learning Gains	27,334 Students	27,975 Students	2014/2015
5.	Math Learning Gains	26,196 Students	26,810 Students	2014/2015
6.	ELA Learning Gains of the Low 25%	62%	64%	2014/2015
7.	Math Learning Gains of the Low 25%	59%	61%	2014/2015
8.	Overall, 4-year Graduation Rate	68.5%	71.5%	2014/2015
9.	Acceleration Success Rate	3,674 Students	3,841 Students	2015/2015
10.				
<b>Student Performance Outcomes (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
1.				
2.				
3.				
4.				
5.				

## B) Digital Learning and Technology Infrastructure

### ■ Quality Efficient Services

Technology Infrastructure:

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

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

<b>Infrastructure Needs Analysis (Required)</b>	<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>

1.	Student to Computer Device Ratio: <b>(81,750/36,596) Should this include large screen tablets? (5,150)</b>	<b>2.3:1</b>	1:1/BYOD	<b>2014-2017</b>
2.	Count of student instructional desktop computers meeting specifications	<b>24,127</b>	<b>22,968</b>	<b>2014-2015</b>
3.	Count of student instructional mobile computers (laptops) meeting specifications	<b>13,993</b>	<b>14,692</b>	<b>2014-2015</b>
4.	Count of student web-thin client computers meeting specifications	<b>0</b>	<b>0</b>	N/A
5.	Count of student large screen tablets meeting specifications	<b>1,400</b>	<b>1,540</b>	<b>2014-2015</b>
6.	Percent of schools meeting recommended bandwidth standard	<b>100%</b>	<b>100%</b>	<b>2014-2015</b>
7.	Percent of wireless classrooms (802.11n or higher) <b>(1,595/5,272 classrooms)</b>	<b>30%</b>	<b>100%</b>	<b>2016-17</b>
<b>Infrastructure Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
8.				
9.				
10.				

## C) Professional Development

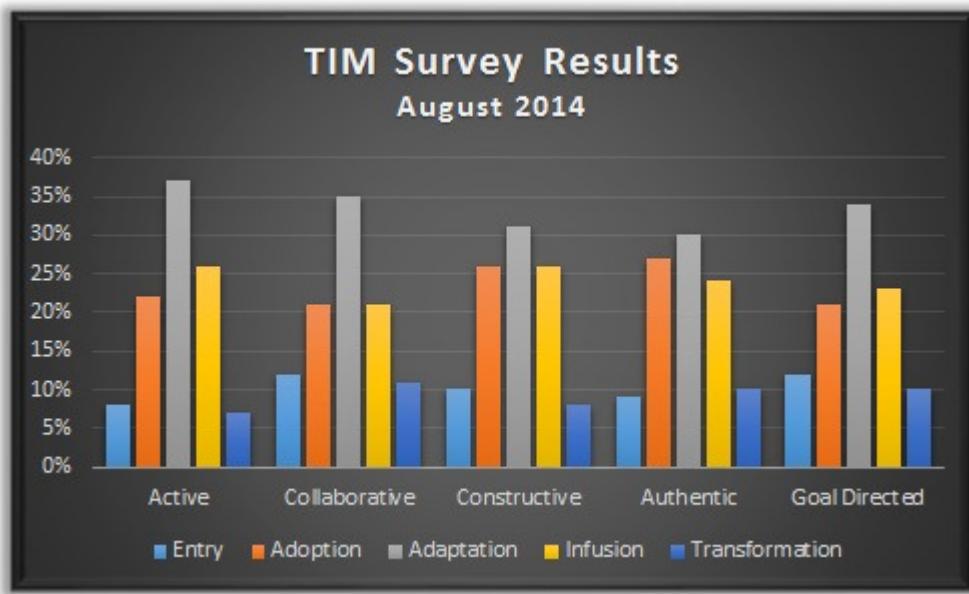
### ■ Skilled Workforce and Economic Development

