UF UNIVERSITY of FLORIDA
College of Education
P.K. Yonge
Developmental Research School

P.K. Yonge D.R.S
Digital Classrooms Plan 14-15

October 2014

www.pkyonge.ufl.edu

DISTRICT DIGITAL CLASSROOM PLAN

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

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

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

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

1.1 District Mission and Vision statements

P.K. Yonge was established in 1934 as the University of Florida's Laboratory school, a hub for the latest research in educational practice. In 1991 the Florida Legislature passed the Sid Martin Developmental Research School Act, which renewed and solidified P.K. Yonge's position as a Developmental Research School (DRS) serving as a model for the state of Florida. This designation provides P.K. Yonge with both the opportunity and responsibility to position itself as a model for public education both locally and nationally. As the needs of a rapidly evolving society change, so must the curriculum and instructional design in our classrooms.

P.K. Yonge strives to maintain a position leading educational innovation, while focusing on the success of each child. Our vision for technology integration is as a means by which learning goals are best supported and learning opportunities that would not exist without the presence of technology are optimized. The provision of technology in our K-12 environment provides an overall technology-supported educational experience that provides the skills required to function in today's and tomorrow's world. We believe that by focusing on educational outcomes embedded in digital contexts and supported by technology, we will be able to graduate students who are well equipped to enter career, professional, and/or academic lives.

The enduring mission of "Collaborating to the Meet the Needs of Each Child" remains the cornerstone of our work and a focal point of our goal to successfully integrate technology into our learning environment. Through continued integration of technology, we will continue to accomplish goals aligned to the overall mission of the school. P.K. Yonge DRS in partnership with the University of Florida, community stakeholders, and other Florida public school districts, will provide students with an educational experience that integrates technology seamlessly into a rigorous standards-based K-12 curricular program, provides coursework in a digital context, and supports collaboration among

both students and teachers in both synchronous and asynchronous contexts across time and space.

Our mission statement reflects a set of shared beliefs regarding student learning. Our shared beliefs are stated in the five tenets below:

- Students learn best when they are actively engaged in the learning process through a variety of meaningful activities that link new information to existing knowledge and accommodate differences in learning styles.
- Students learn best when the faculty and staff maintain clear, consistent, high expectations for learning and students understand these expectations.
- Students learn best when all stakeholders work together to provide a safe, diverse, and respectful environment in which all students have equal opportunity to learn.
- Students learn best when they are embedded in an environment that reflects developments in the world around them.
- Students learn best in environments that promote high levels of social interaction with peers and expert facilitators.

The mission of the technology plan is focused on the ways in which students experience school and the social, emotional, and academic outcomes achieved as a result of that experience.

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

Established in 1934, P.K. Yonge Developmental Research School is a public school district affiliated with the University of Florida and located on its campus. The school serves approximately 1150 students from kindergarten through twelfth grade.

The school is designed as a special school district in the Florida Department of Education annual budget and is given the responsibility to develop and test innovative solutions to educational concerns in the state and disseminate successful instructional programs to other school districts.

In order to enact the school's mission, P.K. Yonge's student population is selected by lottery to approximate the demographic composition of the student age population of the state as a whole. The admissions policy of P.K. Yonge is established with this goal as the objective. The school reserves the right to modify the admissions policy in response to changes in requirements by the State, University, or its auditors to meet the requirements of a specific research study, or to implement a specific research study.

The school annually establishes enrollment percentages in each category for the Elementary School division and the Secondary School division based on the Florida

Department of Education demographic characteristics of Florida's school-age population. Categorical percentages are established each October prior to a school year for the five admission categories:

1. Gender
2. Race/ethnic origin
3. Family income
4. Exceptional student status
5. Academic achievement level

As a Developmental Research School, P.K. Yonge works closely with members of the College of Education on a variety of projects aimed at enhancing student accomplishments at all grade levels and in all subject areas.

As legislated by the *Sid Martin Bill*, the student population at P.K. Yonge Developmental Research School represents Florida's racial and income demographics. This diversity is unique to P.K. Yonge and supports our belief that students learn best in a safe, respectful, and diverse environment.

Our 2013-14 student population included 52% male, 48% female, with, 48% Caucasian, 23% African-American, 18.5% Hispanic, 3.6% Asian, 0.3% American Indian, 6% Multiracial. 25% of our students qualify for free/reduced lunch. Our students reside in 31 cities including Gainesville and surrounding communities. P.K. Yonge offers a core instructional program as well as inclusive, exceptional student education at all grade levels. The technology integration plan is designed to impact instruction at the core as well as extend the same rigorous high quality learning opportunities to all students regardless of race, socioeconomic status, or learning difference.

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	Joseph Locke	jlocke@pky.ufl.edu
Curriculum District Contact	Christy Gabbard	cgabbard@pky.ufl.edu
Instructional District Contact	Carrie Geiger	cgeiger@pky.ufl.edu
Finance District Contact	Sherrie Sullivan	sullivan@pky.ufl.edu
District Technology Leadership Contact	Julie Henderson	jhenderson@pky.ufl.edu

District MTSS Contact	Ashley Hill	ahill@pky.ufl.edu
District Academic Advisement Contact	Stella Arduser	sarduser@pky.ufl.edu
Principal	Cathy Atria	catria@pky.ufl.edu
Director	Lynda Hayes	lhayes@pky.ufl.edu
Professor-in-Residence	Kara Dawson	dawson@coe.ufl.edu
UF COE Instructional Technology Support	Domenic Durante	ddurante@coe.ufl.edu

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.

In order to implement a digital classrooms plan that successfully enacts the vision and mission of the district with regard to shared beliefs about student learning; specific long-term and short-term goals must be established. As an ongoing practice to inform strategic goal setting, P.K. Yonge conducts an annual needs assessment focused on professional learning, access, and infrastructure supports. The needs assessment is distributed to faculty in survey format in the late spring of each year. A needs assessment is also conducted annually through overall program evaluation, completed by the K-12 Curriculum Council, and classroom-level implementation data collected through timed walkthroughs and as well as analytics from course management systems. All needs assessment data is reviewed by a district team including the Technology Coordinator, Program Development and Outreach Specialists, Director of P.K. Yonge DRS, Principal of the K-12 school, and Network Administrator.

