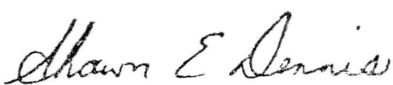| THE SCHOOL DISTRICT OF ESCAMBIA COUNTY Operations/Finance and Business Services	SCHOOL BOARD AGENDA EXECUTIVE SUMMARY	
AGENDA DATE: September 20, 2016	**ITEM NUMBER:** V.b.4.F.1.	
AGENDA REFERENCE District Digital Classroom Plan	**FISCAL IMPACT / AMOUNT:** $1,128,189	
FUND SOURCE: N/A		

BACKGROUND INFORMATION / DESCRIPTION: The intent of the Digital Classroom Plan (DCP) is to improve student learning through the effective use of digital tools in the teaching and learning process. The plan includes an overview of the district's strategy section including a need analysis as well as goal and strategy setting based on need and an allocation proposal for categorical state funding. The plan meets the requirements established by the Florida Department of Education for the DCP and is aligned to the Strategic Plan.

EDUCATIONAL IMPACT: One of the identified goals of the plan is to increase the percentage of students who graduate within four years with a student diploma. The plan includes strategies such as using formative online assessment data to provide personalization for all students, embedding the use of digital tools in all professional learning opportunities, and improving the use of digital tools as ways to reach the goal.

OTHER REFERENCES OR NOTES:

ACTION REQUIRED: Request Board approval.

STRATEGIC ALIGNMENT:
Q.1. To increase rigor at all levels
P. 2. To retain and sustain a viable competent work force
E.3. Continuity: Improve operational continuity in the learning, work, and virtual/technological environment.

REQUESTED BY: Tom Ingram – Director, Information Technology	**DATE:** September 1, 2016	
ASSISTANT SUPERINTENDENT: *Shawn E Dennis*	**DATE:** 9/7/16	**DATE OF BOARD APPROVAL:**

FLORIDA DEPARTMENT OF
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DISTRICT
DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to allow the district to provide a perspective on what it considers to be vital and critically important in relation to digital learning implementation, student performance outcome improvement and how progress in digital learning 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. For additional assistance completing the District DCP, please use the checklist and accompanying instructions to ensure you have included all requested components. The components provided by the district will be used to monitor long-range progression of the District DCP and may impact funding relevant to digital learning improvements.

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:*

I.1   Digital 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, English for Speakers of Other Languages (ESOL) and special needs including students with disabilities.*

Title/Role	Name:	Email:	Phone:
Director-Information Technology/Information Technology District Contact	Tom Ingram	tingram@escambia.k12.fl.us	(850) 469-5326
Assistant Superintendent-Curriculum & Instruction/Curriculum District Contact	Steve Marcanio	smarcanio@escambia.k12.fl.us	(850) 429-2918
Director-Professional Learning/Instructional District	Brian Alaback	balaback@escambia.k12.fl.us	(850) 469-5347

Contact			
Director-Evaluation Services/Assessment District Contact	Raymond Bell	rbell@escambia.k12.fl.us	(850) 469-5386
Director-Budgeting/Finance District Contact	Theresa McCants	tmccants@escambia.k12.fl.us	(850) 469-6292
Superintendent/District Leadership Contact	Malcolm Thomas	mthomas@escambia.k12.fl.us	(850) 469-6130
Coordinator-Technology Services	Jim Branton	jbranton@escambia.k12.fl.us	(850) 469-6254
Coordinator-Student Data	Jeff Elliott	jelliott@escambia.k12.fl.us	(850) 483-1574
Director-Workforce Education	Michelle Taylor	Mtaylor4@escambia.k12.fl.us	(850) 469-5304
Instructional Technology Teacher	Lauren Thurman	lthurman@escambia.k12.fl.us	(850) 469-2633

I.2   Planning Process - *Summarize the process used to write this plan including but not limited to:*

- *How parents, school staff and others were involved;*
- *Relevant training and instruction for district leadership and support personnel;*
- *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.*

Curriculum & Instruction and Information Technology staff members have a long history of collaboration on projects including the local instructional improvement system, professional learning groups focused on improving all students' achievement through use of technology, and use of assistive technology for students with disabilities. The departments collaborate to ensure accessibility through universal design for learning in order to address individual student's needs.