#### Professional Development:

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

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

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation



Professional Development Needs Analysis (Required)		Category	Baseline	Target	Date for Target to be Achieved (year)
1. Average Teacher technology integration via the TIM	Entry	10%	8%	2014-15	
	Adoption	23%	20%		
	Adaptation	34%	37%		
	Infusion	24%	26%		
	Transformation	9%	9%		
2. Average Teacher technology integration via the TIM (Elementary Schools)	Entry	9%	7%	2014-15	
	Adoption	23%	20%		
	Adaptation	37%	40%		
	Infusion	24%	26%		
	Transformation	7%	7%		
3. Average Teacher technology integration via the TIM (Middle Schools)	Entry	11%	9%	2014-15	
	Adoption	24%	21%		
	Adaptation	28%	31%		
	Infusion	27%	29%		
	Transformation	10%	10%		
4. Average Teacher technology integration via the TIM (High Schools)	Entry	11%	9%	2014-15	
	Adoption	22%	19%		
	Adaptation	32%	35%		
	Infusion	23%	25%		
	Transformation	12%	12%		
5. Average Teacher technology integration via the TIM (Combination Schools)	Entry	18%	16%	2014-15	
	Adoption	27%	24%		
	Adaptation	31%	34%		

		Infusion	19%	21%	
		Transformation	6%	6%	
	<b>Professional Development Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
6.					
7.					
8.					
9.					
10.					

## D) Digital Tools

### 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:

<b>Baseline Response:</b>	<b>Target Response:</b>
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

<b>Digital Tools Needs Analysis (Required)</b>	<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
--	-----------------	---------------	--

1.	Implementation status of a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Partially implemented (Information currently in Moodle LMS)	Will work to implement and employ in the IMPROVE LIIS system	LIIS Phase IV implementation: 8/15/2015
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Partially implemented (Information currently in Moodle LMS)	Will work to implement and employ in the IMPROVE LIIS system	LIIS Phase IV implementation: 8/15/2015
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially implemented (Currently creating and administering District pre-assessments in IMPROVE)	Will work to implement and fully employ in the IMPROVE LIIS system	LIIS Phase II 10/31/2014- Teacher results dashboard Teacher creation of assessments 8/15/15
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Partially implemented (Information currently in Moodle LMS and District PDS system)	Will work to implement and employ in the IMPROVE LIIS system	LIIS Phase III 5/15/2015
5.	Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	No comprehensive system in place. A district data warehouse exists to inform teachers. District portals exist to inform parents and students.	Will work to implement and employ in the IMPROVE LIIS system	LIIS Phase implementation V 11/15/2015
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	No system in place	Will work to implement and employ in the	LIIS Phase IV 8/15/2015

			IMPROVE LIIS system	
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.	No system in place	Will work to implement and employ in the IMPROVE LIIS system	By end of LIIS implementation 12/31/2015
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	No system in place	Will work to implement and employ in the IMPROVE LIIS system	By end of LIIS implementation 12/31/2015
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.	No system in place	Will work to implement and employ in the IMPROVE LIIS system	By end of LIIS implementation 12/31/2015
<b>Digital Tools Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
10.	Integrate industry certification: IC3Spark, IC3 Digital Literacy Certification, Microsoft Office Specialist: Microsoft Office Word and Microsoft Office Excel materials into the middle school curriculum.	No system in place	Will work to implement and employ in the middle schools	6/30/15
11.	Laptops and carts to serve students and teachers at 20 elementary schools based on annual DOE TRI survey results and district data.	Partially implemented	Will work to implement and employ	12/31/2014
12.	Tablets and carts to increase access to digital content, improve student reading proficiency and decrease the dropout rate at 3 non-Title I high schools. School selection based on data from the annual DOE TRI survey,	Not implemented	Will purchase and implement.	2/28/15

	school dropout rate and reading percentages.			
13.	Mobile Device Management System	Partially implemented	Purchased from Air Watch; will work to implement and employ	November 2014

## E) Online Assessments

### ■ Quality Efficient Services

#### Online Assessment Readiness:

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

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

<b>Online Assessments Needs Analysis (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	<b>100%</b>	<b>100%</b>	2014-2015
2.	Computers/devices required for assessments (based on schedule constraints)	<b>16,627</b>	<b>18,000</b>	2016-2017
<b>Online Assessments Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
3.	Computer headsets in addition to existing school inventories	Varies, based on school	Increase by 2400	2014-2015
4.				
5.				

