

Seminole County Public Schools

DIGITAL CLASSROOM PLAN

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

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

1.1

Mission:

The mission of the Seminole County Public Schools is to ensure that all Early Childhood Program and PreK-Grade 12 students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy.

Vision: Seminole County Public Schools will be the premier school district in the State of Florida and will be recognized nationally for high standards, academic performance and offering students customized educational pathways 24/7/365.

- Every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society.
- All students and all schools will perform at the highest levels.
- There will be equitable facilities and opportunities for all students.
- The district's personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission.

Beliefs and Guiding Principles:

- All students can achieve.
- The district budget will reflect the resources needed to ensure all students achieve.
- ePathways is customized learning that results in SCPS students being prepared for 21st century globally competitive work, which requires the district to continuously adapt to meet the changing student, community and workforce needs.
- The Seminole County parent and business community will be engaged to determine future educational and workforce needs.

1.2 Seminole County Public Schools is the 12th largest among the 67 school districts in Florida, with an enrollment of over 65,000 students in Prekindergarten through Grade 12. The district is composed of 65 schools – 36 elementary schools, 12 middle schools, 9 high schools, 3 special centers, 2 virtual schools, and 3 charter schools.

Located in the heart of Central Florida, Seminole County, once a largely agricultural area, has transformed in the past 30 years to a hub for economic growth including establishment of numerous corporate headquarters and emergence of many high tech companies. The Orlando Sanford International Airport (OSIA) is the third most active international airport in Florida and the 12th most active in the U.S. (Metro Orlando Economic Development Commission, 2010). Seminole County is the fourth smallest county in the state in land area with a population density ranking third highest (U.S. Census Bureau, 2012). The county's population of 430,838 is culturally and socially diverse with an ethnic breakdown of 4.2% Asian; 10.8% Black; 18.2% Hispanic; 1.7% other; and 65.1% White.

Juxtaposed within this economically growing county though are areas of poverty amid those of affluence. The range of incomes within the county reflects a great disparity in socioeconomic conditions. Statistics show that the median household income for 2010 ranged from \$43,470 to \$82,018. Census data (2010) show a 10.8% countywide poverty rate, with the City of Sanford possessing the highest poverty rate in the county at 20.1%. Correlated to the poverty rate, free and reduced (F/R) priced lunch rates indicate that public schools have high rates of economically disadvantaged students. Nationally, the indicator for high-poverty, high need schools is 35% and above. In SCPS the average rate is 47.0%, with a number of high-need schools in the range of 80% - 93%. Further, the district has over 1,000 students who are classified as homeless.

While the district recognizes the social, economic and demographic factors, which may adversely impact the implementation of technology within schools, district leaders have instituted and continue to expand strategies that will support the digital classroom plan's intent to improve student performance outcomes.

In 2013, the district introduced the "24/7/365" initiative to support expanded learning for all students. This initiative is based in educational research that indicates while extraordinary teaching and learning is experienced for the 180 days of school, often students have 185 days out of school with little academic stimulation. The 24/7/365 initiative allows students without means for external support to be exposed to expanded learning through access to education on-demand via high-quality digital learning programs.

District administration is aggressively working with county and state leaders to provide Internet connectivity for students, which offers students the opportunity for expanded learning outside of school, furthering the district's goals for closing the achievement gap. On the local front, the district began a series of pilot programs at SCPS's most at-risk elementary schools (with free and reduced lunch rates of 90% and above) which allowed students who are English language learners to take home laptops loaded with select academic software to engage these youth in on-demand learning. Students, parents and teachers at these schools were trained in the use of the programs, and Internet access at home was provided by the Connect2Complete program with assistance from private donors to cover the minimal costs.