A District Team including Curriculum & Instruction staff, Information and Instructional Technology staff, and school-based staff was assembled in mid-August of 2014. Team members used existing documents including the Strategic Plan (which includes parent input) and data to develop the DCP. Team members continued to collaborate throughout the 2014 – 2015 and 2015 – 2016 school years. The District's Administrative Conference in 2015 focused on Vision 2020, an initiative to transform the learning environment in our schools to a more personalized, project-driven approach accelerated through the use of technology. Since that time, the District's Administrative Conference in 2016 and all professional development activities hosted by our Professional Learning, Information Technology, and FDLRS departments have continued to emphasize the importance of transforming the learning environment to achieve Vision 2020.

The District has sixty-three middle and high school career academies advised by fifteen different Business Advisory Councils comprised of members of business and industry.

The Career Academy Business Advisory Councils meet twice a year to review and inform career and technical curriculum, including discussion on recommended computer hardware, software, and industry certifications. Workforce Department staff participating in the development of the DCP included the input of the Business Advisory Councils in the planning process.

I.3   <u>Technology Integration Matrix (TIM)</u> – *Summarize the process used to train, implement and measure classrooms using the TIM.*

The District uses the TIM as a framework for defining technology integration and as a vision for effective teaching with technology. District staff members incorporate the definitions of technology integration and examples of technology integration where appropriate in training. Implementation and measurement are done using the District's employee appraisal system for instructional staff, the Escambia Educator Evaluation (from *Enhancing Professional Practice: A Framework for Teaching*; 2nd Edition, ASCD: 2007). The following tables show the alignment of the Escambia Educator Evaluation (E3) and TIM.

Alignment for Teacher Technology Integration (II.C.1)		
TIM Characteristics of the Learning Environment	Escambia Educator Evaluation Components	Description of Alignment
Active	3c: Engagement	Students are intellectually active in learning content. Students develop their understanding through their use of technology.
Collaborative	3a: Communicating with Students	Teacher directs students in choosing the best tools to use to accomplish their work. Teacher explains how students might use tools collaboratively with their peers.
Constructive	3e: Demonstrating Flexibility and Responsiveness	Teacher provides a spectrum of tools to deliver instruction based on students' skill levels. Teacher encourages students to explore the use of technology tools in unconventional manners.
Authentic	3b: Using Questioning and Discussion	Students explore the use of technology tools to problem solve and complete higher order learning activities.
Goal Directed	3d: Using Assessment in Instruction	Students are encouraged to self-assess and monitor their progress thus giving them greater ownership and responsibility for their learning.

Alignment for Teacher Lesson Plans (II.C.2)		
TIM Characteristics of the Learning Environment	Escambia Educator Evaluation Components	Description of Alignment
Active	1d: Knowledge of Resources	Student learning is enhanced by a teacher's use of technology. The teacher uses a variety of technological tools to plan instruction.
Collaborative	1a: Knowledge of Content and Pedagogy	The teacher has an understanding of the technology tools available and command of their usage to assist students.
Constructive	1b: Demonstrating Knowledge of Students	Students learn differently at different stages in their lives. The teacher provides a variety of appropriate technology tools to meet the individual needs of students.
Authentic	1d: Demonstrating Knowledge of Resources	The teacher provides tools that link learning activities to the world beyond the instructional setting.
Goal Directed	1c: Setting Instructional Outcomes	Activities are directed toward specific desired learning goals. The outcomes permit assessment of student attainment.

Alignment for Levels of Technology Integration into the Curriculum (II.C.1 & II.C.2)		
TIM Levels	Escambia Educator Evaluation Ratings	Description of Alignment
Entry	Unsatisfactory	The teacher's use of technology tools has not reached the degree to enable students to make academic gains. The use of technology tools is unsuccessful.
Adoption	Needs Improvement	The teacher's use of technology tools is guided and conventional providing limited student success. Implementation is uneven.
Adaptation Infusion	Effective	The teacher's implementation is successful with teacher providing some student choice. The teacher's role is primarily instructive. The percentage of teachers with an effective rating will be split between TIM Adaptation and Infusion levels.
Transformation	Highly Effective	Students and teachers demonstrate innovative use of technology tools. The teacher's role is primarily facilitative.

