DISTRICT
DIGITAL CLASSROOM PLAN

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

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

The District's overview component of the plan should document the district's overall focus and direction with respect to how the incorporation and integration of technology into the educational program will improve student performance outcomes.

The **general introduction/background/District technology policies** component of the plan should include, but not be limited to:

1.1 District Mission and Vision statements -The Technology Mission of the SLCPS is to provide a diverse array of technology-enhanced environments to ensure that:

- Each student experiences engaging and challenging instruction that results in high levels of learning.
- Each teacher has access to information and resources that provide rich and rigorous instruction aligning with district standards and honoring individual learning styles.
- Employees have access to quality data for making informed decisions and deploying resources. Each parent has the means to actively participate in the child's learning.

All learners within the community will be empowered by enhanced access to information and rich learning experiences so they may lead productive, fulfilling lives as lifelong learners and responsible digital citizens.

1.2 District Profile - St. Lucie Public Schools serves the cities of Fort Pierce and Port St. Lucie located in a diverse community located on the east coast of Florida. The 2010 Census indicates that 75% of St. Lucie County residents are White, 20% are Black, and 17% are Hispanic. However, these numbers are slightly different for Fort Pierce, which has a higher minority population. Approximately 18% of St. Lucie County

residents are considered foreign born and 25% of residents speak a language other than English. One quarter of St. Lucie County residents are under the age of 18, while 15% of residents are over the age of 65.

Although some indicators suggest that the economy is improving, St. Lucie County suffers the lingering effects of double-digit unemployment rates coupled with high levels of foreclosures and bankruptcy petitions. While the median income is $43,928, 16.6% of St. Lucie County residents live below the poverty line. There are wide economic disparities between the two cities located within the county. The median income of Port St. Lucie is $49,236, while in Ft. Pierce is it is $27,719. Fewer than 75% of Fort Pierce residents over the age of 25 have earned a high school diploma, compared to 87% of Port St. Lucie residents, a factor which is likely related to median income.

Under the current Florida School Grade ranking system, fewer than 27% of schools met the state-defined Annual Measureable Objective (AMO) in either Reading or Math, indicating that the vast majority of schools are failing to make sufficient growth in Reading and Math as defined by the Florida Department of Education.

Fourteen percent of students in SLPS are identified as students with disabilities, an increase of 3% from 2012. Of those students, 3% are identified as a student with an Emotional/Behavioral Disorder. Academically, students with disabilities continue to do poorly on statewide assessment. Only 25% of students with disabilities demonstrated proficiency on the 2013 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) in Reading; 27% in Math.

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	Terence O'Leary	Terence.oleary@stlucieschools.org 772-429-7576
Curriculum District Contact	Kerry Padrick Helen Wild	Kerry.padrick@stlucieschools.org 772-429-5532 Helen.Wild@stlucieschools.org 772-429-3913
Instructional District Contact	Tybule Saint-Louis	Tybule.stlouis@stlucieschools.org 772-429-3943
Finance District Contact	Tim Bargeron Jodie Certosimo	Tim.bargeron@stlucieschools.org 772-429-3970 Jodie.certosimo@stlucieschools.org 772-429-3642

District Leadership Contact	Bill Tomlinson	Bill.tomlinson@stlucieschools.org 772-429-4577

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.

SLPS's Digital Plan was developed with a diverse group of individuals representing instructional technology, student services, school reform, curriculum, professional development, accountability and assessment, and federal programs. Additional insight into District needs was gleaned by reflecting upon the voice as documented in focus group discussions and survey results from parent groups and instructional staff groups.

Based on this input, the plan was developed to support the professional development and resource procurement required to systematically expand the infusion of technology needed to enhance access to the curriculum. With an understanding that differentiated needs exist in in the support of schools and students alike, the plan was developed to align to the District's model of tiered support for schools as well as its MTSS model for providing differentiated support for students.

An existing strong partnership with HMH Publishing Company served as an added layer of support for this plan in that an instructional program infrastructure had already been planted. SLPS's Digital Plan was designed to maximize the growth and wide use of this infrastructure.

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.

St. Lucie Public School's Digital Plan was written by a multi-disciplinary group of individuals representing Curriculum and Quality Instruction, Information and Instructional Technology Systems, Exceptional Student Education and Student Services, Testing and Accountability, Secondary Education and Federal Programs.