### STEP 2 – Goal Setting:

Provide goals established by the district that support the districts mission and vision. These goals may be the same as goals or guiding principles the district has already established or adopted.

These should be long-term that focus on the needs of the district identified in step one. The goals should be focused on improving education for all students including those with disabilities. These goals may be already established goals of the district and strategies in step 3 will be identified for how digital learning can help achieve these goals.

### **District Established Strategic Plan Goal: Increase Achievement for All Students**

#### **Priority Area A.1: Student Performance Outcomes & Online Assessment**

To prepare all students to meet or exceed appropriate grade level proficiency preparing them to be College and Career Ready (CCR).

Florida Assessment for Instruction in Reading (F.A.I.R.)					
	2013-14 Baseline	2014-15	2015-16	2016-17	2017-18
<b>Grade K-2</b>	59%	64%	69%	74%	80%
<b>Grade 6</b>	29%	41%	53%	66%	80%
<b>Grade 9</b>	22%	36%	50%	65%	80%

#### **Priority Area B.1: ALL Component Areas**

Establish continuous and effective communications with all internal and external stakeholders

By 2017-18, increase positive responses on the District Climate Survey regarding effective district to school communication by at least 20%.

2013-14 Baseline	2014-15	2015-16	2016-17	2017-18
TBD	+5%	+10%	+15%	+20%

By 2017-18, increase the number of annual webpage views on the district website by 10%.

2012-13 Baseline	2013-14	2014-15	2015-16	2016-17	2017-18
21,996,472	22,436,401	22,876,330	23,316,260	23,756,189	24,196,119

#### **Priority Area C.1: Student Performance Outcomes & Online Assessment**

Integrate best practices that encourage positive behavior, develop respect towards others and ensure safe environments throughout the school district.

- Office referrals.
- Anti-bullying documentation such as sign-in sheets, pledges, and acknowledgements.

By 2017-18, decrease the percent of correctly identified bullying incidents by 50%.  
Decrease Percent of Identified Bullying Incidents

2013-14 Baseline	2014-15	2015-16	2016-17	2017-18
TBD	-10%	-25%	-40%	-50%

### Priority Area D.3 Professional Development

To prepare teachers, and administrators to be highly effective through quality professional learning.

**Professional Development:** By 2017-18, increase the number of technology coaches at the schools by 50%.

2012-13 Baseline	2013-14	2014-15	2015-16	2016-17	2017-18
386	424	463	502	540	580

### Priority Area E.4: Digital Tools, Digital Learning & Infrastructure, Professional Development

Deploy Information Technology that supports the academic and business needs of students, teachers and staff.

**Professional Development:** By 2017-18, increase the number of technology coaches at the schools by 50%.

2012-13 Baseline	2013-14	2014-15	2015-16	2016-17	2017-18
386	424	463	502	540	580

**Digital Tools:** By 2017-18, increase the utilization of **technology devices** in the classroom by 20%.

Utilization survey will be developed and administered in 2013-14.

2013-14 Baseline	2014-15	2015-16	2016-17	2017-18
TBD	+6%	+12%	+16%	+20%

**Digital Learning and Technology Infrastructure:** By 2017-18, increase the bandwidth of Internet access from 700MB to 7G.

<b>2012-13 Baseline</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>700 MB</b>	2G	3G	5G	7G	7G