1.3 District Team Profile -

Title/Role	Name:	Email/Phone:
Information Technology District Contact	Dr. Tim Harper	Tim_Harper@scps.us 407-320-0076
Curriculum District Contact	Dr. Corbet Wilson	Corbet_Wilson@scps.us 407-320-0186
Instructional District Contact	Dr. Anna-Marie Cote	Anna-Marie_Cote@scps.us 407-320-0504
Finance District Contact	Mr. Bill Kelly	Bill_Kelly@scps.k12.fl.us 407-320-0040
District Leadership Contact	Dr. Jason Wysong	Jason_Wysong@scps.us 407-320-0212
Digital Learning Coordinator	Ms. Elizabeth Pocius	Beth_Pocius@scps.us 407-320-0336
Project Manager	Ms. Claire Robinson	Claire_Robinson@scps.us 407-320-0191
ESOL Coordinator	Ms. Minnie Cardona	Minnie_Cardona@scps.us 407-320-0200
ESE Staffing Resource Specialist	Ms. Michelle Ferren	Michelle_Ferren@scps.us 407-320-0217
Secondary ELA Specialist	Ms. Kathryn Dixon	Kathryn_Dixon@scps.us 407-320-0194
Secondary Math Specialist	Ms. Diana Barnett	Diana_Barnett@scps.us 407-320-0151
Assessment and Accountability Data Analyst	Ms. Kaitlin Trippany	Kaitlin_Trippany@scps.us 407-320-0130

1.4 Input was gathered from the following events prior to writing the DCP plan:

- April 3, 2014: School Advisory Council (SAC) Members from all schools were invited to come together to discuss digital learning. On September 25, 2014, a follow up meeting is planned with SAC and PTA representatives to receive additional input. Parents and administrators in attendance reported via live poll that they have the following thoughts related to digital learning:

- SCPS needs increased digital communication opportunities such as text message blasts, website postings, and e-mail updates.
 - Increased access is required to devices for all students for learning as opposed to testing.
 - More technology classes are needed for students, parents, teachers and administrators
- At the Superintendent's monthly meeting held on May 15, 2014 with all principals and district administrators, digital learning discussions yielded the following needs:
 - Stronger wireless at the classroom level
 - Increased opportunities for teacher training
 - BYOD support (policy, teacher training, and management of student devices)
 - Network infrastructure improvements
 - Human resources to support digital learning both in PD and in systems support
 - Need funding for sustainability of digital learning (curriculum, training, devices, infrastructure)
 - Plans and policies regarding theft of district and student owned devices
 - Increase teacher and administrator readiness and comfort level for digital learning
 - District owned devices to account for equitable access
- On June 10, 2014, Dr. Walt Griffin, Superintendent invited all principals to attend a Digital Learning Seminar. All administrators were informed of new legislation, and participated in focus groups to begin the work of creating the plan. School-based leaders reported the following thoughts on digital learning:
 - Increase access for teacher PD on digital learning, blended learning and online learning
 - Provide blended and online learning opportunities for teachers and students
 - Open the school media centers after school to increase student access to the Internet and digital resources
 - Administrators want to leverage social media and digital learning in the classroom, but realize teachers have concerns.
 - We need to prepare students for career choices that do not exist at this time.
 - BYOD is good, but is creating a sense of "haves and have not's".
 - Not all schools have a staff member on campus who can help with teacher PD in digital learning. Administrators are looking to the district leaders to help with staffing to support this movement.
 - Instruction needs to be the driver for planning for digital learning, not devices and infrastructure. Instruction is the key, not devices.
 - There is a desire to abandon traditional text books and adopt more rigorous digital materials in place.
 - The district infrastructure needs to be improved.
 - Sustainability is a concern regarding recurring costs associated with digital learning.
 - Once the DCP is finalized, administrators want the plan to be public knowledge