Following a well-defined problem solving process and maintaining the focus of increasing student achievement to improve educational outcomes for all students, the team identified the areas of greatest concern that exist as barriers to success for all students, reviewed the current infrastructure that supports technology, reviewed the current technology plan which was developed to enhance the technology at all schools and improve access for all students and, reviewed what systems currently exist within the infrastructure to capture data related to the current use of technology.

The goals of the digital plan are designed to advance opportunities for professional development for teachers, expand the infrastructure currently in place to provide greater access to data and instructional supports for teachers and to enhance the opportunities for all students to fully access technology at all levels and expand the opportunities for all students to access the curriculum.

In order to build capacity and sustain growth over time, the plan places a great emphasis on professional development and aligns with our current instructional framework. The goals set the expectation for greater access to technology to increase access and improve student outcomes.

Our district currently uses a Multi-Tiered System of Supports (MTSS) that is differentiated to meet the learning needs of all students and we also utilize the same model to provide differentiated supports to schools. The identification of the support is driven by data collected, reviewed, and analyzed through the problem solving process. The continued analysis of data allows us to monitor the effectiveness of the implementation of our plan and the full utilization of technology for student access to curriculum.

Our team will continuously review the data from a variety of sources as it relates to student performance on state and district assessments.

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	53	63	8/2015
2.	Math Student Achievement	51	63	8/2015
3.	Science Student Achievement	46	50	8/2015
4.	ELA Learning Gains	NA	NA	NA
5.	Math Learning Gains	NA	NA	NA
6.	ELA Learning Gains of the Low 25%	65	67	8/2015
7.	Math Learning Gains of the Low 25%	67	69	8/2015
8.	Overall, 4-year Graduation Rate	68%	72%	8/2015
9.	Acceleration Success Rate Performance *subject to adjustment based on new metric	82%	*84%	12/2015
10.				
Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***

1.	Industry Certification Taken	1468	1540 (increase of 5%)	2014-15
2.	Industry Certification Pass Rate	80%	82%	2014-15
3.	CAPE Digital Tools elementary school participation	0%	50%	2016-17
4.	CAPE Industry Certification and Digital Tools performance rate in Middle Grades	0%	75%	2017-18
5.				

- **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	2.36	2.08	2015
2.	Count of student instructional desktop computers meeting specifications	11,069	12,332	2015
3.	Count of student instructional mobile computers (laptops) meeting specifications	5,094	5129	2015
4.	Count of student web-thin client computers meeting specifications	0	0	N/A
5.	Count of student large screen tablets meeting specifications (9.5" larger)	34	1000	2015
6.	Percent of schools meeting recommended bandwidth standard	0%	100%	2016
7.	Percent of wireless classrooms (802.11n or higher)	19.38%	100%	2019
Infrastructure Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
8.				
9.				
10.				

- **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	N/A	N/A	N/A
2.	Average Teacher technology integration via the TIM (Elementary Schools)	N/A	N/A	N/A
3.	Average Teacher technology integration via the TIM (Middle Schools)	N/A	N/A	N/A
4.	Average Teacher technology integration via the TIM (High Schools)	N/A	N/A	N/A
5.	Average Teacher technology integration via the TIM (Combination Schools)	N/A	N/A	N/A
Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
6.	St. Lucie Public Schools Framework for Quality Teaching and Learning measure of usage of available technology through Element 46 found in Domain 2.	Adoption	Transformation	June 2020
7.	St. Lucie Public Schools' Framework for Quality Teaching and Learning measure of usage of available technology through Element 46 found in Domain 2 (Elementary Schools)	Adoption	Transformation	June 2020

8.	St. Lucie Public Schools' Framework for Quality Teaching and Learning measure of usage of available technology through Element 46 found in Domain 2 (Middle Schools)	Adoption	Transformation	June 2020
9.	St. Lucie Public Schools' Framework for Quality Teaching and Learning measure of usage of available technology through Element 46 found in Domain 2 (High Schools)	Adaptation	Transformation	June 2020
10.	St. Lucie Public Schools' Framework for Quality Teaching and Learning measure of usage of available technology through Element 46 found in Domain 2 (Combination Schools)	Adoption	Transformation	June 2020

- **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 a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Fully Implemented	Will continue to support and employ in classrooms	2014
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Fully Implemented	Will continue to support and employ in classrooms	2014
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Fully Implemented	Will continue to support and employ in classrooms	2014
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	2014

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	2014
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	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	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	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	2014
Digital Tools Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
10.				
11.				
12.				