The results of the 2012-13 and 2013-14 needs assessment reflected needs in the areas of professional learning, access, and infrastructure. Faculty self-report a need for increased attention to mentorship focused on technology integration, and professional learning to be provided by peers. The training needs reported by faculty also reflect an emphasis on skill development specific to particular applications and technologies.

Short-term goals used to guide the digital classrooms planning process:

- All teachers are proficient in basic computer skills and use technology daily to support communication, administrative work, and productivity.
- All teachers are trained in the efficient use of existing computers and equipment.
- All teachers are familiar with emerging technologies relevant to their subject areas.
- All teachers can implement technology in support of instructional goals.
- All teachers understand the importance of providing educational experiences that mirror the digital environment in which their students live.

Long-term goals used to guide the digital classrooms planning process:

- All teachers use the web as an effective communication and collaboration tool
- All teachers use digital technologies for lesson presentation and planning in order to increase efficiency and relevance
- All teachers use technology to support instructional decision making
- All teachers provide robust online content and activities to support and enhance face-to-face interactions
- P.K. Yonge develops as a model for technology integration to be disseminated to other public schools
- P.K. Yonge develops and tests a functioning model of blended learning in the K12 context

The short-term and long-term goals related to changes in teacher knowledge, skills, and abilities are designed to provide a broad framework to which the professional learning supporting the digital classrooms plan is connected. The district is responsible for:

- creating a supportive context in which teachers can learn
- providing the tools needed to successfully integrate new knowledge and skills into their current practice.

The digital classrooms plan was developed with support, feedback and direction from the technology coordinator and in collaboration with the Director, School Principal, K12 Instructional Supervisor, Curriculum Coordinators, Network Administrator, and various representatives from throughout the school and across the campus of the University of Florida. Beginning in the 2011-12 school year, P.K. Yonge began an iterative process of transforming K-12 classrooms into blended learning spaces, combining digital technologies with traditional instructional methodology, in order to respond to student needs. The continued engagement in and monitoring of the ***P.K. Yonge Waves of Innovation*** project has served as the primary mechanism for ongoing digital classrooms planning.

During the 2014-15 school year, a committee witll be established dedicated to monitoring and revising the digital classrooms plan and will include learning community leaders (K-1, 2-3, 4-5, 6-7, 8-9, 10/11/12), and curriculum coordinators.

Parties Involved:
Julie Henderson – District Technology Leadership Contact
Dr. Lynda Hayes – Director
Christy Gabbard – Curriculum District Contact (Secondary)
Dr. Marisa Stukey – Curriculum District Contact (Elementary)
Joe Locke – Information Technology Leadership Contact
Learning Community Leaders – K-1, 2-3, 4-5, 6-7, 8-9, 10-12
Faculty representatives: Vary depending on curricular/discipline focus

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.

P.K. Yonge Developmental Research School's Multi-tiered System of Supports (MTSS) uses data-based problem-solving to integrate academic and behavioral instruction and intervention. Core instruction and intervention are delivered to students through instructional tiers, characterized by varying intensity, and based on student need. Instructional decision-making seeks to ensure that district resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve proficiency.

The MTSS process is built on a foundation of quality core instruction. When educators and stakeholders consider the question "What do we want students to know and be able to do?" improved academic and behavioral outcomes result. This question is central when examining responses to Tier 1 instruction/intervention (i.e., when considering response to class or grade-level academic and/or behavioral expectations).

When examining the effects of core instruction (Tier 1) or determining the need for more intensive supports for groups or individual students (Tier 2 and Tier 3), teams engage in and follow a systematic problem-solving process. At P.K. Yonge, Student Success Team (SST) meetings are held every six weeks. In SST meetings, learning community teachers, guidance counselors, the school psychologist, the K-12 MTSS coordinator, and administrator(s) collaboratively engage in the problem-solving process. The team discusses student data and makes decisions about tiered instruction. Florida's Problem-Solving Response to Intervention (PS-RtI) model includes a four-step problem-solving process. The four steps of the problem-solving process are as follows:

- **Step I: Problem Identification** – What (exactly) is the problem?
- **Step II: Problem Analysis** – Why is the problem occurring?
- **Step III: Intervention Design and Implementation** – What (exactly) are we going to do about it?
- **Step IV: Response to Instruction/Intervention** – Is the plan working?

At P.K. Yonge the MTSS problem-solving process is collaborative. Members of the team include, but are not limited to, administration, K-12 MTSS coordinator, school counselor(s), grade-level representatives, learning community leaders, and parents. Team members are identified based on instructional relevance to the student. Problem-solving teams are identified or created and used to problem-solve at different levels (school level, grade level, class level, subgroup level, or student level) and includes various members, depending on need.

The general role of the problem-solving team is to focus on improving academic and behavioral outcomes for students. In order to accomplish this task, the problem solving team must have certain core responsibilities. An effective problem solving team begins by reviewing student performance data (academic and/or behavioral) at the whole school, grade, class, and subgroup levels. When reviewing the data, it is important to identify any trends that may indicate areas of concern. Once an area is identified, the problem-solving team develops hypotheses as to why the problem is occurring. Once a team has verified one or more hypotheses, an intervention plan is created to improve the area of concern. It is essential to consider the resources available at the school and how they may best be used in the problem-solving process.

When allocating access to digital technology resources to classrooms P.K. Yonge DRS, the same attention to data analysis will occur. District and school data will be analyzed in order to make decisions regarding the use of resources to best meet student needs. The ways in which technology can support learners at all core and intervention tiers is an ongoing consideration of each MTSS problem solving team.

Figure 2
Decision Making Rubric for use with Schoolwide Screening

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	72%	87%	2017
2.	Math Student Achievement	79%	87%	2017
3.	Science Student Achievement	73%	80%	2017
4.	ELA Learning Gains	80%	87%	2017
5.	Math Learning Gains	80%	87%	2017
6.	ELA Learning Gains of the Low 25%	71%	80%	2017
7.	Math Learning Gains of the Low 25%	70%	80%	2017
8.	Overall, 4-year Graduation Rate	98%	100%	2017
9.	Acceleration Success Rate	50%	80%	2017

- **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.