- with access on the district website.
 - Administrators need a “technology cadre” at each school, with appropriate staffing to help with PD.
- August 27, 2014: ESOL Coordinator Ms. Minnie Cardona provided the following feedback and input to the formation of the DCP: Consideration for inclusion of planning for ELL students is important for the DCP plan. Teachers on Assignment from the ESOL department are receiving training alongside core content teachers in the PD model proposed in the Race to the Top District Grant for PD component. Additionally, ESOL teachers are currently participating in the professional development designed to support the proposed digital classroom model at Greenwood Lakes as referenced in Part III of this plan. What do the ESOL teachers require for PD that differs from what regular education teachers will receive? What strategies are included in the proposed digital curriculum allow for specialization to meet the needs of ELL students? What modifications exist within the digital curriculum component that vary language levels for ELL students? Ms. Cardona reported that the target school, Greenwood Lakes Middle School, has a high number of ELL students, with 52 identified. There is also an increased number of Hispanic students on the campus. As part of the project proposal, preparing 5th grade students at Lake Mary Elementary to move into the digital curriculum at Greenwood Lakes, the ELL population at Lake Mary Elementary is 83 students. Lake Mary High School will receive these digital learners in 9th grade. Lake Mary High has 55 ELL students reported to date. Encouraging aspects of the digital curriculum include the engaging auditory and visual components which clearly meet the needs of the ELL students.
- September 2, 2014: Exceptional Student Education Specialist Michelle Ferren provided the following feedback and input to the formation of the DCP: Consideration for inclusion of ESE students is important to the development of the DCP. ESE teachers require professional development in understanding the differences between assistive technology and access to devices for curriculum purposes. Within the feeder pattern for Lake Mary Elementary School, Greenwood Lakes Middle School and Lake Mary High School, students with varying exceptionalities are served in both inclusion and self-contained classroom models. ESE teachers and Support Facilitators require access to professional development as it relates to digital learning initiatives
- Fall 2014: Digital Learning Leaders provide input regarding the plan.
- September 18, 2014: Youth leadership from every Seminole County Public Schools High School provided the following feedback at their youth summit:
 - Students require better communication regarding:
 - online course requirements and options
 - graduation options
 - optional after-school vocational programs
 - 95% of students polled reported that they carefully monitor what they post on social media sites less than 50% of the time
- Seminole County Public Schools is committed to the development of partnerships with community, business and industry. We are in the process of identifying a business partner and developing relationships with community members and business leaders.

District staff has requested to be placed on the agenda for the November SCPS Business Advisory Board meeting. The SCPS Digital Learning Plan is published on the home website as a DRAFT in anticipation from input from multiple stakeholders.

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.

In order to ensure that the problem solving MTSS process was included in the development of the Digital Classroom Plan, Dr. Jason Wysong, Director of ePathways and Strategic Partnerships was selected to be a member of the work group that developed the Digital Classroom Plan. Dr. Wysong and his team have identified an MTSS administrator contact at each school in the district so that on-going training and communication can be assured. Several reports have been developed to review both lagging and leading (progress monitoring data) for all students in reading, mathematics and behavioral indicators (attendance, discipline infractions, etc.) This system will be used to monitor the effectiveness of the digital curriculum related to student achievement and engagement as measured by the progress monitoring assessments and identified behavioral factors. In addition, there is a commitment to establish stakeholder focus groups with students, teachers, administrators and parents regarding student engagement and motivation.

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.

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

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

Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	ELA Student Achievement	70	75*	2018
2.	Math Student Achievement	72	79*	2018
3.	Science Student Achievement	68	76	2018
4.	ELA Learning Gains	70	75	2018
5.	Math Learning Gains	74	80	2018
6.	ELA Learning Gains of the Low 25%	64	69	2018
7.	Math Learning Gains of the Low 25%	64	70	2018
8.	Overall, 4-year Graduation Rate	84	90	2018
9.	Acceleration Success Rate	66	77	2018
10.				
Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
1.	Attendance (2013-14 Average Daily Rate)	97%	99%	2015
2.	Disciplinary Infractions (In/Out of School Suspensions)	12%	7%	2015
3.	Qualitative - Student Survey-Motivation/Engagement	n/a	2014-15 Baseline	2015
4.	Qualitative – Parent Survey-Student Motivation	n/a	2014-15 Baseline	2015

■ **Quality Efficient Services**

Technology Infrastructure:

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

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

Infrastructure Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Student to Computer Device Ratio	2.66	2.0	2019
2.	Count of student instructional desktop computers meeting specifications	18047	20000	2019
3.	Count of student instructional mobile computers (laptops) meeting specifications	6016	10000	2019
4.	Count of student web-thin client computers meeting specifications	0	0	n/a
5.	Count of student large screen tablets meeting specifications	991	30000	2019
6.	Percent of schools meeting recommended external bandwidth standard (*see addendum)	10%	100%	2019
7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	2014
Infrastructure Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
8.	Greenwood Lakes Middle School Infrastructure to be analyzed to expand external school network bandwidth capacity.	32mbps	1000mbps	2016