- **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)	100%	100%	2015
2.	Computers/devices required for assessments (based on schedule constraints)	4955	4955	2014
Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
3.				
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.

Goals Examples:

EXAMPLES

- Highest Student Achievement: All schools will meet federal AMO benchmarks and meet expected growth on state assessments.
- Seamless Articulation and Maximum Access: All students will have opportunities for industry certifications and are prepared to enter postsecondary with the skills necessary to succeed.
- Skilled Workforce and Economic Development: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.
- Quality Efficient Services: All school sites will be safe and effective environments to support developing students.

Enter district goals below:

Learning Goals

Long Term Goal:

1. By 2020, all learners will engage in professional development and learning experiences both in and out of school that prepare both teachers and students to be active, creative, knowledgeable, and ethical participants in our globally networked society.
2. By 2020, all learners will engage in professional development and learning experiences on digital learning, Florida Digital Tools Certification and CAPE Industry Certification both in and out of school that prepare both teachers and students to be active, creative, knowledgeable, and ethical participants in our globally networked society.

Short Term Goals:

a. Through the implementation of the Florida Standards for English Language Arts (ELA), students will purposefully use technology to effectively collaborate with others to deepen their understanding of the content area standards.

b. Through the implementation of the Florida Standards for ELA, students will purposefully use technology to effectively communicate their understanding of content standards through a variety of venues.

c. Integrate technology with the potential to inspire and enable all learners to excel in Science, Technology, Engineering and Math (STEM)

Assessment Goals
Long Term Goal:
2. Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.

Short Term Goals:
a. Design, develop and implement assessments that give timely and actionable feedback about student learning to improve achievement of adopted standards and improve instructional practices
b. Build the capacity of educators and schools to use a digital platform for both formative and summative assessments
c. Implement a reporting system that is easy for parents, students, teachers, and principals to use that shows growth of students, teachers, schools, and district disaggregated by standards.

Teaching Goals
Long Term Goal:
3. Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise and learning experiences that enable and inspire more effective teaching for all learners.

Short Term Goals:
a. Expand opportunities for educators to have access to technology-based content, resources, and tools where and when they need them.
b. Leverage a technology platform to allow for the creation and sharing of digital content and activities with educators across the district.
c. Design, develop and implement assessments that give timely and actionable feedback about student learning to improve achievement and instructional practices.
d. Build the capacity of educators and schools to better prepare students for computer-based assessments by providing students with multiple opportunities via quality online formative and summative assessments throughout the school year.
e. Design and collect pertinent data to evaluate the impact of the integration of various types and components of technology.
f. Maintain a reporting system that is easy for teachers and administrators to use that shows growth of students, teachers, schools, and district disaggregated by subject and demographics. Teachers and administrators would be able to generate or create reports to share with all stakeholders.

Infrastructure Goals
Long Term Goal:
4. All students and educators will have access to a comprehensive infrastructure for learning when and where they need it.

Short Term Goals:
a. Ensure students and staff have access to a 24/7 reliable network for accessing digital content from both school and personal devices.
b. Enact on a wider basis policies, structures, procedures and guidelines toward the use of personal devices to access district content during the school day.
c. Develop and use interoperability standards for content and student-learning data to enable collecting and sharing resources and collecting, sharing, and analyzing data to improve decision making at all levels of our education system.

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.

Examples of Strategies:

EXAMPLES			
Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	• Purchase Instructional Materials in digital format	50% of purchases in 2014-2015
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	• Fully implement system across nine components • Integrate instructional materials into system	2014 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	• Bandwidth amount • Wireless access for all classrooms	2014-2019

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Ensure students and staff have access to a 24/7 reliable network for accessing digital content from both school and personal devices.	Update wireless equipment to latest standards of 802.11n or higher at all school sites	Measure increase in number of classroom reported in this category in the TRI DOE survey.	Continue upgrades in 14/15 with completion by 2019 assuming erate also provides needed funding assistance.
By 2020, all learners will engage in professional development and learning experiences	On-going Professional Development and Follow-Up support implementation of	Measure increase of usage of available technology through Element 46 found in Domain 2 found in	Continue professional development and learning on Digital Learning, Florida