### **STEP 3 – Strategy Setting:**

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

<b>Goal Addressed</b>	<b>Strategy</b>	<b>Measurement</b>	<b>Timeline</b>
Increase achievement for all students	Continue development and support of a digital tool system to help instructional staff manage, assess and monitor student performance; Manage digital devices and content.	<ul style="list-style-type: none"> <li>• Implement IMPROVE system incorporating all nine components</li> <li>• IMPROVE implementation timeline</li> <li>• Implement Mobile Device Management System (MDM)</li> </ul>	2014-2017
Increase achievement for all students	Develop infrastructure to effectively support access to & management of digital learning and online assessments.	<ul style="list-style-type: none"> <li>• Increased Bandwidth</li> <li>• 802.11n wireless access in all classrooms</li> <li>• Implement filter/SSO solution</li> <li>• Annual DOE TRI Survey</li> </ul>	2014-2017
Increase achievement for all students	Continue to provide web resources, digital content and industry standard certification opportunities for students.	<ul style="list-style-type: none"> <li>• Web resources on the Teacher Technology Resource Site</li> <li>• Online Instructional applications</li> <li>• Amount of industry standard certification exams</li> </ul>	2014-17
Increase achievement for all students	Provide professional development for seamless integration of	<ul style="list-style-type: none"> <li>• District Instructional Coaches will model technology</li> </ul>	2014-17

	digital learning by instructional staff to engage students in learning.	<p>integration with content in classrooms</p> <ul style="list-style-type: none"> <li>• PD delivered by school technology coaches evidenced on Tech PD Log</li> <li>• Administrator awareness of effective technology integration &amp; impact on student engagement</li> <li>• Administration perception survey</li> <li>• Technology Integration Matrix (TIM) Survey</li> <li>• Online courses &amp; tutorials for district technology initiatives</li> </ul>	
Increase achievement for all students	Increase access to & utilization of digital devices in the classroom.	<ul style="list-style-type: none"> <li>• Purchase digital devices to increase access to digital content by students and teachers</li> <li>• Annual DOE TRI Report</li> </ul>	2014-17

In addition, if the district participates in federal technology initiatives and grant programs, please describe below a plan for meeting requirements of such initiatives and grant programs.

### **Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL**

The DCP and the DCP Allocation must include five key components as required by s.1011.62 (12)(b), F.S. In this section of the DCP, districts will outline specific deliverables that will be implemented in the current year that are funded from the DCP Allocation. The five components that are included are:

- Student Performance Outcomes
- Digital Learning and Technology Infrastructure
- Professional Development
- Digital Tools
- Online Assessments

This section of the DCP will document the activities and deliverables under each component.

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

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

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

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

## A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP Allocation. These outcomes can be specific to a 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.

<b>Student Performance Outcomes</b>		<b>Baseline</b>	<b>Target</b>
1.	Increase usage of Insync at lowest performing schools with the highest ELL population: Increase reading proficiency on the 3 <sup>rd</sup> Admin of the F.A.I.R. Test	Boone Middle - 17% Eastside Elem - 37% Palmetto Elem. - 43% Lake Marion Creek - 38%	33% 48% 52% 49%
2.	With increased wireless access in 5 Middle Schools and 1 elementary school, engage students through digital content and improve reading proficiency on the 3 <sup>rd</sup> Admin of the F.A.I.R. Test	Davenport SOA – 53% Dan Jenkins Academy – 46% Jewett Academy - 11% Union Academy - 73% Rochelle SOA - 50% Jesse Keen Elementary – 39%	60% 54% 28% 75% 58% 49%
3.	Increase access to digital devices in non-Title I high schools to decrease dropout rate and increase reading proficiency.	* See Chart Below	

<b>School</b>	<b>Reading Baseline</b>	<b>Reading Goal</b>	<b>Dropout Rate Goal 10% Reduction</b>
Mulberry HS	6%	25%	1.907 to 1.716
Lake Gibson HS	17%	33%	1.793 to 1.618
Lake Region HS	17%	33%	3.738 to 3.364

Reading is to have 80% at the 85<sup>th</sup> percentile by the end of the 2017-18 school year, therefore, this is the required increase each year to reach that goal.

Dropout is a 10% reduction in next year. Dropout rate is based on 12-13 data as the 13-14 data is not yet available.