I.4   Multi-Tiered System of Supports (MTSS) - *By using MTSS in the planning process, the district will provide a cohesive and comprehensive approach to meeting the needs of all learners. The DCP requires districts to summarize the process used to write this plan including but not limited to:*

- *Describe the problem-solving process based on available district-specific data which were used for the goals and needs analysis established in the plan;*
- *Explain the existing system used to monitor progress of the implementation plan; and*
- *How the district intends to support the implementation and capacity described in the plan.*

The District Team conducted a Needs Analysis in five identified areas: Student Performance Outcomes, Digital Learning and Technology Infrastructure, Professional Development, Digital Tools, and Online Assessments. The District Team developed three goals based on an analysis of the data collected. The District Team developed seven strategies to use to improve in each of the goal areas. The District Team identified three areas to improve through use of DCP funds.

Throughout the 2016 – 2017 school year the District Team will monitor the plan through the identified deliverables. The District Team will also advocate for the use of all strategies developed through the planning process.

I.5   District Policy - *The district should provide each of the policies listed below and include any additional digital technology relevant policy in the "other/open" category. If no district policy exists in a certain category, please use "N/A" to indicate that this policy is currently non-applicable. (This does not preclude the district from developing and including a relevant policy in the future.)*
These policy types are suggestions, please complete as they are available or add additional if necessary.

Type of Policy	Brief Summary of Policy	Web Address	Date of Adoption
Student data safety, security and privacy	The District complies with the Family Educational Rights and Privacy Act.	http://www.escambia.k12.fl.us/board/PDF%2016/June/06_21_16_regmtg/V_a_1_B.PDF page 61	6/21/16
District teacher evaluation components relating to technology (if applicable)	The District's employee appraisal system for instructional staff, the Escambia Educator Evaluation (from *Enhancing Professional Practice:*	http://www.escambia.k12.fl.us/board/PDF%2011/September/09_20_11_regmtg/V_C_1_g4.pdf	9/20/11

	A Framework for Teaching; 2nd Edition, ASCD: 2007) contains components that relate to technology.		
BYOD (Bring Your Own Device) Policy	The District allows students to use their own devices at school.	http://www.escambia.k12.fl.us/board/PDF%2014/October/10_21_14_regmtg/V_b_4_F_1.PDF	10/21/14
Policy for refresh of devices (student and teachers)	The District's proposed tentative budget contains appropriate funding for refresh of devices for students and teachers within a five (5) year cycle.	http://www.escambia.k12.fl.us/board/PDF%2016/August/08_01_16_specmtg/Proposed%20Tentative%20Budget%20%2008-01-16%20color%20copy.pdf	8/01/16
Acceptable/Responsible Use policy (student, teachers, admin)	The District has a Staff Responsible Use Guidelines for Technology and a Student Responsible Use Guidelines for Technology.	Staff - http://www.escambia.k12.fl.us/board/PDF%2014/October/10_21_14_regmtg/V_b_4_F_2.PDF Student - http://www.escambia.k12.fl.us/board/PDF%2014/October/10_21_14_regmtg/V_b_4_F_1.PDF	10/21/14
Master Inservice Plan (MIP) technology components	The District has a MIP with four (4) Computer Education components.	http://ecsd-fl.schoolloop.com/file/1315636328578/1405064345064/3412548305186245051.pdf	10/21/14

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Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

Districts should evaluate 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 are required for the metrics listed in the table. For the student performance outcomes, these data points 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.

A. Student Performance Outcomes (Required)		Baseline from 2014-2015	Target	Date for Target to be Achieved *(Mo/Year)*
II.A.1.	ELA Student Achievement	45 %	53%	6/2020
II.A.2.	Math Student Achievement	49 %	54%	6/2020
II.A.3.5	Science Student Achievement – 5th Grade	57%	51%	6/2015
II.A.3.8	Science Student Achievement – 8th Grade	46%	48%	6/2020
II.A.4.	Science Student Achievement – Biology	59%	64%	6/2020
II.A.5.	ELA Learning Gains	unavailable	52%	6/2020
II.A.6.	Math Learning Gains	unavailable	52%	6/2020
II.A.7.	ELA Learning Gains of the Low 25%	unavailable	41%	6/2020
II.A.8.	Math Learning Gains of the Low 25%	unavailable	40%	6/2020
II.A.9.	Overall, 4-year Graduation Rate	66 %	78 %	6/2020
II.A.10.	Acceleration Success Rate	49 %	50 %	6/2020

A. Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved *(Mo/Year)*
II.A.11. (D)	Social Studies Achievement	58 %	68%	6/2020

■ **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 most recent Technology Resources Inventory (TRI). This information is used to compile data points for Legislative reporting purposes and should be accurate. The baseline should be carried forward from the 2014 plan and targets for full implementation should be identified as current year or extended. Please describe below if the district target has changed. Districts may choose to add any additional metrics that may be appropriate.