■ Skilled Workforce and Economic Development

Professional Development:

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

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

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

Professional Development Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Average Teacher technology integration via the TIM	Entry: 90% Adoption: 5% Adaptation: 2% Infusion: 2% Transformation: 1%	Entry: 25% Adoption: 25% Adaptation: 20% Infusion: 20% Transformation: 10%	2014-2019
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Entry: 90% Adoption: 5% Adaptation: 2% Infusion: 2% Transformation: 1%	Entry: 25% Adoption: 25% Adaptation: 20% Infusion: 20% Transformation: 10%	2014-2019

3.	Average Teacher technology integration via the TIM (Middle Schools)	Entry: 90% Adoption: 5% Adaptation: 2% Infusion: 2% Transformation: 1%	Entry: 25% Adoption: 25% Adaptation: 20% Infusion: 20% Transformation: 10%	2014-2019
4.	Average Teacher technology integration via the TIM (High Schools)	Entry: 90% Adoption: 5% Adaptation: 2% Infusion: 2% Transformation: 1%	Entry: 25% Adoption: 25% Adaptation: 20% Infusion: 20% Transformation: 10%	2014-2019
5.	Average Teacher technology integration via the TIM (Combination Schools)	Entry: 90% Adoption: 5% Adaptation: 2% Infusion: 2% Transformation: 1%	Entry: 25% Adoption: 25% Adaptation: 20% Infusion: 20% Transformation: 10%	2014-2019

Seminole County Master In-Service Plan: <http://www.scps.k12.fl.us/staffdevelopment/PDProtocol.aspx>

See Addendum for grant application for PD for Digital Learning for SCPS.

■ **Seamless Articulation and Maximum Access**

Digital Tools:

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

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

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

Digital Tools Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Implementation status of a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides. All of the current SCPS K-12 core academic instructional plans will be created in CPalms/CMAP and accessible to all instructional teachers, support staff and administrators. These plans may be made available to parents and students.	Partially implemented	Will work to implement and employ	2014-2019
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans. The associated SCPS teachers, support staff and administrators will be trained to access and customize the current version of their district instructional plans in CPalms/CMAP.	Partially implemented	Will work to implement and employ	2014-2019

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	2014-2019
4.	Implementation status of a system that include district staff information combined with the ability to create and manage professional development offerings and plans.	Partially implemented	Will work to implement and employ	2014-2019
5.	Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to	Partially implemented	Will work to implement and employ	2019
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	Partially implemented	Will work to implement and employ	2019
7.	Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	Partially implemented	Will work to implement and employ	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.	Partially implemented	Will work to implement and employ	2019
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Partially implemented	Will work to implement and employ	2019

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 (Required)	Needs Analysis	Baseline	Target	Date for Target to be Achieved (year)
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	100%	2014
2.	Computers/devices required for assessments (based on schedule constraints)	100%	100%	2014

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.

Enter district goals below:

- Highest Student Achievement: Seminole County Public Schools will be ranked first in Florida* in reading, mathematics, writing, and science based on Florida Department of Education A+ Accountability Program data. *Comparison made to the 67 comprehensive school districts, as well as demographically-similar school districts.
- Seamless Articulation and Maximum Access: All students will have opportunities to work towards industry certifications and are prepared to enter postsecondary with the skills necessary to succeed.
 - Skilled Workforce and Economic Development: Teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum
- Skilled Workforce and Economic Development: Seminole County Public Schools will deploy technology strategically to support student learning and staff productivity, manage data effectively, and keep pace in all operational areas.
- Quality Efficient Services: All school sites will be safe and effective environments to support developing students into responsible digital citizens who understand the rewards and consequences for accessing global communication tools. (Student Survey: Baseline 2014-15)

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.

The Theory of Action for Seminole County Public Schools serves as a philosophical foundation for every action taken in our organization and guides our strategic planning efforts to ensure educational programs represent the School Board's commitment to Excellence and Equity for all students.