on Digital Learning, Florida Digital Tools Certification and CAPE Industry Certification both in and out of school that prepare both teachers and students to be active, creative, knowledgeable, and ethical participants in our globally networked society.	Digital Learning and Instructional Technology.	the St. Lucie Public Schools Framework for Quality Teaching and Learning.	Digital Tools Certification and CAPE Industry Certification in 14/15 through 2020.
By 2020, all learners will engage in professional development and learning experiences on digital learning, Florida Digital Tools Certification and CAPE Industry Certification both in and out of school that prepare both teachers and students to be active, creative, knowledgeable, and ethical participants in our globally networked society	IC3 Digital Literacy Certification curriculum will be acquired for the elementary level and middle schools will add Internet Business Associate (CIW)Industry Certification curriculum	Measure increase in the number of students participating in the CAPE digital tools and Industry Certification assessments.	Continue administration of current Industry Certifications available in middle school and add newly acquired CAPE Digital Tools and CIW in spring of 2015 for first full-year implementation in 2015-2016 with all identified schools implementing by 2016-2017 school year.

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.

Saint Lucie Public Schools participates each year in the Federal e-rate program. Our technology plan is updated each year and includes the e-rate specifics in the e-rate section. The district technology plan can be viewed at the following: http://www.stlucie.k12.fl.us/pdf/TechPlan.pdf

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:

- 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.

EXAMPLES			
Student Performance Outcomes		**Baseline**	**Target**
1.	Increase percent of fourth grade mathematics students performing at Sunshine Elementary school.	45%	48%
2.	Improve graduation rates at Sandy Shores High school.	78%	80%

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.	School will have full coverage at 802.11c sufficient to support 1:1 and BYOD devices	19% Schools meet high speed wireless needs	21% of schools will meet high speed wireless standards
2.	Through Digital Learning PD, Teachers will perform at the Adaptation Level where students will in turn explore and independently use technology tools (Aligned with MIP)	Adoption	Adaptation
3.	Through Digital Learning PD, K-5 or Elementary School Teachers will perform at the Adaptation Level where students will in turn explore and independently use technology tools (Elementary Schools)	Adoption	Adaptation
4.	Through Digital Learning PD, grades 6-8 Teachers will perform at the Adaptation Level where students will in turn explore and independently use technology tools (Middle Schools)	Adoption	Adaptation
5.	Through Digital Learning PD, High School Teachers will perform at the Infusion Level where students will in turn choose the technology tools to achieve the outcome (High Schools)	Adoption	Adaptation

6.	Instructional Technology Trainer will train selected teachers from all school levels on Digital Learning, Florida Digital Tools Certification, and CAPE Industry Certification with the goal of building capacity and Train the Trainer Model.	Adoption	Adaptation
7.	Through Florida Digital Tools Certification and CAPE Industry Certification PD, Elementary School Elective Teachers will perform at the Adaptation Level where students will in turn explore and independently use technology tools.	Adoption	Adaptation
8.	Through Florida Digital Tools Certification and CAPE Industry Certification PD, Middle School Elective Teachers will perform at the Adaptation Level where students will in turn explore and independently use technology tools.	Adoption 0% Student participation during 2013-14 SY	Adaptation 5% Student participation for 2014-15 SY

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:

EXAMPLES					
Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.X.	Purchase and implement wireless access points	May 2015	$4,000	All fourth grade classes at Sunshine Elementary school.	Outcome Example 1
B.X.	Purchase and implement 100 new student laptop devices	February 2015	$6,000	All fourth grade classes at Sunshine Elementary school.	Outcome Example 1

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	Purchase and implement wireless access points and backbone switch infrastructure to support them. This will bring another school to DOE standard for High Speed wireless	July 2015	$781,383	Fort Pierce Westwood High School	School will have full coverage at 802.11c sufficient to support 1:1 and BYOD devices
B.2.					
B.3.					
B.4.					

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**
DCP funds will not cover this expense in total	District Capital funds will augment the effort

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.	Wireless inventory will be evaluated along with traffic reports	Report will reflect all access points are on network and carrying traffic at 802.11AC speed.
B.2.		
B.3.		
B.4.		

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.

The district requested a full analysis of the network infrastructure readiness for 1:1 digital computing from Electronica Inc. Attachment 1 includes the report from Electronaca along with the cost plan to bring all networks to standards needed to support 1:1 and meet DOE and COSN recommendations for wireless networking in schools.

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.