	B. Infrastructure Needs Analysis (Required)	Baseline from 2014	Actual from Spring 2016	Target For 2016-2017 School Year	Date for Target to be Achieved *(Mo/Year)*	Gap to be addressed *(Actual minus Target)*
II.B.1.	Student to Computer Device Ratio	4.11:1	1.13:1	1:1**	1/2017	N/A
II.B.2.	Count of student instructional desktop computers meeting specifications	5,441	6,685	1,470	9/2015	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	4,360	4,310	0	9/2015	0
II.B.4.	Count of student web-thin client computers meeting specifications	0	21,590	35,000**	1/2017	13,410
II.B.5.	Count of student large screen tablets meeting specifications	1,688	1,361	2,500	9/2016	1,139
II.B.6.	Percent of schools meeting recommended bandwidth standard	67 %	92%	100%	9/2017	8%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	76 %	100%	100%	9/2016	0
II.B.8.	District completion and submission of security assessment *	Yes	N/A	Yes	N/A	N/A
II.B.9.	District support of browsers in the last two versions	Yes	Yes	Yes	9/2015	N/A

* Districts will complete the security assessment provided by the FDOE. However, under s. 119.07(1) this risk assessment is confidential and exempt from public records.

**Note that the target is 1:1 across all devices even though we only plan to have individually assigned devices in grades 3-12.

■ 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 five categories of the TIM for the levels of technology integration into the classroom curriculum:

- *Entry*
- *Adoption*
- *Adaptation*
- *Infusion*
- *Transformation*

C. Professional Development Needs Analysis (Required)		Baseline (established in 2016)	Target	Date for Target to be Achieved *(Mo/Year)*
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 0% Adoption: 6% Adaption: 33% Infusion: 32% Transform: 29%	Entry: 0% Adoption: 0% Adaption: 10% Infusion: 60% Transform: 30%	6/2020
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 0 % Adoption: 3% Adaption: 31% Infusion: 30% Transform: 36%	Entry: 0% Adoption: 0% Adaption: 10% Infusion: 50% Transform: 40%	6/2020

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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.

Please complete the chart below to indicate the digital tool components your district currently has access to and utilizes. Districts may also add metrics for the measurement of CAPE (Career and Professional Education) digital tools.

D. **Digital Tools Needs Analysis Students (Required)**		**Access**		**Utilization**	
		Baseline % of students with access to this type of tool	Target % of students with access to this type of tool by 2017-2018	Baseline % of students who use this type of tool on a regular basis	Target % of students who use this type of tool on a regular basis by 2017-2018
II.D.1. (S)	A system that supports student access to online assessments and personal results.	100%	100%	64%	85%
II.D.2. (S)	A system that houses documents, videos, and information for students to access.	100%	100%	64%	85%
II.D.3. (S)	A system that supports student access to individualized instruction.	100%	100%	64%	85%

D. Digital Tools Needs Analysis Teachers (Required)		Access		Utilization	
		Baseline % of teachers with access to this type of tool	Target % of teachers with access to this type of tool by 2017-2018	Baseline % of teachers who use this type of tool on a regular basis	Target % of teachers who use this type of tool on a regular basis by 2017-2018
II.D.1. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	100%	80%	90%
II.D.2. (T)	A system that houses documents, videos and information for teachers to access.	100%	100%	80%	90%
II.D.3. (T)	A system that provides teachers with the ability to individualize instruction.	100%	100%	80%	90%
II.D.4. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	100%	80%	90%
II.D.5. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100%	100%	100%	100%
II.D.6. (T)	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.	100%	100%	80%	90%

D. Digital Tools Needs Analysis Parents (Required)	Access		Utilization	
	Baseline % of parents with access to this type of tool	Target % of parents with access to this type of tool by 2017-2018	Baseline % of parents who use this type of tool on a regular basis	Target % of parents who use this type of tool on a regular basis by 2017-2018
II.D.1. (P) A system that includes comprehensive student information to inform parents about instructional decisions, classroom activities, and student progress.	100%	100%	50%	60%

