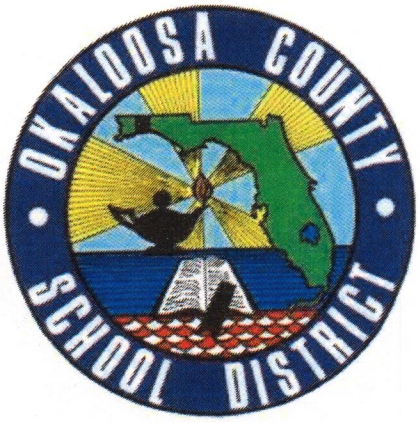
Okaloosa County School District



Digital Classrooms Plan

2016-2017

OKALOOSA COUNTY SCHOOL 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.

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

District Vision and Mission Statements

We inspire a lifelong passion for learning.

We prepare all students to achieve excellence by providing the highest quality education while empowering each individual to positively impact their families, communities, and the world.

The Okaloosa County School District (OCSD) is home to over 30,000 preK-12 students spread among a geographically diverse region that consists of rural communities, resort/vacation destinations, and one of the most substantial military communities in Florida. OCSD consists of eighteen elementary schools, seven middle schools, four high schools, one K-8 school, two K-12 schools, one Technical College, a STEMM Academy, a Ballet Academy, two alternative centers, two ESE centers, Okaloosa Online, three charter schools and five Juvenile Justice Centers.

OCSD continues to provide both classroom technology and infrastructure to engage students in their education, expand access to innovative digital technologies and learning opportunities, and improve students' rates of learning. The district has partnered with a seat management vendor for the past twelve years with

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

I.1 District Team Profile

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Eric Mitchell	Eric.Mitchell@mail.okaloosa.k12.fl.us	850-689-7184
Curriculum District Contact	Marcus Chambers	ChambersM@mail.okaloosa.k12.fl.us	850-833-3191
Instructional District Contact	Sheila Lightbourne	lightbournes@mail.okaloosa.k12.fl.us	850-833-3191

Assessment District Contact	Beth Barnes	BarnesB@mail.okaloosa.k12.fl.us	850-689-7150
Finance District Contact	Rita Scallan	ScallanR@mail.okaloosa.k12.fl.us	850-833-3100
District Leadership Contact	Steve Horton	HortonS@mail.okaloosa.k12.fl.us	850-689-7184

I.2 Planning Process

The Technology Plan Committee consists of educators, district staff, community and corporate partners. OCSD aligns input from stakeholders with FLDOE requirements and recommendations for Digital Classrooms. The available resources are then prioritized with the following goals in mind:

The 2016-17 Digital Classroom Plan (DCP) allocation provides an opportunity for the district to continue to address three technology goals: 1) Increase access to academic resources for both students and teachers by improving and expanding site-based infrastructure and increasing the number of devices in schools; 2) Reduce the statewide testing footprint in our classrooms; and 3) develop a standardized technology design at K-2, 3-5, 6-8, and 9- 12 that meets the needs of students at each level.

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

TIM's is introduced to all teachers who attend the technology workshops. A link to TIM's was also added to the online resources sent out to all teachers at the beginning of the school year.

There is a folder in Edmodo with both the ISTE and TIM's links and resources that is included in each workshop. Teachers are shown the folder and resources to use or save as they desire.

An overview screencast of ISTE and TIM's has been created and shared as a link. The link is included by email to participants of each workshop as a blended/flipped approach to introducing TIMs to all workshop participants. The "flipped" screencast link gives new participants the opportunity to learn about TIM's prior to the workshop and provides more efficient time management during the workshop.

Emailed to all workshop participants prior to workshop: *(This is only the part of the email with the link.)*

- Prior to the workshop, if teachers aren't familiar with the ISTE Standards and TIM's, this seven minute video gives a quick overview of both.
- We will Identify 3 schools (Elementary, Middle and High) to pilot the TIMS matrix in 2016-17.

Link to the mp4 video:
https://drive.google.com/file/d/0B1txgy1sKe1cTWplWFdyMTdaM2s/view

Link to folder with ISTE and TIM's resources links:
https://drive.google.com/drive/folders/0B75tiMp2vh7hcV9yeHA4NWRTeFE?usp=sharing

I.4 Multi-Tiered System of Supports (MTSS) - By using an 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.