EXAMPLES					
Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.X.	X# high school teachers participate in professional development aligned with MIP.	May 2015	$X	Sandy Shores High School	Outcome Example 2
C.X.	X# teachers participate in book study and lesson studies on digital learning	May 2015	$X	Sandy Shores High School	Outcome Example 2

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.	2 teachers from each school will participate in professional development on quality digital learning processes for the	May 2015	$7,000	2 teachers per school	Through Digital Learning PD, Teachers

	classroom aligned with MIP.				will perform at the Adaptation Level where students will in turn explore and independently use technology tools
C.2.	1 teacher from K-5 Level will participate in book study and lesson studies on digital learning	May 2015	$7,000	2 teachers per school	Through Digital Learning PD, K-5 or Elementary School Teachers will perform at the Adaptation Level where students will in turn explore and independently use technology tools
C.3.	1 teacher from each school from grades 6-8 (including K-8 schools) will participate in book study and lesson studies on digital learning	May 2015	$7,000	2 teachers per school	Through Digital Learning PD, grades 6-8 Teachers will perform at the Adaptation Level where

					students will in turn explore and independently use technology tools
C.4.	1 teacher from each High School will participate in book study and lesson studies on digital learning	May 2015	$7,000	2 teachers per school	Through Digital Learning PD, High School Teachers will perform at the Infusion Level where students will in turn choose the technology tools to achieve the outcome
C.5.	Hire 1 full time Instructional Technology Trainer to provide Professional Development for digital learning, for Florida Digital Tools Certification, and for CAPE Industry Certification.	May 2015	Salary of $85, 000	1 Full Time Instructional Technology Trainer	Instructional Technology Trainer will train selected teachers from all school levels on Digital Learning, Florida Digital Tools Certification, and CAPE Industry Certification with the

					goal of building capacity and Train the Trainer Model.
C.6.	1 Elective Teacher per elementary school will participate in Professional Development on Florida Digital Tools Certification, and for CAPE Industry Certification	May 2015	$7,000	1 Elective Teacher per elementary school	Through Florida Digital Tools Certification and CAPE Industry Certification PD, Elementary School Elective Teachers will perform at the Adaptation Level where students will in turn explore and independently use technology tools.
C.7.	1 Elective Teacher per middle school will participate in Professional Development on Florida Digital Tools Certification, and for CAPE Industry Certification	May 2015	$7,000	1 Elective Teacher per middle school	Through Florida Digital Tools Certification and CAPE Industry Certification PD, Elementary School Elective Teachers

					will perform at the Adaptation Level where students will in turn explore and independently use technology tools.

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.	Professional Development On-going or Follow-Up support and Classroom Observation and Feedback	Number of Teachers and Students engaged in utilizing and implementing Digital Learning / Instructional Technology and what impact Digital Learning will have on Student Achievement / Learning.
C.2.	Same as above	Same as above
C.3.	Same as above	Same as above
C.4.	Same as above	Same as above
C.5.	Same as above	Same as above
C.6.	Same as above	Same as above
C.7.	Same as above	Same as above

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:

EXAMPLES					
Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.X.	Integrate X sets of instructional materials into the digital tools system	September 2014	$X	Sunshine Elementary school	Example Outcome 1
D.X.	Offer X additional CAPE digital tool certifications from approved list	2014-15	$X	Sandy Shores High School	Example Outcome 2

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	Offer at least one CAPE digital tool or industry certification from approved list for each of our 30 schools with elementary and middle grades in at least one grade level per school	2015-16	$150,000	25 schools with elementary grades and 12 with middle grades	CAPE Industry Certification and Digital Tools performance rate in Middle Grades
D.2.					
D.3.					
D.4.					

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**
DCP funds may not cover this expense in total	CAPE additional full-time equivalent will be used to augment the DCP funds

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.	Staff will monitor the purchase and implementation and complete an inventory checklist for assurance. Student course records and assessment results will be monitored by the CTE staff in order to verify instruction toward and administration of the related assessments. Survey results will be verified while for CAPE funding as well.	Each site will have at least one CAPE Industry Certification or Digital Tools curriculum materials and resources for quality instruction and assessment. Each identified site will have implemented the curriculum and administered the Digital Tool and/or the industry certification Participation rates will meet or exceed targets. Performance rates will meet or exceed targets
D.2.		
D.3.		
D.4.		

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: We are not seeking DCP funds for this category.

EXAMPLES					
Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.X.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	September 2014	$X	Sandy Shores High School	Example Outcome 2
E.X.	Purchase 100 additional student devices for assessments	February 2015	$X	Sandy Shores High School	Example Outcome 2

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.					
E.2.					
E.3.					
E.4.					

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.		
E.2.		
E.3.		
E.4.		