Seminole County Public Schools Theory of Action

If we provide high quality, differentiated professional development for teachers and administrators related to standards-based digital curriculum implementation, formative and summative assessment, monitoring and evaluation, **then** Seminole County Public School students will have greater opportunities and the necessary supports to be successful on state assessments when compared to all districts in Florida.

If we prioritize creating an infrastructure that will support digital learning and online assessments, **then** students and teachers will have the resources to engage in meaningful, differentiated instruction that leads to opportunities to work towards industry certifications, postsecondary graduate level degrees, and skills designed for global work force success.

In particular, for the current project described in the Digital Classroom Plan, Greenwood Lakes Middle School will serve as the target school. **If** we prioritize implementing the ELA Amplify digital curriculum for students in grades 6, 7 and 8 during the 2014-15 school year, **then** we will learn the requirements for professional development, student support, technology devices, and infrastructure so that the district can expand this project to Greenwood Lake's feeder elementary and high schools.

The Superintendent's recommendation that the School Board of Seminole County approve the purchase of digital subscriptions, Amplify ELA and Amplify Math Projects, for Greenwood Lakes and Tuskawilla Middle Schools respectively from Amplify Education, Inc. was Board approved on June 10, 2014. Amplify a Digital Reading ELA curriculum was implemented 9/8/14 at GLMS in grades 6, 7, and 8. The math projects will be implemented throughout the 2014-15 school year in all middle schools using a variety of implementation models for further review and study.

Goal Addressed	Strategy	Measurement	Timeline
<p>Highest Student Achievement:</p> <p>Seminole County Public Schools will be ranked first in Florida* in reading, mathematics, writing, and science based on Florida Department of Education A+ Accountability Program data.</p> <p>*Comparison made to the 67 comprehensive school districts, as well as demographically-similar school districts.</p>	<p>Provide teachers and administrators with high quality professional development to support implementation and evaluation of digital curriculum.</p> <p>Supply teachers and students with high quality digital content aligned to the Florida Standards</p>	<p>Teachers and administrators will participate in at least two professional development experiences designed to support implementation and evaluation of digital curriculum</p> <p>Increase by 5 the percent of digital curriculum instructional material purchases.</p>	2014-2016
<p>Seamless Articulation and Maximum Access:</p> <p>All students will have opportunities to work towards industry certifications and are prepared to enter postsecondary with the skills necessary to succeed.</p>	<p>Invest resources in school-developed programs of enrichment, exploration and emphasis to ensure students have access to college, career and workforce related programs.</p>	<p>Increase by 2 the number of elementary school programs of enrichment</p> <p>Increase by 2 the number of middle school programs of exploration</p> <p>Increase by 1 the number of high school programs of emphasis</p> <p>Increase by 5 the percent of students earning industry certifications.</p>	(Baseline 2012-13) 2014-16

<p>Skilled Workforce and Economic Development:</p> <p>Teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.</p>	<p>Offer differentiated professional development activities for teachers related to implementing digital learning into the curriculum.</p> <p>Provide teachers and administrators with tools to document the amount of digital learning instructional time.</p>	<p>Increase by 5 the percent of teachers who participate in industry-related and instructional technology professional development activities</p> <p>Increase by 5 the percent of teachers who demonstrate use of digital learning in their classrooms at least 25% of instructional time as documented by administrator and teacher feedback.</p>	<p>(Baseline 2012-13) 2014-2016</p>
<p>Skilled Workforce and Economic Development:</p> <p>Seminole County Public Schools will deploy technology strategically to support student learning and staff productivity, manage data effectively, and keep pace in all</p>	<p>Create an infrastructure that supports the needs of digital learning and online assessments</p>	<ul style="list-style-type: none"> • Bandwidth amount • Wireless access for all classrooms 	<p>2014-2019</p>
<p>Quality Efficient Services:</p> <p>All school sites will be safe and effective environments to support developing students into responsible digital citizens who understand the rewards and consequences for accessing global communication tools. (Student Survey: Baseline 2014-15)</p>	<p>Continue support of integrated digital curriculum, systems and tools to support teachers as they work to provide the best education for each student and learning opportunities 24/7/365.</p>	<p>Integrate instructional materials into systems</p> <p>Provide personalized and targeted professional development</p>	<p>2014 and ongoing</p>

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

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

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

This section of the DCP will document the activities and deliverables under each component. The section for each component include, but are not limited to:

- o 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.
- o 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.