Based on the P.K. Yonge Digital Classrooms Plan, the approximate cost of achieving 1:1 access by 2017 is based on current pricing. The estimated total cost will be $494,000.00. P.K. Yonge's ability to implement the strategic plan outlined below is contingent on continued funding support provided through FLDOE. P.K. Yonge Developmental Research School engages in an annual needs assessment by gathering information regarding technology infrastructure. Specifically, data is collected regarding bandwidth, devices, hardware, and software. P.K. Yonge's Internet access is provided via a fiber optic cable through the University of Florida. We currently have seventy-two

classroom accessible wireless access points with a maximum port speed of 2000 Mbps accessible through dedicated fiber (See Appendix B – Network Evaluation - by NEFEC).

Although our external third-party assessment reflects a student to device ratio of 1.05, the realities of school schedules, curriculum, device allocation, age of devices, and limits of device type and compatibility result in a true 2:1 student to device ratio in most classroom contexts. The student-to-computer ratio of 1.92 is a more accurate reflection of our current status. Our goal is to achieve a 1:1, student-to-computer ratio, with each student allocated a personal device for use on campus, rather than classrooms being allocated sets of computers for student use.

This ratio of student- to-personal computing device will be achieved through the strategic plan outlined below.

	Infrastructure Needs Analysis (Required)	**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
1.	Student to computer device ratio 1:1 in 6th Grade 1:1 in 9th Grade	2:1 2:1 2:1	1:1 1:1 1:1	2018 2014-15 2014-15
2.	Count of student instructional desktop computers meeting specifications	186	400	2018
3.	Count of student instructional mobile computers (laptops) meeting specifications	597	1144	2018
4.	Count of student web-thin client computers meeting specifications	0	0	0
5.	Count of student large screen tablets meeting specifications (iPad)	372	450	2018
6.	Percent of schools meeting recommended bandwidth standard	100%	Maintain current standard	Maintain current standard
7.	Percent of wireless classrooms (802.11n or higher)	100%	Maintain current standard	Maintain current standard

- **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

Informal analysis of current technology integration is reported below. A more detailed and comprehensive evaluation of technology integration using the TIM, ICOT, surveys, focus groups and other methods will be carried out as part of the Professional Development for Digital Learning plan (see Appendix C).

	Professional Development Needs Analysis (Required)	**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
	Average Teacher technology integration via the TIM	Entry- 20% Adoption- 50% Adaptation- 15% Infusion- Less than 10% Transformation- Less than 5%	Entry- 10% Adoption- 20% Adaptation- 40% Infusion- 20% Transformation- 10%	2018
2	Average Teacher technology integration via the TIM (Combination Schools)	Entry- 20% Adoption- 50% Adaptation- 15% Infusion- Less than 10% Transformation- Less than 5%	Entry- 10% Adoption- 20% Adaptation- 40% Infusion- 20% Transformation- 10%	2018

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	Maintain current status	
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Fully Implemented	Maintain current status	
3.	Implementation status of a system that supports the assessment life-cycle from item creation, to assessment authoring and administration, and scoring.	Fully Implemented	Maintain current status	
a.	Implementation status of a system that includes district staff information combined with the ability to create and manage	Fully Implemented	Maintain current status	

	professional development offerings and plans.			
4.	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	Maintain current status	
5.	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	Fully Implemented	2016-17
6.	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	Fully Implemented	2016-17
7.	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	Fully Implemented	2016-17
8.	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	Fully Implemented	2016-17

- **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%	Maintain current status	Maintain current status
2.	Computers/devices required for assessments (based on schedule constraints)	100%	Maintain current status	Maintain current status

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:

P.K. Yonge DRS district goals are based upon the following guiding principles for digital classrooms:

- Students learn best when they are actively engaged in the learning process through a variety of meaningful activities that link new information to existing knowledge and accommodate differences in learning styles and needs.
- Students learn best when the faculty and staff maintain clear, consistent, high expectations for learning and students understand these expectations.
- Students learn best when all stakeholders work together to provide a safe, diverse, and respectful environment in which all students have equal opportunity to learn.
- Students learn best when they are embedded in an environment that reflects developments in the world around them.
- Students learn best in environments that promote high levels of social interaction with peers and expert facilitators.

The Digital Classroom Plan goals listed below support the continued development of a K-12 educational environment that reflects these principles.

Goal 1: Personal devices are essential tools for learning / Increase student access

- Increase current student access to individual devices to 2:1 in grades K-1
- Increase current student access to individual devices to 1:1 in grades 2-12
- Provide digital curricular materials in all core academic courses grades K-12

Goal 2: Design and implement learning environments to meet the needs of twenty-first century students

- Redesign current face-to-face courses as blended courses providing increased opportunities for collaboration, flexibility in time and space, and personalization of the learning environment for all students

Goal 3: Increase the use of technology for assessment and data Integration

- Implement a data management and integration platform to be used for instructional decision making among all K-12 educators

Goal 4: Increase the use of technology in supporting effective Multi-tiered Systems of Support (MTSS)

- Adopt and implement tools to support students in executive functioning processes in academic settings K- 12, including post secondary planning
- Increase the use of digital technologies to support tiered academic and behavioral interventions in K-12, including but not limited to goal setting, self-regulation, and self-efficacy.

Goal 5: Increase the use of technology to support assessment, communication, and reporting of student outcomes aligned to Florida standards for college and career readiness

- Implement the district-wide use of a single web-based assessment platform in order to support a balanced and integrated assessment system
- Design and implement a district-wide policy for web-based reporting and communication of standards-aligned reporting of student progress

Goal 6: Provide ongoing professional learning and outreach to faculty, parents, and community stakeholders

- Design and implement a professional learning system to support peer mentoring and the development of communities of practice within the school
- Provide professional learning to increase content knowledge and skill in twenty-first century pedagogy
- Provide outreach services and opportunities to parents and other stakeholders to facilitate increased use of technologies in the home and community environments to support communication and extension of the learning environment beyond the school day

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:

P.K. Yonge DRS Digital Classrooms Strategies

In order for any technology integration initiative to yield successful outcomes in schools, teachers must be engaged as partners with students, colleagues, school leadership, and external stakeholders around goals that are relevant to the current context, as well as organized around an iterative process that will promoted sustained investment and result in long-term improvement.

