FLORIDA DEPARTMENT OF EDUCATION
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SANTA ROSA COUNTY SCHOOL DISTRICT
DIGITAL CLASSROOM PLAN

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

1.1 District Mission and Vision statements –

Mission

Our "High Five" EQuIPS Us For Excellence! We believe in and are committed to:

- High-Expectations (E)
- High-Quality (Qu)
- High-Integrity (I)
- High-Performance (P)
- High-Standards (S) for all!

Quality Education: It's My Responsibility!

SANTA ROSA COUNTY SCHOOL BOARD
SUPERINTENDENT
SEP 23 2014
APPROVED-IN SESSION

Vision

- Maximize the learning potential of all students by providing equal access to instruction, using a comprehensive and innovative curriculum in a safe learning environment.
- Guide students to become self-directed, life-long learners.
- Provide a technology-rich learning environment to enhance student achievement.
- Prepare students for success in a global society.
- Ensure students' readiness to learn at all levels.
- Provide opportunities to promote continued professional growth and development.
- Promote excellence and sound management through visionary, collaborative leadership.

Technology Mission

The mission of the Santa Rosa County District Technology Committee is to provide a supportive framework that guides in developing a dynamic technological culture that empowers learners, including those with special needs, enhances learner outcomes and encourages independent and cooperative life-long learning. This framework will guide the use and implementation of technologies to enhance student achievement through the correlation of curriculum and instruction with the Florida Standards.

Technology Vision

It is our vision that all Santa Rosa County Students will have access to current and emerging technologies, which enhance learning as a seamless element of the school day to promote higher order thinking skills to prepare students for college and careers.

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

Santa Rosa is a medium-sized, suburban county with approximately 150 people per square mile. Travel across the district encompasses a 110-mile round trip (1012 sq. mi.). Per the 2010 U.S. Census, Santa Rosa's population is 151,372 (154,104 in 2011), an increase of almost 30% over 2000, and the district population mobility rate is close to 19%. The district's rural population is 21% compared to Florida's 8.9%.

The Santa Rosa District Schools consist of a total of 26,528 students; 2,626 employees (1,804 instructional); and 88 administrators countywide. The school system includes: 17 elementary, 8 middle, and 7 high schools; a pre-kindergarten center; a technical center; an adult school; a community schools program; an adult literacy program; a variety of alternative programs, and 4 Administrative/Support locations. We are among the lowest-funded districts in the state but manage to remain very near the top in student success on state-wide assessments.

Other Pertinent Information

- Percentage household growth since 2000 is 30.7%.
- Mean travel time to work is 28 minutes.
- Free/Reduced percentage as of Feb 2013 is 41.28%.
- Percentage of minority students as of 2012 is 19.1%.

The nature of our community presents challenges in the following technology-related areas: availability of certified teachers for high need courses, lack of opportunities for remedial solutions in high failure courses, low participation in dual enrollment courses, and limited accessibility for instructional and non-instructional personnel to participate in district-wide in-service training. All of these factors combined have inspired the school district to research and implement the most cost-effective approach to integrating technology into the curriculum.

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

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

Title/Role	Name:	Email/Phone:
Information Technology District Contact	Don Ellis	ellisd@santarosa.k12.fl.us (850) 983-5081
Curriculum District Contact	Bill Emerson	emersonw@santarosa.k12.fl.us (850) 983-5041

Instructional District Contact	Vickie Beagle	beaglev@santarosa.k12.fl.us (850) 983-5111
Finance District Contact	Susan McCole	mccolem@santarosa.k12.fl.us (850) 983-5023
District Leadership Contact	Vickie Beagle	beaglev@santarosa.k12.fl.us (850) 983-5111
Workforce Education (CAPE)	Charlin Knight	knightc@santarosa.k12.fl.us (850) 983-5058
Community Partner	Bill Thompson	bthompson@irespond.com (850) 983-9750

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

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

District staff began the planning process with a meeting of key district staff members to discuss components of the plan. A brain-storming activity highlighted anticipated areas of need to initialize the plan. A team of grant-writers were identified. The team began to complete a needs assessment for the five identified areas in the Digital Classroom Plan (DCP), as well as a review of the district goals, and technology vision and mission statements as they relate to the requirements of the DCP goals.

Departments within the district collaborated on sections of the document to provide input in their areas of expertise as related to the plan. Goals for the DCP were written based on this team review. In addition, community partners were contacted for input on potential strategies to meet the goals.