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

	Student Performance Outcomes	Baseline	Target
1.	Increase the percent of 6 th , 7 th , and 8 th grade ELA students performing at proficiency or higher on the Discovery Education Progress Monitoring Assessment	64%	69%

B) Digital Learning and Technology Infrastructure

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

Implementation Plan for B) Digital Learning and Technology Infrastructure:

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
B.1.	Purchase and implement X new mobile devices	2014	\$120,000	Greenwood Lakes Middle School	Increase by 5% the percent of 6 th , 7 th , and 8 th grade ELA students performing at proficiency or higher on the Discovery Education Progress Monitoring Assessment
B.2.	Purchase and implement premium switches	2015	\$30000	Greenwood Lakes Middle School	Increase the percent of 6 th , 7 th , and 8 th grade ELA students performing at proficiency or higher on the Discovery Education Progress Monitoring Assessment

B.3.	Purchase and implement wireless access points	2014	\$6000	Greenwood Lakes Middle School	Increase the percent of 6 th , 7 th , and 8 th grade ELA students performing at proficiency or higher on the Discovery Education Progress Monitoring Assessment
B.4.	Purchase and install interactive projectors	2015	\$20000	Greenwood Lakes Middle School	Increase the percent of 6 th , 7 th , and 8 th grade ELA students performing at proficiency or higher on the Discovery Education Progress Monitoring

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

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

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.	Work with Finance, Purchasing, Information Services to secure timely ordering, imaging and processing of devices	100% of the 300 devices needed are deployed on campus met in 2014
B.2.	Work with Finance, Purchasing, Information Services to secure timely ordering and install/configure premium switches	100% of premium switches are installed, configured and activated
B.3.	Work with Finance, Purchasing, Information Services to secure timely ordering, configuring and installation of wireless access points	100% of required access points are ordered, configured and installed in 2014
B.4.	Work with Finance, Purchasing, Information Services to secure timely ordering, installing and connecting interactive projector	100% of required interactive projectors are ordered, installed and connected for use

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.

Seminole County Public Schools has contracted with UDT (United Data Technologies) to investigate our current HP infrastructure at Greenwood Lakes Middle School. Results of the 3rd party evaluation are pending. Preliminary documents to demonstrate technology and infrastructure needs are being created by SCPS currently.

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.

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
C.1.	600+ teachers & administrators participated in the Florida Standards Training focusing on Digital Materials (co-presented with Discovery Education)	June 23-26, 2014	\$115,000	Seminole County Public Schools	Development of site-based Florida Standards Action Plans
C.2.	200+ teachers participated in Digital Learning FSA Saturdays (600 total teacher impacted)	September 13, 20, & 27, 2014	\$92,000	Seminole County Public Schools	Required implementation plans for digital integration
C.3.	10 ELA teachers participate in professional development aligned with the MIP	May 2015	\$2000.00	Greenwood Lakes Middle School	Evidence of classroom implementation
C.4.	4 Digital Learning Leaders participate in professional development to support digital learning	May 2015	\$2700.00	Greenwood Lakes Middle School	Required deliverables with each session

C.5.	100+ Elementary Digital Learning Leaders (feeders to Greenwood Lakes Middle School) participate in professional development to support digital learning	May 2015	\$67,500.00	Seminole County Public Schools	Required deliverables with each session
C.6.	45+ High School Digital Learning Leaders (recipients of Greenwood Lakes Middle School students) participate in professional development to support digital learning	May 2015	\$30,375.00	Seminole County Public Schools	Required deliverables with each session