D. Digital Tools Needs Analysis Instructional Materials (Required)	Baseline % established in 2016	Target % by 2017-2018
II.D.1. (IM) Percentage of instructional materials purchased and utilized in digital format (purchases for 2016-17)	100%	100%
II.D.2. (IM) Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	98%	100%
II.D.3. (IM) Percentage of instructional materials integrated into the district Digital Tools System	90%	100%
II.D.4. (IM) Percentage of the materials in answer II.D.2. above that are accessible and utilized by teachers	80%	90%
II.D.5. (IM) Percentage of the materials in answer II.D.2. that are accessible and utilized by students	64%	85%
II.D.6. (IM) Percentage of parents that have access via an LIIS to their students' instructional materials [s. 1006.283(2)(b)11, F.S.]	90%	100%

D. Digital Tools Needs Analysis Instructional Materials (District Provided)	Baseline established in 2016	Target by 2017-2018
II.D.7. (IM) Number of middle school industry and/or Digital Tool certifications earned by students	699	769
II.D.8. (IM) Number of high school industry certifications earned by students	1,380	1,518

Quality Efficient Services

Online Assessment Readiness:
Districts shall work to reduce the amount of 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.

Districts will use the attached device worksheet to calculate the target for this category. *This worksheet calculates the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation as defined in s. 1011.62(12)(g), F.S. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use.*

	E. **Online Assessments Needs Analysis (Required)**	**Baseline** established in 2016	**Target**	**Date Target to be Achieved** *(Mo/Year)*
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	9,464	9,799	1/2017
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	100 %	100%	1/2017

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 goals 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 three will be identified for how digital learning can help achieve these goals.

Districts should provide goals focused on improving education for all students, including those with disabilities. These goals may be previously established by the district.

Enter district goals below:

- Highest Student Achievement: Increase the percentage of students graduating within four years with a standard diploma.
- Quality Efficient Services: Decrease the student to modern computer/device ratio.
- Seamless Articulation and Maximum Access: Increase the number of administrators, teachers, parents, and students using the integrated digital tools system to improve student learning.

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.

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Highest Student Achievement	Use formative online assessment data to provide personalization for all students.	Percentage of teachers rated highly effective in assessment related components of evaluation system	2015 and ongoing
Highest Student Achievement	Analyze Florida Standards, identify digital tools available for each standard, and embed use of those digital tools in all professional learning opportunities.	Percentage of students indicating use of digital tools for Percentage of students indicating use of digital tools for	2014 and ongoing
Quality Efficient Services	Increase the number of modern computers/devices meeting specifications for digital learning and online assessments.	Technology Readiness Inventory student to modern computer ratio	2014 and ongoing
Quality Efficient Services	Improve the infrastructure to meet specifications for digital learning and online assessments.	Technology Readiness Inventory wireless classrooms and bandwidth measurements	2014 and ongoing
Seamless Articulation and Maximum Access	Continue support of an integrated digital tools system to aid teachers in providing the best education for each student.	Fully implement integrated digital tools system, and integrate all future digital content purchases into integrated digital tools system	2014 and ongoing
Seamless Articulation and Maximum Access	Purchase curriculum and vouchers for CAPE Digital Tool	Number of certifications earned as reported on FL	2015 and ongoing

	certifications; provide professional development to teachers, and monitor exam administration and attainments.	DOE Survey 5	
Seamless Articulation and Maximum Access	Use open educational resources such as Florida PBS Learning Media.	Percentage of students indicating use of digital tools for learning as measured by surveys	2015 and ongoing

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

The District participates in the E-Rate program and utilizes reimbursement from E-Rate eligible priority one and two services to provide adequate connectivity to each school and within each school. District staff members annually review the E-Rate program requirements, participate in training provided by Florida Department of Management Services staff, and participate in training provided by the Universal Service Administrative Company Schools and Libraries Program to ensure that all requirements for receiving reimbursement are met.

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 the process for evaluating the status of the implementation and how successful implementation will be determined once completed. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.*

Districts will complete a budget worksheet to determine areas of need for online assessment. This worksheet calculates the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use. Specific items indicated below:

- *Sum of Deliverables across component areas will be included.*
- *Additional line for charter school allocations.*

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 an 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 2016-17 school year.