Goal 1: Personal devices are essential tools for learning / Increase student access

Strategic allocation of 2014-15 funding in the Digital Classrooms Plan

P.K. Yonge DRS's Digital Classrooms Plan is designed to support improvements in the school's ability to efficiently respond to student learning needs. The impact of technology on the ways in which teachers and students interact in the presence of curriculum provides evidence of the positive contributions technology makes to supporting student learning. Understanding this impact and designing processes informed by technology-supported teaching and learning implementations at P.K. Yonge allows the school to take on a leadership role in designing effective technology-supported learning environments for K12 education. The district technology plan provides for long-term sustainability as well as maximum flexibility to respond to a changing context and changing needs among our students and students beyond the gates of our campus.

P.K. Yonge DRS is planning for a three-year multi-phased approach to achieve our one-to-one personal device goal. Beginning spring 2015 we will prepare for allocating one personal computing device to each sixth and ninth grade student. These devices will be maintained on campus and all student-generated digital content will be housed in a cloud-based system thereby making all schoolwork accessible from multiple devices on and off campus. In the three subsequent years following 2015-16, the sixth and ninth grade student cohorts will be allocated personal computing devices, creating a three-year cycle of individual device use prior to the need for replacement.

During the 2015-16 and 2016-17 school years, devices currently allocated to classrooms serving those student cohorts will be shifted into areas of greatest need based on curriculum and instructional demands across the K-12 campus. This shift will be effective in promoting technology integration in classrooms where technology use has been, until now, somewhat limited.

P.K. Yonge will maintain current allocations of iPads in 6-12 mathematics and science courses, as well as K-1 classrooms. Any additional iPads will be reallocated to other courses as needed to support specific learning goals and/or curricular programs.

To support the needed increase in numbers of devices on campus, technology planning, infrastructure, and supports must be considered.

Recognizing the current availability of technology, to students, teachers, and families, within the district is instrumental in planning for technology integration. Resource allocation, increased demand on infrastructure, and overall the number of devices available and managed on campus directly impacts sustainability of the Digital Classrooms Plan. There are currently over one thousand devices owned and managed by P.K. Yonge DRS. Current access is at approximately 2:1 in grades K-3, 1:1 in grades

4-5, 2:1 across middle grades (i.e., 6-8) core academic subject areas, 1:1 in middle grades Science, 2:1 in 9th grade core academic subject areas, and 2:1 in grades 10-12.

In addition to access provided at the core instructional level, there are three small sets of iPads (10 in each set) dedicated to use for instructional support in tiered interventions. The P.K. Yonge DRS, Mead Library having undergone minimal renovation in 2012-13 added 80 devices dedicated to assessment during school hours, and for student and parent use during extended after-school hours. Additional technologies, including but not limited to interactive projectors, document cameras, and hand-held response devices are available in all classrooms K-12. Although the current availability of devices is approaching 1:1 in some courses and grade levels, the need for increased number of personally allocated devices on campus reflects a significant change in the ways of teaching and learning in classrooms.

P.K. Yonge DRS's Digital Classrooms Plan allows the school to increase its' ability to respond with speed and accuracy to student needs. This impact on the way in which teachers and students interact in the presence of curriculum, the practice at the core of a school's work, is the positive contribution technology makes to the field of education.

The district technology plan must provide for long-term sustainability as well as maximum flexibility to respond to a changing context and changing needs among students. .

In order to successfully achieve goals defined in the digital classrooms plan, P.K. Yonge will rely on funding directly from FLDOE.

Goal 2: Design and implement learning environments to meet the needs of twenty-first century students

P.K. Yonge's Professional Development for Digital Learning plan is organized as a cyclical model--learning opportunities are immediately followed by explorations of how, when, and why technologies can be used in the learning environment. The learning experience is designed as a practitioner-led course, which provides the most authentic context for the learning and ensures the duration of engagement with technology is dramatically increased. The professional learning plan is aligned with the P.K. Yonge Digital Classrooms Plan and is now reaching phase four of the P.K. Yonge Waves of Innovation Initiative. *Professional Development for Digital Learning* grant narrative - see Appendix C.

Goal 3: Increase the use of technology for assessment and data integration

P.K. Yonge faculty and staff engage in data-driven decision-making in order to plan for and provide high quality instruction. As we continue to engage in best practices for data-driven decision-making, we are transitioning to a data management and integration platform that will provide data across multiple domains for a single student or groups of

students in a secure and efficiently accessible interface. We are continuing with implementation of Performance Matters in order to achieve this goal.

Goal 4: Increase the use of technology in supporting effective Multi-tiered Systems of Support (MTSS)

P.K. Yonge faculty will continue to use digital tools to support academic and behavioral needs identified through the MTSS process. This goal will be addressed by professional learning and tier 1 (core), tier 2, and tier 3 instruction designed based on the principles of Universal Design for Learning.

Goal 5: Increase the use of technology to support assessment, communication, and reporting of student outcomes aligned to Florida standards for college and career readiness

At P.K. Yonge DRS multiple systems are employed for data management, course management and assessment, and communication both internal and external. A component of ongoing systems development work is focused on the continued integration of these systems, school-wide use of digital systems to communicate student performance outcomes to all stakeholders, and identifying areas in which on-going internal improvement may be focused in order to maintain our ability to respond to student need based on data.

Goal 6: Provide ongoing professional learning and outreach to faculty, parents, and community stakeholders

P.K. Yonge DRS will continue to support professional learning understanding that learners must feel comfortable with technologies employed to support learning. The focus must continue to be on pedagogy and supporting student understanding. The district will develop of communities of practice in a manner that prioritizes teacher expertise and need, both real and perceived. Meeting a teacher at his or her point of need is an important first step in making all future conversations about technology integration relevant. Because work is structured in a community of practice, sharing is centered on teachers' individual experiences with technology in their classrooms. Frequent structured opportunities for teachers to share the ways in which learning occurs in classrooms with and through technology will provide all teachers with opportunities to develop ideas about how technology supports and enhances specific learning goals in the classroom. In addition to having the support of a community of practice, supports for reluctant or hesitant teachers will include frequent opportunities for exposure to new technologies (content learning), opportunities to engage with different technologies in authentic contexts (active learning), alignment to overarching professional goals that are already established (coherence), and be ongoing (duration). The ultimate goal is to lead in a way that builds individual and collective capacity at the school level. In a community of practice everyone comes to the table from a place of equal authority.