## B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at [http://www.fl DOE.org/BII/Instruct\\_Tech/pdf/Device-BandwidthTechSpecs.pdf](http://www.fl DOE.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:

<b>Infrastructure Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	Purchase Aerohive Access Points for installation at 6 secondary schools to provide infrastructure for access to digital content.	October 2015	\$110,000	Davenport SOA Dan Jenkins Jewett Academy Union Academy Harrison SOA Rochelle SOA	Increased access to digital content to engage students to increase reading proficiency
B.2.	Purchase POE switches for implementation of Access Points to provide infrastructure for access to digital content.	October 2015	\$45,000	Davenport SOA Dan Jenkins Jewett Academy Lawton Chiles Union Academy Harrison SOA	Increased access to digital content to engage students to increase reading proficiency
B.3.	Implement filter/SSO solution		\$200,000	Polk County Public School District	Increased accessibility to secure digital content to increase student engagement and reading proficiency
B.4.	Media Archival Retrieval System		\$100,000	Polk County Public School District	Increased access to video content to engage students to increase reading proficiency

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.

<b>Brief description of other activities</b>	<b>Other funding source</b>
Increase bandwidth	Local funds

## 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.

<b>Infrastructure Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.	Completed purchase orders and installation	Wireless access to digital content
B.2.	Completed purchase orders and installation	Wireless access to digital content
B.3.	Completed purchase orders and installation	Controlled and monitored access of digital content
B.4.	Completed purchase orders and installation	System in place to store and retrieve different types of media

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

**Third party evaluation of the results of the district's technology inventory and infrastructure needs will be acquired through collaboration with Dell Computers, Aerohive Networks and Air- Watch Enterprise Mobility Management.**

## C) Professional Development

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

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

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

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

Implementation Plan for C) Professional Development:

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

<b>Professional Development Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.	Professional Development for current curriculum coaches: 30 current district/regional academic coaches will be trained to facilitate job embedded PD for classroom teachers.	June 2015	\$0.00	Polk County Public Schools	Seamless integration of digital devices/content for student engagement to increase reading proficiency on 3rd administration of FAIR
C.2.	Hardware for coaches to model effective integration strategies for classroom teachers. (30 coaches x \$500)	January 2015	\$22,500	Polk County Public Schools	Seamless integration of digital devices/content for student engagement to increase reading proficiency on 3rd administration of FAIR
C.3.	Professional development for 120 administrators on awareness/identification of technology integration and learning environments levels on the DOE Technology Integration Matrix (TIM). Offered 4 times a year for 1 month. Face-to-face mtg at beginning and end of month then online through Moodle. (120 admin x 6 hrs x \$23). District staff build of course (2 TRSTs x 3 planning sessions @ 8.5 hrs each *\$23) and	June-July 2015	\$18,860	Polk County Public Schools	Administrator understanding of effective levels of technology integration for engaging students to increase reading proficiency.

	facilitation hours (2 TRSTs x 3 hrs x 4 sections x \$23) + 25 hrs of online facilitation x \$23				
C.4.	Add to and maintain technology coaches in schools to provide tech integration PD to staff. New Coaches are selected by administrators and submit an application agreeing to attend a summer week long workshop. Continuing Coaches attend a 3 day workshop. Both groups agree to provide tech integration professional development to school staff. (50 New TCs x 6 hrs x 4 days x \$21)+(50 Cont TCs x 3 days x 6 hrs x \$21) SP priority E4	June 2015	\$44,100	Polk County Public Schools	New and continuing school technology coaches to model effective integration strategies for student engagement to increase reading proficiency
C.5.	iSchool: Professional development delivered by Experts/Consultants during an administrator summer leadership academy to instill a vision for the impact digital technologies have on student engagement in learning.	June-July 2015	\$11,386	Polk County Public Schools	Recognition of impact of digital technologies in the classroom for student engagement to increase reading proficiency
C.6.	Creation of 20 Technology Infused Lessons by district instructional coaches to model effective technology integration with classroom teachers.		\$6,900		Seamless integration of digital technologies in the classroom for student engagement to increase reading proficiency
C.7.	Videos of 10 Technology infused lessons posted on the Teacher Technology Resource Site for teacher access.		\$6,000		Seamless integration of digital technologies in the classroom for student engagement

					to increase reading proficiency
--	--	--	--	--	---------------------------------

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

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.	Meeting notes/documentation from Collaboration and professional development with 30 current curriculum coaches. Teacher feedback survey following lessons modeled by curriculum coaches in classrooms.	Technology infused lessons modeled in classrooms by 30 curriculum coaches. Teacher feedback survey results
C.2.	Purchase, delivery and setup of hardware.	Hardware received and configured for 30 curriculum coaches to model effective integration strategies for classroom teachers.
C.3.	Professional development for 120 administrators on awareness/identification of technology integration and learning environment levels on the DOE Technology Integration Matrix (TIM). Offered 4 times a year for 1 month. Face-to-face meeting at beginning and end of month then online through Moodle. Notify principals of online course registration process. Sign-in sheets, MIP report of	Administrator completion of the DOE TIM course and an increased percentage of administrators' priority level for the importance of technology integration at the school level.