Enter the district student performance outcomes for 2016-17 that will be directly impacted by the DCP Allocation below:

A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.1.	Increase the percentage of students graduating within four years with a standard diploma.	66%	78%

B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at http://www.fldoe.org/core/fileparse.php/5658/urlt/0097849-device-bandwidthtechspecs.pdf. These specifications are recommendations that will accommodate the requirements of state supported applications and assessments.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

B. Infrastructure Implementation

	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	N/A				
III.B.2.					
III.B.3.					
III.B.4.					

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

B. Infrastructure Implementation

Brief description of other activities	Other funding source	Estimated Amount	Estimated Completion Date Mo/Year
The District will replace obsolete wireless access points and the infrastructure to support them so that all classrooms will meet the specifications for digital learning and online assessments.	Capital Projects Funds		
The District will lease adequate bandwidth so that every school will meet the specifications for digital learning and online assessments.	General Fund (E-Rate)		

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

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

B. Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	N/A	
III.B.2.		
III.B.3.		
III.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.

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; and*
- *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 use this section to describe how the TIM is used in your district, schools and classrooms. The districts are encouraged to review teacher classroom observations and submitted lesson plans for best examples of an individual performance, rather than concentrate on a cumulative score.

To support this area, please insert links to the district MIP, 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.

C. Professional Development Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	475 teachers participate in professional development aligned with MIP.	June 2017	$199,865	All Schools	II.C.1.
III.C.2.	140 teachers participate in book study and lesson studies on digital learning	June 2017	$40,000	All Schools	II.C.2.

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

C. Professional Development Implementation			
Brief description of other activities	Other funding source	Estimated Amount	Estimated Completion Date Mo/Year
N/A			

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.

C. Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	Information Technology and Professional Learning Department staff members will deliver professional development throughout the school year.	The District will have a larger percentage of teachers at higher levels as measured by the Technology Integration Matrix.
III.C.2.	Information Technology and Professional Learning Department staff members will conduct book studies and lesson studies throughout the school year.	The District will have a larger percentage of teachers at higher levels as measured by the Technology Integration Matrix.

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 FDOE may also be included here. Implementation Plan for D) Digital Tools:

D. Digital Tools Implementation

	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D. 1.	Purchase 2,101 devices and accessories (mouse, sleeve, etc.) for students to access individualized instruction.	January 2017	$697,532	All Schools	II.D.3. (S)
III.D. 2.	Purchase classroom management software for teachers to use to individualize instruction.	January 2017	$64,600	Selected Schools	II.D.3. (T)

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

D. Digital Tools Implementation

Brief description of other activities	Other funding source	Estimated Amount	Estimated Completion Date Mo/Year
The District will purchase approximately 8,500 computers/devices to replace existing equipment that no longer meets the specifications for digital learning and online assessments.	Capital Projects Funds	$2,652,000	01/2017

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

D. Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Devices will be purchased by November 1 (Information Technology and Purchasing Departments). Devices will be distributed and prepared for use by the end of December (School-based technology staff with assistance from Information Technology Department as needed).	The District will have a larger percentage of students accessing the digital tools system.
III.D.2.	Software will be purchased and installed for use by November 1 (Information Technology and Purchasing Departments).	The District will have a larger percentage of teachers individualizing instruction.

E) Online Assessments

Districts will use DCP funds to be compliance with s. 1011.62(12)(g), F.S., which indicates that each district's digital classrooms allocation plan must give preference to funding the number of devices that comply with the requirements of s. 1001.20(4)(a)1.b., and that are needed to allow each school to administer the Florida Standards Assessment to an entire grade at the same time. This will be calculated by the district completing the device worksheet that accompanies the DCP template. The device worksheet will calculate the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use. The worksheet will then calculate a total number of devices needed for each school. The district will be required to include a deliverable to meet this requirement as part of the DCP plan in Section III. Online Assessment Support.

Implementation Plan for E) Online Assessments:

E. Online Assessment Implementation

	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.	Purchase 308 additional student devices and supplies for assessments (note that the charter schools submit separate plans)	January 2017	$99,176	Ensley, Pine Meadow, Brown-Barge, Lincoln Park, Beulah, Boys' Base, Bailey, Jail Program	II.E.1 and II.E.2

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

E. Online Assessment Implementation			
Brief description of other activities	Other funding source	Estimated Amount	Estimated Completion Date Mo/Year
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.

E. Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.E.1	Devices will be purchased by November 1 (Information Technology and Purchasing Departments). Devices will be distributed and prepared for use by the end of December (School-based technology staff with assistance from Information Technology Department as needed).	All schools will be able to test an entire grade level at one time.