EXAMPLES			
Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Goal 1: Personal devices are essential tools for learning / Increase student access	Maintain student access to devices to 2:1 in grades K-1	Devices present in learning communities	Devices replaced every 3 years
	Increase current student access to individual devices to 1:1 in grades 2-12	Devices present in grade levels/learning communities	2014 and ongoing - Each year, devices will be purchased for 6th and 9th grade students.
	Provide digital curricular materials in all core academic courses grades K-12	Supplemental and/or core digital curriculum adopted and/or developed	2014 and ongoing
Goal 2: Design and implement learning environments to meet the needs of twenty-first century students	Redesign current face-to-face courses as blended courses to increase opportunities for collaboration, flexibility in time and space, and personalization of the learning environment for all students	Blended courses accessible through College of Education LMS (Moodle and/or Canvas)	2014 and ongoing
Goal 3: Increase the use of technology for assessment and data integration	Implement a data management and integration platform to be used for instructional decision making among all K-12 educators	Performance Matters Data management and integration system implemented	2014 and ongoing
Goal 4: Increase the use of technology in supporting effective Multi-tiered Systems of Support (MTSS)	Adopt and implement tools to support students in executive functioning processes in academic settings K-12, including post-	Participation in Universal Design for Learning professional learning and Waves of Innovation initiatives (as	2015 and ongoing

	secondary planning	informed by Professional Learning for Technology Integration)	
	Increase the use of digital technologies to support tiered academic and behavioral interventions in K-12, including but not limited to goal setting, self-regulation, and self-efficacy.	Resource repository Schedule of professional learning activities	2014-ongoing
Goal 5: Increase the use of technology to support assessment, communication, and reporting of student outcomes aligned to Florida standards for college and career readiness	Implement the district-wide use of a single web-based assessment platform in order to support a balanced and integrated assessment system	System defined, implemented	2014-2019
Goal 6: Provide ongoing professional learning and outreach to faculty, parents, and community stakeholders	Design and implement a district wide policy for web-based reporting and communication of standards-aligned reporting of student progress	Policy documentation Web-based reporting system	2014 and ongoing
	Design and implement a professional learning system to support peer mentoring and the development of communities of practice within the school	Documentation of professional learning system design Identification of peer-to-peer mentors Documentation of communities of practice	2014 and ongoing
	Provide professional learning to increase content knowledge and	Blended professional learning courses Schedule for	2014 and ongoing

	skill in twenty-first century pedagogy	Professional Learning activities	
	Provide outreach services and opportunities to parents and other stakeholders to facilitate increased use of technologies in the home and community environments to support communication and extension of the learning environment beyond the school day	Materials, resources, portals targeting parents and other stakeholder communications and learning	2014 and ongoing

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 sections 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.

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

	Student Performance Outcomes (Required)	**Baseline**	**Target**
A1	ELA Student Achievement	72%	75%
A2	Math Student Achievement	79%	82%
A3	Science Student Achievement	73%	76%
A4	Geometry EOC Achievement	94%	97%
A5	Biology EOC Achievement	95%	98%
A6	Algebra 2 EOC Achievement	N/A	80%
	College and Career Readiness		
A7	Mathematics	84%	95%
A8	Writing	86%	90%
A9	Reading	89%	95%

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 112 devices: 6th Grade (1:1)	Jan. 1, 2015	39200	P.K. Yonge/UF Lab	A1, A2, A3
B.2.	Purchase 130 devices: 9th Grade (1:1)	Jan. 1, 2015	45500	P.K. Yonge/UF Lab	A1, A2, A4, A5
B.3.	Purchase 60 devices: 2-3	Jan. 1, 2015	21000	P.K. Yonge/UF Lab	A1,A2
B.4.	Purchase 20 devices: K-1	Jan. 1, 2015	7000	P.K. Yonge/UF Lab	A10
B.5.	Purchase 132 devices: 4-5	Jan. 1, 2015	46200	P.K. Yonge/UF Lab	A1, A2, A3
B.6.	Purchase 22 devices 7 science	Jan. 1, 2015	7700	P.K. Yonge/UF Lab	A3
B.7.	Purchase 22 devices 8 science	Jan. 1, 2015	7700	P.K. Yonge/UF Lab	A3
B.8.	Purchase 20 Device storage carts	Jan. 1, 2015	54000	P.K. Yonge/UF Lab	A1-10
B.9	Purchase 25 devices: World Languages	Jan. 1, 2015	8700	P.K. Yonge/UF Lab	A8, A9, A1
B.10	Purchase 25 devices: HS Social Studies	Jan. 1, 2015	8700	P.K. Yonge/UF Lab	A1, A8, A9
			245,700		

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 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.	Phased introduction and piloting throughout 2014-15 Ensure 1:1 student devices are being used during the first semester 2015-16. Monitor use of Google Apps for Education Student Accounts.	Students are learning through and with technology, personal devices are supporting greater production of digital content and extending reach of the classroom beyond brick and mortar
B.2.	Phased introduction and piloting throughout 2014-15 Ensure 1:1 student devices are being used during the first semester 2015-16. Monitor use of Google Apps for Education Student Accounts.	Students are learning through and with technology, personal devices are supporting greater production of digital content and extending reach of the classroom beyond brick and mortar
B.3.	Phased introduction and piloting throughout 2014-15 Ensure student devices are being used during the first semester 2015-16. Monitor use of Google Apps for Education Student	Students are learning through and with technology, personal devices are supporting development of keyboarding skills.