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. Development of site-based Florida Standards Action Plans	<ul style="list-style-type: none"> District administrator observation 	100% of sites create a site-based Florida Standards Action Plan
C.2. Required implementation plans for digital integration	<ul style="list-style-type: none"> District Professional Development staff records of teacher submissions 	90% of participants submit evidence of implementation post training
C.3. Evidence of classroom implementation	<ul style="list-style-type: none"> Administration and Instructional Coach observation Feedback from Professional Learning Communities 	100% of trained teachers with evidence of implementation
C.4. Required deliverables with each session	<ul style="list-style-type: none"> Digital Learning Leader sign-in sheets and Learning Logs Administrator observation and reflection logs 	90% of Digital Learning Leaders participate in required trainings 100% of trained Digital Learning Leaders present trainings to staff
C.5. Required deliverables with each session	<ul style="list-style-type: none"> Digital Learning Leader sign-in sheets and Learning Logs Administrator observation and reflection logs 	90% of Digital Learning Leaders participate in required trainings 100% of trained Digital Learning Leaders present trainings to staff
C.6 Required deliverables with each session	<ul style="list-style-type: none"> Digital Learning Leader sign-in sheets and Learning Logs Administrator observation and reflection logs 	90% of Digital Learning Leaders participate in required trainings 100% of trained Digital Learning Leaders present trainings to staff

D) Digital Tools

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

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

Implementation Plan for D) Digital Tools: Use of the Amplify Digital curriculum provides students with opportunities to use skills aligned with digital tool certificates, such as word processing, spreadsheets, multimedia, etc. Throughout the 2014-15 school year, school and district staff will evaluate the digital tool options and identify specific certifications that will be supported in 2015-16.

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
D.1.	Integrate Digital ELA Curriculum through Amplify and provide onsite support for implementation.	2014-2015	\$93,000.00	All students at Greenwood Lakes Middle School	Increase the percent of 6 th , 7 th , and 8 th grade ELA students performing at proficiency or higher on the Discovery Education Progress Monitoring Assessment

D.2	Integrate Digital Amplify ELA games	2014-2015	\$112,000	All students at Greenwood Lakes Middle School	Increase the percent of 6 th , 7 th , and 8 th grade ELA students performing at proficiency or higher on the Discovery Education Progress Monitoring Assessment
D.3	Develop a plan to implement digital tool certificates for course implementation for the 15-16 school year	2018	\$20,000	All students at Greenwood Lakes Middle School will exit with at least one digital tools certificate by 2018	Increase the percent of 6 th , 7 th , and 8 th grade ELA students performing at proficiency or higher on the Discovery Education Progress Monitoring Assessment

Evaluation and Success Criteria for D) Digital Tools:

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

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	Assessment and Accountability will review the results of the three DE administration in the 2014-2015 school year.	Increase the percent of 6 th , 7 th , and 8 th grade ELA students performing at proficiency or higher on the Discovery Education Progress Monitoring Assessment
D.2.	Assessment and Accountability will review the results of the three DE administration in the 2014-2015 school year.	Increase the percent of 6 th , 7 th , and 8 th grade ELA students performing at proficiency or higher on the Discovery Education Progress Monitoring Assessment
D.3.	During the 2014-2015 school year, the determination will be made as to what digital tools will be offered, and in what sequence beginning with the 2015-2016 school year.	At the end of 2017-2018 school year, 100% of Greenwood Lakes students will exit middle school earning at least one digital tools certificate.

E) Online Assessments

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

Implementation Plan for E) Online Assessments:

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
E.1.	Replace computers/testing devices as part of the district's refresh program at a rate of 4 devices per student every 6 years. This comes out to 2,708 devices per year at an estimated cost of \$1,895,600 annually assuming \$700 per device.	2019	\$9,478,000.00	Seminole County Public Schools	Increase the percent of 6 th , 7 th , and 8 th grade ELA students performing at proficiency or higher on the Discovery Education Progress Monitoring Assessment
E.2.	Purchase 1,806 additional computer/testing devices for the state's Standards Based Assessment requirement.	2016	\$1,264,200.00	Seminole County Public Schools	Increase the percent of 6 th , 7 th , and 8 th grade ELA students performing at proficiency or higher on the Discovery Education Progress Monitoring Assessment

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.	Work with Finance, Purchasing, Information Services to secure timely ordering, imaging and processing of devices in order to sustain student to computer ratio as recommended by the state.	100% of devices needed are deployed on campuses by 2019 with provisioning for maintaining the six year refresh cycle perpetually.
E.2.	Work with Finance, Purchasing, Information Services to secure timely ordering, imaging and processing of devices	100% of the devices needed are deployed on campuses by 2016