The District Technology Committee consisting of teachers, administrators, community partners, union representation, and educational support staff met to review and provide input on a draft DCP. The final document was presented and approved by the School Board at the September 23 School Board Meeting.

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

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

The Santa Rosa School District has established and Elementary and a Secondary District MTSS Leadership team. Each team is composed of district staff, curricular and behavioral specialists, and principals and assistant principals representative of the each grade specific

area and discipline. These district teams meet on a quarterly basis to review district-wide academic, attendance, and discipline data. These are problem solving sessions where barriers to proficiency are identified and district-wide strategies developed for consideration by the Superintendent.

District leadership conducts at least three school-site visits each year to meet with the principal and the school's MTSS leadership team. These meetings are convened by the Director of Continuous Improvement. District level participants include the grade level director, Director of Student Services, Director of ESE Services, and the Director of Federal Programs. The purpose of the meeting is to review district MTSS requirements of each school and verify compliance. The School Improvement Plan is also reviewed at each meeting. These sessions also provide the district the opportunity to hear directly from school leadership about barriers the school is facing and opportunities for support from the district.

The district provides annual training to all faculties on the MTSS process and Problem Solving process. This training is conducted by the Director of Continuous Improvement at each school site during the first nine weeks of each school year. All staff is required to attend. These sessions serve as a review of the purpose of MTSS as well as an opportunity to share current district data and strategies that impact the performance of every school. These trainings will be followed up in 2014-2015 with school-site MTSS leadership training. The School site leadership trainings will focus on the Problem Solving process and be delivered to all schools during the second nine weeks of the school year.

Twice annually the district provides school data team trainings. These trainings are attended by representatives from each school and focus upon the various data tools available to our schools to be used in monitoring the progress of their core and intervention programs. Best Practices for the use of such tools are reviewed and examples of appropriate strategies shared.

The Santa Rosa School District has created a digital platform entitled SMART. All teachers and administrative staff access the SMART data system on a daily basis via personal login protocols. SMART houses all data reflective of attendance, discipline, and academic status and progress. Individual student data can easily be accessed as well as the identification and status of subgroup core data. School and District MTSS leadership teams access SMART on a quarterly basis to evaluate the status of students and interventions.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

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

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

Highest Student Achievement

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

Student Performance Outcomes (Required)		**Baseline %** *2011*	**Target %** *2017*	**Date for Target to be Achieved** ***(year)***
1.	ELA Student Achievement	71	86	2017
2.	Math Student Achievement	67	84	2017
3.	Science Student Achievement	62	71	2017
4.	ELA Learning Gains	66	73	2017
5.	Math Learning Gains	71	76	2017
6.	ELA Learning Gains of the Low 25%	62	65	2017
7.	Math Learning Gains of the Low 25%	61	64	2017
8.	Overall, 4-year Graduation Rate	78	80	2017
9.	Acceleration Success Rate	73- *2012*	74	2017
Student Performance Outcomes (District Provided)		**Baseline %**	**Target %**	**Date for Target to be Achieved** ***(year)***
1.	Black/African American-reading	51	76	2017
2.	Students with Disabilities-reading	42	71	2017
3.	Economically Disadvantaged -reading	60	80	2017

Digital Learning and Technology Infrastructure

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

Infrastructure Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Student to Computer Device Ratio	2.9:1	1:1	2017-2018
2.	Count of student instructional desktop computers meeting specifications	6,345	11,242	2014-2015
3.	Count of student instructional mobile computers (laptops) meeting specifications	2,287	3,000	2014-2015
4.	Count of student web-thin client computers meeting specifications	NA	NA	NA
5.	Count of student large screen tablets meeting specifications	194	200	2014-1015
6.	Percent of schools meeting recommended bandwidth standard	**0% External** 500 Mbps (20 kbps per student) **Internal** 25 @ 100 Mbps, 2 @ 250 Mbps, 2 @ 1000 Mbps Fiber Optic/OC	**100% External Connection to Internet** 100 kbps per student or faster **Internal School Network** 1000 kbps per student or faster	2017-2018
7.	Percent of wireless classrooms (802.11n standard)	100%	100%	Complete

*** Our current bandwidth is: 1) Internet: 500MB – Shared with all schools, and 2) WAN (internal): 100MB minimum, upgrading most middle and High schools to 1000MB (trunk line is 1GB). Bandwidth is continuously monitored and increased annually. The district is currently providing bandwidth beyond the actual usage/need required.**

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.