	Accounts.	
B.4.	Ensure student devices are being used during the spring semester 2014-15. Monitor keyboarding skill development.	Students are learning through and with technology, engaging in digital learning activities and beginning to develop keyboarding skills
B.5	Ensure 1:1 student devices are being used during the first semester 2015-16. Monitor use of Google Apps for Education Student Accounts.	Students are learning through and with technology, personal devices are supporting greater production of digital content and extending reach of the classroom beyond brick and mortar.
B.6.	Phased introduction and piloting throughout 2014-15 Ensure student devices are being used during the first semester 2015-16. Monitor use of Google Apps for Education Student Accounts.	Students are learning through and with technology, personal devices are supporting greater production of digital content and extending reach of the classroom beyond brick and mortar.
B.7.	Phased introduction and piloting throughout 2014-15 Ensure student devices are being used during the first semester 2015-16. Monitor use of Google Apps for Education Student Accounts.	Students are learning through and with technology, personal devices are supporting greater production of digital content and extending reach of the classroom beyond brick and mortar.
B.8.	Ensure storage carts are in place to support deployment of personal devices	Carts are being used to support the deployment of personal devices and classroom sets.
B.9.	Ensure student devices are being used during Spring 2014-15	Students are learning through and with technology, personal devices are supporting greater production of digital content and extending reach of the classroom beyond brick and mortar. Technology is supporting greater efforts in differentiated instruction and extending the reach of existing blended classes.
B.10	Ensure student devices are being used during Spring 2014-15	Students are learning through and with technology, personal devices are supporting greater production of digital content and extending reach of the

		classroom beyond brick and mortar. Technology is supporting greater efforts in differentiated instruction and extending the reach of existing blended classes.

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.

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

Please see Appendix A for *P.K. Yonge Master In-service Plan*

Professional Development Implementation				
Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
None with DCP Funds				

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**
P.K. Yonge Waves of Innovation: Blended Learning Phase 4 provides compensation for professional learning and course development aligned to goal 2 of the DCP (2014/15)	Professional Learning for Instructional Technology Grant
Job-embedded support for UDL w/ technology provided school-wide (Spring/Summer 2015)	Professional Learning for Instructional Technology Grant
Professional learning for implementation of digital	P.K. Yonge Operating Funds

curricula in Math and Science (ongoing)	
Professional learning for all teachers of LMS based courses (Summer 2015)	P.K. Yonge Development & Operating Funds
Professional learning for all teachers in K-5 learning communities (Waves of Innovation: Digital Classrooms)	P.K. Yonge Development & Operating Funds

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 learning designed in support of the P.K. Yonge Digital Classrooms Plan will be evaluated as part of other projects (identified in the table above) and overall as a component of the P.K. Yonge DRS Professional Development Plan.

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
1.	N/A	

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)
1.	Early Warning Performance Matters Solution- Setup and Implementation	1/2015	$3500.00	P.K. Yonge DRS	A1 and A2

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**
Implementation of Performance Matters Data Integration and Management System	RTTT funding
Implementation of Learning Management System (Moodle and/or Canvas)	University of Florida/ College of Education supported LMS
Adoption and Implementation of Digital Curricula	P.K. Yonge Operating Funds
Purchase and Implementation of Supplemental applications used for assessment and monitoring (e.g., Confer, Quia, Showme application)	P.K. Yonge Operating 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
1.	Early Warning System will be implemented through the P.K. Yonge MTSS/ SST structure	P.K. Yonge will respond to the needs of the learner and their family(s) The number of students receiving interventions as a result of the early warning system will be monitored

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)
1.	None with DCP funds				

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**
Continually monitor the demand for testing and need for replacement testing devices - (current testing readiness is at 100%)	N/A
Demand on Bandwidth is continually monitored (current bandwidth exceeds the required specifications)	N/A

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
1.	N/A	

Appendix A

Excerpt - P.K. Yonge - Master In-service Plan 2013-14

Technology and the Common Core

Course	Component	Component Number	Hours	Page
Assessment in 21st Century Classrooms	Assessment	4-401-001	30	3-36
Project-Based Approaches	Teaching Methodology	2-408-001	30	3-27
Thinking Critically with Data	Data Analysis	4-401-002	30	3-38
Educational Leadership in the 21st Century	Educational Leadership	7-507-003	20	3-51
Collaboration in the Digital Classroom	Technology in the Classroom	3-007-001	30	3-30
Designing Blended Learning	Teaching Methodology	2-408-001	30	3-27

Appendix B

North East Florida Educational Consortium

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NEFEC DCP Infrastructure Evaluation

for the P.K. Yonge Developmental Research School 10/1/2014

Evaluators:
Ethan Caren, Senior Information Technology Analyst
Justin Lehtinen, Information Technology Associate

PK Yonge DRS is targeting the upgrade of devices in areas of the school with older equipment in their 2014-15 Digital Classroom Plan. This infrastructure evaluation is based upon the condition of the district's infrastructure as of the summer of 2014.

Bandwidth:

PK Yonge's educational structure splits the campus into separate Elementary and Middle/High Schools. However, the network is treated as a single campus with the University of Florida as the Internet Service Provider.

Current: The wireless infrastructure is managed by UF and connects to UF with a separate fiber connection. As such, all wired devices share a 1Gbps connection to the Internet and all wireless devices share a separate 1Gbps connection to the Internet, giving PK Yonge an effective bandwidth of 2Gbps. This current bandwidth gives PK Yonge a bandwidth to student ratio of 1700 Kbps, well over the 100Kbps recommended by FLDOE (http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf).

Internal and Intersite Network:

Current: The wired network at PK Yonge is one single campus network. There are no intersite connections.

Recently, PK Yonge upgraded all of its internal switching to managed HP switches. Two sets of fiber were link aggregated between switches to give PK Yonge a 2 Gbps backbone with gigabit connection to the desktop over most of the campus. This gives a bandwidth to student ratio of over the 1000 Kbps recommended by FLDOE

Internal Wireless Network:

Current: The wireless network at PK Yonge is managed by the University of Florida and consists of managed Cisco Access Points throughout the campus.

With 85 total AP's, 72 of which are in instructional areas, this yields a student to AP radio ratio of 17 to 1. This is very close to the recommended ratio of 10-15 to 1 and is roughly one AP in every classroom. (http://www.fldoe.org/bii/instruct_tech/pdf/Wireless-Tech-Specs.pdf). PK Yonge has a large number of wireless devices and makes good use of the existing Wifi.