	administrator completion & online reflection.	
C.4.	New technology coach applications emailed to principals in February, 2015. Review of technology coaches' applications by School Technology Services staff and notification of acceptance to applicant and school principal. Successful completion of 4 day summer workshop by new technology coaches; completion of 3 day workshop by continuing technology coaches. Delivery of PD by both groups to school staff evidenced through online PD log. MIP report of workshop completion & online reflection.	Additional school technology coaches to model effective integration strategies for student engagement to increase reading proficiency
C.5.	A perception survey indicating the school leaders' change in priority level for the importance of technology integration at the school level will be administered both prior to and following the academy.	An increased percentage of administrators' priority level for the importance of technology integration at the school level.
C.6.	20 Technology Infused Lessons	20 Lessons between Constructive and Goal Directed posted on the Teacher Technology Resource Site for teacher access.
C.7.	10 Technology infused lessons modeled on video for teachers to reference	10 videos posted on Teacher Technology Resource Site

## 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.fl DOE.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:

<b>Digital Tools Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	Offer CAPE digital tool certifications: Access for 4,996 students	September 2015	\$178,354	Polk County Schools	At least one industry certification from the Recommended CAPE Digital Tools list
D.2.	Provide laptops and carts for 7 elementary schools with greatest need (25 laptops * \$500 each + \$2200 cart + \$500 access point= \$15,200 each)	12/31/2014	\$106,400	7 elementary schools TBD based on need	Increased access to digital content to engage students to increase reading proficiency on 3rd administration of FAIR
D.3.	Provide tablets and carts for 3 non-Title I high schools (20 tablets * 500 each + \$2,000 cart= \$12,000 each)	3/31/2015	\$36,000	Mulberry Senior Lake Gibson Senior Lake Region Senior	Increased access to digital content to reduce dropout rate and increase reading proficiency.

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.

<b>Brief description of other activities</b>	<b>Other funding source</b>
LIIS Implementation contract with IMPROVE group of companies	Race to the Top (RTTT)
Air Watch Mobile Device Management System	Race to the Top (RTTT)
Laptops and cart for 13 additional schools	Race to the Top (RTTT) MOU10

#### 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.

<b>Digital Tools Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	Monthly reporting (from <a href="http://www.certiport.com">www.certiport.com</a> ) on exams taken at each participating school. Evaluate each school on pass/fail rates.	60 percent of student candidates will earn at least one CAPE Digital Tool Certificate on the Recommended CAPE Digital Tool List.
D.2.	Ordering, delivery and setup of equipment; survey schools to verify implementation of devices.	Increased digital devices in schools and increased student reading proficiency scores on 3rd administration of FAIR.
D.3.	Ordering, delivery and setup of equipment; survey schools to verify implementation of devices.	Increased student access to digital content in high schools, reduction in dropout rate and increased student reading proficiency scores.

#### **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](http://www.FLAssessments.com/TestNav8) and [www.FSAssessments.com/](http://www.FSAssessments.com/)) and schedule information distributed from the K-12 Student Assessment bureau when determining potential deliverables.

#### Implementation Plan for E) Online Assessments:

<b>Online Assessment Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Computer-Based Assessment Certification Tool	2016	\$0	Polk	

E.2.	Purchase 20 headphones for students at 120 sites for Online Assessment use.	2015	\$12,000	Polk	
------	---	------	----------	------	--

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

#### 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.	Electronic and on-site assistance to schools for completion of district Computer-Based Assessment Certification Tool	Student use of computers for testing.
E.2.	Purchase and Delivery of Headphones	Use of Headphones during Online Assessments.