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

<table>
<tr><th colspan="2">Professional Development Needs Analysis (Required)</th><th>Baseline</th><th>Target</th><th>Date for Target to be Achieved (year)</th></tr>
<tr><td>1.</td><td>Average Teacher technology integration via the TIM
<table>
<tr><th>Baseline</th><th>Average</th><th>Active</th><th>Collaborative</th><th>Constructive</th><th>Authentic</th><th>Goal-Directed</th></tr>
<tr><td>Entry</td><td>17%</td><td>10%</td><td>24%</td><td>18%</td><td>14%</td><td>18%</td></tr>
<tr><td>Adopt</td><td>41%</td><td>39%</td><td>32%</td><td>43%</td><td>42%</td><td>47%</td></tr>
<tr><td>Adapt</td><td>33%</td><td>36%</td><td>39%</td><td>29%</td><td>36%</td><td>26%</td></tr>
<tr><td>Infuse</td><td>9%</td><td>15%</td><td>4%</td><td>8%</td><td>8%</td><td>7%</td></tr>
<tr><td>Transform</td><td>1%</td><td>0%</td><td>1%</td><td>1%</td><td>0%</td><td>1%</td></tr>
</table></td><td></td><td>Entry level average (17%) decrease by 5% (≤12%) and Infuse/ Transform average (10%) increase by 5% (≥15%).</td><td>2016-2017</td></tr>
<tr><td>2.</td><td>Average Teacher technology integration via the TIM (Elementary Schools)
<table>
<tr><th></th><th>Average</th><th>Active</th><th>Collaborative</th><th>Constructive</th><th>Authentic</th><th>Goal-Directed</th></tr>
<tr><td>Entry</td><td>9%</td><td>0%</td><td>32%</td><td>7%</td><td>0%</td><td>4%</td></tr>
<tr><td>Adopt</td><td>45%</td><td>50%</td><td>21%</td><td>43%</td><td>54%</td><td>57%</td></tr>
<tr><td>Adapt</td><td>36%</td><td>32%</td><td>50%</td><td>32%</td><td>32%</td><td>32%</td></tr>
<tr><td>Infuse</td><td>14%</td><td>21%</td><td>0%</td><td>18%</td><td>18%</td><td>11%</td></tr>
<tr><td>Transform</td><td>1%</td><td>0%</td><td>0%</td><td>4%</td><td>0%</td><td>0%</td></tr>
</table></td><td></td><td>Entry level average (17%) decrease by 5% (≤12%) and Infuse/ Transform average (10%) increase by 5% (≥15%).</td><td>2016-2017</td></tr>
<tr><td>3.</td><td>Average Teacher technology integration via the TIM (Middle Schools)</td><td></td><td>Entry level average (17%) decrease by 5% (≤12%) and Infuse/ Transform</td><td>2016-2017</td></tr>
</table>

			Average	Active	Collaborative	Constructive	Authentic	Goal-Directed	average (10%) increase by 5% (≥15%).	
		Entry	23%	15%	23%	31%	23%	23%		
		Adopt	46%	38%	46%	54%	46%	46%		
		Adapt	25%	31%	23%	15%	31%	23%		
		Infuse	3%	15%	0%	0%	0%	0%		
		Transform	3%	0%	8%	0%	0%	8%		
4.	Average Teacher technology integration via the TIM (High Schools)								Entry level average (17%) decrease by 5% (≤12%) and Infuse/ Transform average (10%) increase by 5% (≥15%).	2016-2017
			Average	Active	Collaborative	Constructive	Authentic	Goal-Directed		
		Entry	16%	5%	10%	20%	20%	25%		
		Adopt	38%	40%	40%	40%	25%	45%		
		Adapt	40%	45%	45%	35%	50%	25%		
		Infuse	6%	10%	5%	5%	5%	5%		
		Transform	0%	0%	0%	0%	0%	0%		
5.	Average Teacher technology integration via the TIM (Combination Schools)								Entry level average (17%) decrease by 5% (≤12%) and Infuse/ Transform average (10%) increase by 5% (≥15%).	2016-2017
			Average	Active	Collaborative	Constructive	Authentic	Goal-Directed		
		Entry	34%	40%	30%	30%	30%	40%		
		Adopt	30%	10%	30%	40%	40%	30%		
		Adapt	28%	40%	20%	30%	30%	20%		
		Infuse	8%	10%	20%	0%	0%	10%		
		Transform	0%	0%	0%	0%	0%	0%		

Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
6.	Instructional Technology Specialists to assist administrators, Technology Coaches and classroom teachers in implementation of DCP goals	0	2	2014-2015
7.	Provide online opportunities for differentiated instruction and technology integration	MS Office Suite only	Additional online tools and resources	2014-2015

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.