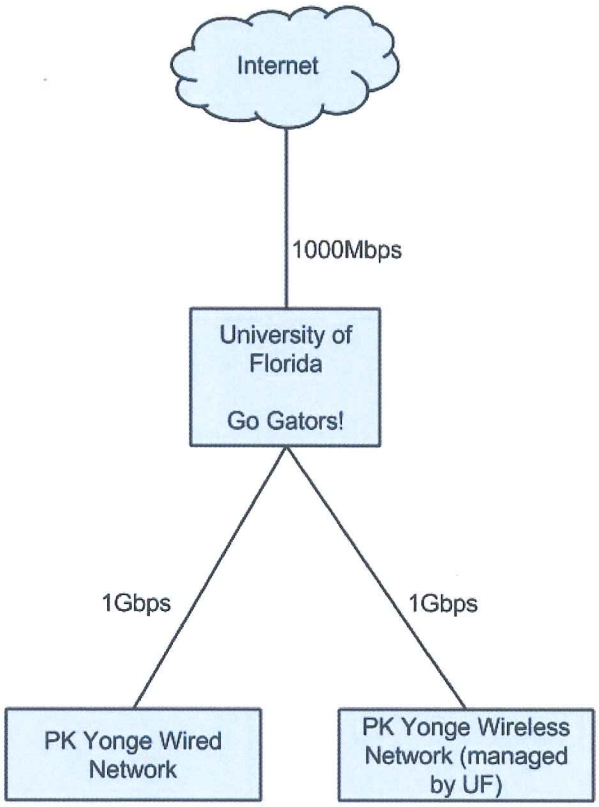
Technology Staff:

Current: The technology staff of P K Yonge consists of one full time network administrator and one part time tech to provide support for all technology needs. With 1220 devices, this equates to approximately 697 devices per technology staff member.

Summary:

P K Yonge has adequate switching, wireless, and bandwidth to the Internet throughout its campus for the existing number of devices. Another consideration is the many number of visitors on campus that bring and use wireless devices on the PK network. In the future PK Yonge may have a need to increase wireless access point density.

PK YONGE NETWORK TOPOLOGY



Student Instructional Computers - P K Yonge Developmental Research School							
	Devices Eligible for Online Testing			Devices Ineligible for Online Testing			
	Desktops	Laptops/Netbooks/ Chromebooks	Tablets 9.5" or above	Tablets less than 9.5"	Other Wireless Devices	Other Wired Devices	Total:
	159	546	390	2	0	0	1097
Note: These categories break Student Instructional Devices into those adequate or not adequate for FSA Online Testing according to: http://www.fsassessments.com/wp-content/uploads/2014/06/FL_System_Requirements_for_Online_Testing_07-08-2014.pdf							

Total Instructional Computers eligible for Online Testing	1095
Total Non-Student Computers:	123
Total Computers:	1220
Total Student Population:	1153
Total Staff Population:	105
Total Classrooms:	61
Total Number of Instructional Access Point Radios:	67
Total Number of Full Time IT Staff:	1.75
Total District Bandwidth (Mbps):	2000

					Recommended By FLDOE
Ratio of Students per Student Instructional Computers:			1.05		
Ratio of Students per Online Testing Approved Computers:			1.05		
Ratio of Kilobits per Second of Bandwidth per Student:			1,734.61		100Kbps*
Ratio of Kilobits per Second of Bandwidth per Person:			1,589.83		
Ratio of Kilobits of Bandwidth per Total Devices:			1,639.34		
Ratio of Wireless Devices per Access Point Radio:			14.00		
Ratio of Students per Instructional Access Point Radio:			17.21		10 - 15**
Ratio of Access Point Radios per Classroom:			1.10		
Ratio of Devices per Full Time IT Staff:			697.14		

*FLDOE Bandwidth per Student:	http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf
**FLDOE Students per Access Point Radio:	http://www.fldoe.org/bii/instruct_tech/pdf/Wireless-Tech-Specs.pdf

Appendix C

UF Lab Digital Learning Proposal 2014 – Professional Development for Digital Learning
P.K. Yonge Developmental Research School

Project Design Narrative

P.K. Yonge Developmental Research School believes that educator professional learning is best positioned as an ongoing and embedded component of teaching and learning in schools. To prepare our students to succeed in K-12 and post-secondary environments, including college and careers, we understand that educators must be prepared to integrate and interact with technology to inspire students to create and learn. We also understand that educators possess different levels of knowledge and experiences with technology in their classroom.

The results of the 2012-13 needs assessment reflected a perception among faculty aligned with current research on effective professional learning and support for technology integration. Faculty self-report a need for increased attention to mentorship focused on technology integration and opportunities for professional learning provided by and with peers. The training needs reported by faculty also reflect an emphasis on skill development specific to particular applications and technologies. We know from current research specific to technology integration, that learners must feel comfortable with the technologies they are using while the focus is placed on pedagogy and supporting students understanding. Professional learning aimed at technology integration is conducted in a cyclical model with learning opportunities followed immediately by explorations of how, when, why technologies can be used in the learning environment. This learning is designed as practitioner-led course development, which provides the most authentic context for the learning and ensures the duration of engagement with the technology is dramatically increased.

The ***Professional Development for Digital Learning*** project design follows the cycle of high quality professional learning outlined by the Professional Learning Protocol Standards and includes the following specific project components:

- Evaluation of Current Classroom Integration Using the Technology Integration Matrix combined with additional tools for evaluating frequency of use, teacher and student perception and attitude, and depth of integration within the learning environment.
- Planning and support for high quality professional learning opportunities designed in response to the data generated from K-12 assessments of technology integration in classrooms.
- Learning activities which include expert and peer consultation at the classroom level, opportunities for lesson study to deepen practitioner knowledge and skill related to instruction integrating technology and opportunities for all participants to engage in blended coursework to prepare for the integration of a learning management system (LMS) into their course design.
- Evaluation of professional learning outcomes at the individual, and school/district level emphasizing changes in instructional practice measured through the Technology Integration Matrix as well as the Marzano Instructional Practice Framework, specifically focusing on evidence of differentiation in support of student learning.

Evaluation

With more than 800 devices on the P.K. Yonge campus, the use of technology is almost ubiquitous, however, a detailed, external evaluation has not been carried out to fully understand implementation, use, and application school-wide. Numerous questions still remain, which we separate into two categories: 1) Frequency of Use and 2) Differentiation.