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

Digital Tools Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Implementation status of a system that enables teachers and administrators to access information about benchmarks and use that information to create aligned curriculum guides.	Fully Implemented	Will continue to support and employ in classrooms	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	Will work to implement and employ	2016
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially implemented	Will work to implement and employ	2015
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	Will continue to support and employ in classrooms	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.	Fully implemented	Will continue to support and employ in classrooms	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.	Fully implemented	Will continue to support and employ in classrooms	2015
7.	Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	Partially implemented	Maintain system	2016
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	Fully implemented	Will continue to support and employ in classrooms	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.	Fully implemented	Will continue to support and employ in classrooms	2015
Digital Tools Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
10.	Implementation status of a system that provides onsite professional development for school staff and administrators on how to use digital tools as the tools become available for use.	Partially implemented	Will work to implement and employ	2015

11.	CAPE-Implementation of a system that provides professional development to successfully implement the curriculum and testing platform (Certiport) employed for teaching Microsoft Office Specialist to middle and high school students.	No system in place	Will work to implement and employ	2015
12.	CAPE-All high school students have the opportunity to earn CAPE industry certifications through CAPE academies and career themed courses aligned to regional targeted workforce needs.	Fully Implemented	Will continue to support and employ more CAPE academies and career themed courses aligned with regional workforce demands and economic development initiatives in all district high schools.	2015
13.	CAPE-All middle school students have the opportunity to earn CAPE digital tool certificates.	Partially Implemented	Will work to implement digital tools certificates in all middle schools.	2015
14.	CAPE-All elementary school students have the opportunity to earn CAPE digital tool certificates.	No system in place	Will work to implement digital tools certificates for elementary students.	2017

- **Quality Efficient Services**

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

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

Online Assessments Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)*	4,835	6,295	2014
2.	Computers/devices required for assessments (based on schedule constraints)**	10,000	18,000-19,000	2016
Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
3.	Local assessment delivery hand-held devices with necessary base units	3600	7500 hand-held devices	2016
4.	Local assessment scoring system	NA	System in place	2016

*Our district has approximately 9,982 devices that meet the minimum specs for CBTs. However, some of these are located at primary schools where testing doesn't take place and others are in classrooms where testing does not occur.

**We will be able to follow the 2014–2015 Statewide Assessment Schedule with our current number of devices available for testing. However, in order to reach optimal test delivery with the least classroom disruption and displacement we need approximately 9,000 additional devices.

STEP 2 – Goal Setting:

Enter district goals below:

1. **Highest Student Achievement:**
   Each listed goal is found in the Student Achievement section of the Santa Rosa District Schools Strategic Improvement Plan, 2014.
   - Increase graduation rate & lower the drop-out rate.
   - Improve proficiency rates in English/ Language Arts, Mathematics, Writing & Science.
   - Close the achievement gap for minority groups.
   - Improve college readiness

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.

2. **Digital Learning and Technology Infrastructure:**
   - Hardware, software and infrastructure will meet the required targets for digital learning and standards integration.

3. **Skilled Workforce and Economic Development:**
   - Teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.

4. **Seamless Articulation and Maximum Access**
   - CAPE Goal: All students will have opportunities to develop technical skills and earn industry certifications, which will enable them to enter the workforce or postsecondary education armed with the skills needed for success.
   - Provide a digital tool system that provides for implementation and integration for personnel to assess and monitor student learning and performance.

5. **Quality Efficient Services**
   - Develop a flexible system that provides seamless administration of local and state-wide assessment.

STEP 3 – Strategy Setting:

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Highest Student Achievement	Continue to provide teachers with quality digital content aligned to the Florida Standards	• Renew digital content contracts • Provide eBooks for integration into the curriculum	2015-16 and ongoing
Technology Infrastructure	Continue to create an infrastructure that supports the needs of digital learning and online assessments	• Increase Bandwidth • Improve wireless signal strength in all classrooms	2014-15 and ongoing
Professional Development	Provide site-based and online PD that addresses specific teacher technology integration needs	• Provide school-based support for technology integration • Provide online technology integration opportunities	2014-15 and ongoing
Digital Tools	Provide digital learning tools for technology integration and online assessment	• Provide laptop computers • Provide digital tools	2014-15 and ongoing
Digital Tools: CAPE	Provide professional for teachers to successfully implement the curriculum and testing platform (Certiport), employed for teaching Microsoft Office Specialist to middle and high school students.	• Digital tools certification by those teaching certification programs. • Digital tools certification by middle and high school students.	2015
Online Assessments	Provide a system and tools for teachers to administer online assessments	• Online assessment tool • Digital tools for assessment • Bandwidth for assessment	Jan. 15 and ongoing

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

Over the past four years, the district has consistently worked to increase bandwidth, update/replace existing computers, and add computers on wheels (COWS) and other digital devices for technology integration. Annual contributions have been provided to the Instructional Technology Department and Technical Support Complex to make improvements.

The Director of Instructional Technology and the Supervisor of Technical Support Services meet annually with principals and their tech teams to complete a needs assessment that relates to the vision of the principal.

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

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

A) Student Performance Outcomes

Student Performance Outcomes		Baseline %	Target %
1.	Increase graduation rate	78	80
2.	Improve proficiency rates in English/LA, Mathematics, Writing and Science		
	ELA Student Achievement	71	86
	Math Student Achievement	67	84
	Science Student Achievement	62	71
3.	Narrow the achievement gap for minority sub groups		
	Black/African American-reading	51	76
	Students with Disabilities-reading	42	71
	Economically Disadvantaged-reading	60	80
4.	Improve college readiness	73	74

B) Digital Learning and Technology Infrastructure

Implementation Plan for B) Digital Learning and Technology Infrastructure:

District Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
No DCP Allocation funding required for this category at this time.					

Funding has not been included in the initial portion of this plan as the district has provided consistent funding over the past four years to increase bandwidth to meet needs as well as a process to update existing computers and add computers on wheels (COWS) and miscellaneous technologies in all schools.

Each spring the Director, Inservice and Instructional Technology, along with the Technical Support Manager, visits each school. The visit includes the Principal, AP, Technology Contact and other key personnel invited by the principal. A needs assessment is conducted that includes progress made with technology tools and professional development as they align with the principal's vision for technology integration at their site. Each school has received updated machines and software annually for the past four years. The district is in the final phase of the W7 update. All district classrooms have been provided LCD projectors, which have been denoted as basic and essential technology. Projector replacement and cleaning are the first thing addressed when looking at each schools' needs. In addition, annually the district has provided an allowance for each school to address other items of need such as interactive technology, hand-held devices, COWS, student response systems, projector mounting, etc.

We plan to continue this approach to address school needs, infrastructure and bandwidth annually. It is possible that we will include these items in the plan in future years as we move more towards a 1:1 initiative. As we strive to provide bandwidth, devices, hardware and software that ensures our student performance outcomes are achieved, the district will continue to monitor and evaluate our infrastructure needs. Based on needs, future allocations may be more focused on this area of the plan.

Brief description of other activities	**Other funding source**
Annual bandwidth upgrades	District funding
Infrastructure updates and wireless access point enhancements (increase the density of coverage)	District funding
Student desktop/laptop upgrade project	District funding

Evaluation and Success Criteria for B) Digital Learning and Technology Infrastructure:

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
No DCP Allocation funding required for this category at this time.		

C) Professional Development

https://www.santarosa.k12.fl.us/pdc/inservice/inservice.aspx

The district is in the process of updating "key" MIP Components in compliance with State Professional Development Protocol. The link above contains the district MIP and component listings. Our plan is to update components throughout the 14-15 school year. The "Technology Integration" components will be the first to be updated along with Lesson Study and Professional Learning Communities. We are in the process of completing these updates for School Board approval in November. We hope to be able to attend DOE training for direction to ensure that we are appropriately updating the components.

Professional development for technology integration has been identified as a huge need across the district. The proposal includes a Technology Integration Specialist (TIS) that will travel to schools to work with PLCs, modeling instruction and working with large and small groups on hardware use and tech integration. In addition a second TIS has been requested from the Professional Development Digital Plan dollars. This will provide two TIS teachers on special assignment to work in schools providing "just-in-time" training for teachers. In addition, "quick clips" will be created and posted for teachers to access on the use of wide-spread technologies and tools contained within the district. Additional online technology integration training will be provided to address differentiated needs for teachers and provide follow-up

The Director of Technology will meet with principals to introduce the TIS teachers and determine immediate and long-range goals for assistance. A schedule will be created as a result of these visits. The TIS teachers will be provided substitute teacher funding to use for teacher release for model lessons and lesson study.