The Technology Integration Matrix will be used as a primary tool for gathering data related to questions of technology in K-12 classrooms. The TIM tool has been made available through the Florida Center for Instructional Technology. The TIM tool provides the following supports for the evaluation process: a framework for defining and evaluating technology integration, a clear vision for effective teaching with technology, common language for setting goals, and targeted professional development resources. P.K. Yonge will partner with University of Florida, College of Education Faculty, with expertise in Educational Technology, to support high quality administrator and teacher training with the TIMs Matrix as a component of the professional learning provided through the project. This professional learning will take place in coordination with external expert evaluators using the TIM to carry out a systematic evaluation of technology use on the K-12 campus.

As a result of evaluation, a comprehensive picture of technology use on campus will emerge, providing answers to the following questions: Which devices are being used and for what purposes? How frequently are devices used? What kinds of learning activities are students engaged in using technology? How do faculty see the role of technology in teaching and learning? Is differentiation taking place in the classroom? Is differentiation being supported by technology? Could differentiation be better supported by technology implementation?

Classroom observations using the ISTE Classroom Observation Tool (ICOT) and TIM (Technology Integration Matrix) will supply general overview data. Surveys including specific items from TIM as well as the Faculty Attitudes to Blended and Online Learning (FABOL) survey will provide critical information with regard to faculty perceptions and attitudes toward technology-supported learning. It is essential to understand faculty attitudes and understanding of technology-supported learning. Without this level of understanding, all attempts to support professional learning and faculty development are, at best, superficial.

To enrich our program evaluation and better understand uses of technology on campus, case studies, and student and teacher interviews will be included. Such methodology will support an in depth understanding of faculty skills and attitudes related to technology-supported learning as well as and technology integration across campus. Such an in-depth understanding of campus-wide technology integration, will inform specific interventions and professional learning activities designed to "meet teachers where they are" and take them a step closer to more effective, differentiated, technology-supported teaching and learning.

The justification for this level of evaluation prior to designing professional learning activities is rooted in faculty need for interventions and professional learning activities that are differentiated, individualized, and transformative. Without a substantive external evaluation, professional learning activities may be superficial and implementations short-lived.

Planning

Based on preliminary understandings of existing technology implementation on campus and current work taking place, we propose two strands of professional learning to be refined, modified, and informed by findings from initial evaluation activities: 1) Frequency of Use and 2) Differentiation.

In Strand One - (Frequency of Use) - evaluation results will identify faculty ready for targeted work on high quality, technology-enabled assessments of student learning (i.e., *Assessment for Learning AfL*) which has historically been used on campus as (1) a means by which faculty begin to document and understand student need and (2) an entry point for blended learning professional learning. This strand will be designated as "Waves of Innovation - Introduction to Blended Classrooms."

In Strand Two - (Evidence of Differentiation) - evaluation results will identify faculty ready for further work with existing online content, as well as faculty needing more support for technology-enabled, face-to-face differentiation to support student learning. Specifically, such faculty may benefit from learning more about how, when, and why technology is used. This strand will be designated as "Waves of Innovation- Technology-Supported Differentiation" (with a specific focus on differentiation of content, process, and outcomes).

Once the baseline external evaluation is complete and clear indicators regarding faculty skill, comfort, and openness to technology-supported teaching and learning are identified, work proposal documents will be created for faculty to complete. Based on the strand, the proposal document will guide faculty through a series of questions that will inform the focus, content, and products of their work to further develop their course delivery with technology. . Proposal documents will be carefully crafted to support individualized, need-driven faculty learning.

Learning

Faculty proposals will be informed by preliminary results of the external evaluation of campus technology use as well as self-identified needs. As an initial learning event, all participating faculty will participate in a 4-week, intensive online course to provide background knowledge and foster understanding of instructional design for online environments will address any one or combination of the following: blended learning, Assessments for Learning, Differentiation, and Universal Design for Learning.

The culminating assignment for the course will be a completed, individual work proposal based on the initial work proposal draft and informed by learning from the online course. Individual coaching and support will be provided to faculty through side-by-side coaching with the district Technology Specialist, University of Florida faculty partners, and expert conversations with project consultants to finalize work proposals. Proposals define the work to be undertaken for enhancing the use of technology in classrooms in terms of (1) Frequency of use or (2) Differentiation. All work proposals will require definition of deliverables (artifacts) to be presented upon completion of the work.

In addition to faculty work completed, outcomes will include:

1. templates for unit development/ lesson development- lessons produced as artifacts during course development will be used to drive the lesson study process - teachers will work in professional learning teams to engage in the lesson study process, providing a close examination of the instruction designed as a result of the project
2. new online/blended courses (with attention to AFL,differentiation, and UDL)
3. student artifacts uploaded through Moodle(LMS) - October 1st deliverable of artifacts
4. resource creation from participants to be shared among K-12 faculty

5. increased use of technology in classrooms measured through observations and surveys (frequency and depth)

The professional learning activities described above will supported through consultation and partnership with University of Florida, College of Education Faculty, and expert partners contracted to develop and facilitate blended coursework as an initial professional learning event for all participants, and technology integration support provided to teachers as they engage in the learning process while design online learning environments as part of the "Waves of Innovation" project outcomes.

Evaluation of Project Impact

The evaluation of impact specific to the ***Professional Development for Digital Learning*** project will occur through an analysis of initial or baseline data and post data (collected Fall 2015) generated from Classroom observations using the ISTE Classroom Observation Tool (ICOT) and TIM (Technology Integration Matrix), surveys including survey elements from TIM and the Faculty Attitudes to Blended and Online Learning (FABOL), and the Marzano Instructional Practice Framework.

At the close of the project timeframe (June 30, 2015) the project deliverables listed below will be provided as evidence of project completion.

1. Baseline data from classroom observations using the TIM (Technology Integration Matrix) tool
2. Survey data reflecting faculty attitudes, perceptions, and beliefs related to technology
3. Sample proposals and lesson development artifacts
4. Outlines reflecting goals and objectives from blended coursework
5. Samples of student artifacts reflecting the integration of technology in classrooms