PLC and TIM rubric data will be maintained for each participating school as well as teacher training hours.

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.	Implement high-quality Master In-service Plan Components that address the four digital learning components targeted in this plan	2015	$4,310	District	Increase graduation rate; Improve proficiency rates in English/ LA, Mathematics,

C.2.	Hire an Instructional Technology Specialist to provide modeling and training for school-based PLCs, Technology Coaches, Administrators and small groups of teacher on technology integration	2015	$75,000	District	Writing and Science; Narrow the achievement gap for minority sub groups; and Improve college readiness
C.3.	Provide in-county travel funds for the TSA to travel to schools for training	2015	$2,000	District	
C.4.	Provide substitute teachers for Technology Coaches and teachers to work with the TSA on technology integration into the new standards	2015	$10,000	District	
C.5.	Online professional development for technology integration	2015	$20,000	District	
C.6.	Technology Integration Matrix Tools	2015	$3,600	District	

Evaluation and Success Criteria for C) Professional Development:

The Director, Inservice and Instructional Technology will work with the TIS teachers to monitor training initiatives at the end of each nine weeks grading period using the PLC and TIM rubrics. Adjustments will be made as needed.

Professional Development Evaluation and Success Criteria		
C.1.	Implement high-quality Master In-service Plan Components that address the four digital learning components targeted in this plan	Travel for Professional Development at FASD for four PD staff members
C.2.	Advertisement, Interview data, School Board approval, daily sign-in sheet, "tech tip" videos	TSA hired and tech tip videos
C.3.	In-County Travel Forms	Mileage reported
C.4.	Temporary Duty Forms, PLC meeting minutes/rubrics, lesson plans	Improvements evidenced in PLC rubrics and on TIM tools
C.5.	Purchase Orders, tech tip videos	Additional online tools available for teachers for differentiated needs
C.6.	Initial and summary evidence from TIM Tools	Teacher progress reports

D) Digital Tools

Implementation Plan for D) Digital Tools:

The district currently provides a wide variety of digital resources for school and home use. These include: Discovery Education Streaming, World Book, Destiny, and text-book related resources. There is a need to provide eBooks at each school site. To give each school $1,000 to purchase eBooks relative to their student needs would provide a boost that could be expanded upon annually using district and/or school funds. District Media Growth Funds will supplement the requested funds requested for this allocation.

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	Expand and implement eBooks into all districts schools	2014	$25,000	Schools	Increase graduation rate; Improve proficiency rates in English/ LA, Mathematics, Writing and Science; Narrow the achievement gap for minority sub groups; and Improve college readiness

Evaluation and Success Criteria for D) Digital Tools:

eBook usage reports will be run to document eBook usage. Professional Development has been provided to Library Media Specialists on eBooks. Follow-up training will be provided on a continuous basis to address needs. Many libraries have sets of e-readers and/or are using BYOD for eBook integration into the curriculum and new state standards.

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	Quarterly Usage of eBooks	Destiny Usage Reports

E) Online Assessments

Implementation Plan for E) Online Assessments:

The district will deploy a minimum of 7,500 hand-held devices (exact type undetermined at this time) to use in administering local EOC exams and to be used in classrooms for technology integration when not being used for assessments. A system that will house and score the assessments will be included in the cost of the devices. The district is working with a local business to develop a system in pilot mode that will house and score the local assessments. Schools currently have labs and COWS provided through district initiatives that meet the needs for state assessments.

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Purchase and deploy 7,500 student hand-held devices and base units (based on school assessment needs)	2015	$315,000	District	Increase graduation rate; Improve proficiency rates in English/ LA, Mathematics, Writing and Science; Narrow the achievement gap for minority sub groups; and Improve college readiness
E.2.	Local assessment scoring system	2015	*	District	

*Included with purchase of student hand-held devices and base units.

Evaluation and Success Criteria for E) Online Assessments:

A pilot program will be implemented in the fall with local assessments to determine the plan's success. Further testing will be done in January to prepare for May final assessments. The TIS teachers will provide training on the devices beginning in the fall with the participating schools/classrooms so students are familiar with devices and teachers are comfortable with implementation prior to May final assessments. Data Processing will work with the local vendor to upload the data into SMART (the district Student Data Management System). Data will be collected and adjustments made for each test period.

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	EOC administration, device usage, and data collection will be monitored for each administration period and adjustments made	Successful implementation will be if EOCs are administered securely and data is uploaded into SMART and grade-book systems