MTSS is an evidenced-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. Digital technologies represent a significant part of this process. Student Services has conducted thorough training in MTSS with school personnel and monitors and supports school-based teams throughout the year. Each school has an MTSS team that meets regularly. Support for struggling students in OCSD begins and ends with data analysis (both academic and behavioral). Schools review state assessment results for individual students as well as targeted subgroups that historically underperform. The Offices of Student Services and Curriculum and Instruction regularly support these efforts. More importantly, teachers use frequent, formative assessments to monitor student mastery of Florida Standards. The District-developed Portal to Access Web- based Services (PAWS) contains Dashboard which provides real-time data on student performance to teachers and school-level administrators.

Students who have difficulty mastering appropriate grade-level standards may be provided targeted, supplemental interventions and supports in addition to the core academic and behavioral curriculum instruction. More information on the MTSS process can be found in the Student Services Manual at www.okaloosaschools.com under the *Documents/Policies* link.

Technology plays a major role in supporting a tiered approach to educating all students in that technological resources are used 1) strategically in classrooms (both teacher and student- directed) to move students toward mastery of Florida Standards; 2) as an administrative tool to develop and monitor plans that allow for timely and accurate review of data; and 3) as a communication tool for parents.

Digital Progress Monitoring Plans are in place for struggling students.

- The plans identify areas of need for the student as well as specific strategies developed by teachers to use in the classroom.
- Teachers have access to these plans at all times through the Districts data management tool, Dashboard.
- Administrators have the ability to review plans regularly to determine the impact of support strategies.
- School-level teams monitor and adjust strategies based on student outcomes.

The Digital Classrooms Plan follows the MTSS process by strategically providing layered technological resources to students who are not mastering the Florida Standards where appropriate. Examples include:

- Technology is embedded in secondary Intensive Reading and Intensive Math classrooms. Teachers in these classrooms receive ongoing professional development in the use of software designed to assist these students in achieving the Florida Standards.
- Lower student/teacher ratios for intensive reading and math students allow teachers to better attend to individual and small group needs. While more costly from the standpoint of teacher salary, smaller classes require fewer devices.
- Tablets, used primarily in elementary schools to date, can individualize practice and learning for students.
- Administrators closely monitor the success of struggling students through reports that can be generated at the classroom and student level. Parents can closely monitor the performance of their student through Parent Portal.
- In 2015-2016, a direct link between the teacher's gradebook and the Progress Monitoring Plan has been established. Grades entered by the teacher on designated assessments will provide real-time information in the form of graphs and reports. Teachers and school-based PMP committees will be able to review individual student results over time as well as student results compared to class results, which will further refine the process of monitoring and adjusting strategies.

- A digital Communication Log was developed in our SIS platform that allows teachers to seamlessly document communication with parents. Guidance and Administration at the school level can access this log based on assigned authorities. This improved communication mechanism will support the MTSS process.

Beginning 2016-17, OCSD will provide individual accounts and a single-sign on portal for all students. Each student's portal will be customized to provide tiered support based on academic need.

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	**Student and Employee AUP** **Records Protection Agreement with all vendors**	**http://www.okaloosaschools.com/district/documents-policies**	**2016-2017**
District teacher evaluation components relating to technology (if applicable)	Component 1d of OCSD Teacher Evaluation Rubric: Demonstrating Knowledge of Resources and Technology FEAPS 1.a; 2.g; 3.g	**http://www.okaloosaschools.com/content/teacher-professional-services-teacher-evaluation-handbook**	**Annual**
BYOD (Bring Your Own Device) Policy	Requires teacher training to participate in the program.	**http://www.okaloosaschools.com/district/instructional-technology-mobile-learning**	**2012**
Policy for refresh of devices (student and teachers)	**Seat Management Contract requires refresh of all Seat Managed devices every 3 years.**	**http://www.okaloosaschools.com/district/ seat-management**	**Contract Approved 2014**
Acceptable/Responsible Use policy (student, teachers, admin)	**Student and Employee AUP (Revised Employee AUP Pending)**	**http://www.okaloosaschools.com/district/documents-policies**	**Student 2016; Employee 2012**

Master Inservice Plan (MIP) technology components	The plan serves as the district's comprehensive in-service program designed to meet the professional growth needs of Okaloosa County School District (OCSD) personnel.	**http://www.okaloosaschools.com/district/documents-policies**	**Aug 2014**

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**	**Target**	**Date for Target to be Achieved** *(Mo/Year)*
II.A.1.	ELA Student Achievement	68 %	73 %	(June/2017)
II.A.2.	Math Student Achievement	68 %	73 %	(June/2017)
II.A.3.5	Science Student Achievement – 5th Grade	63 %	68 %	(June/2017)
II.A.3.8	Science Student Achievement – 8th Grade	63 %	68 %	(June/2017)
II.A.4.	Science Student Achievement – Biology	72 %	78 %	(June/2017)
II.A.5.	ELA Learning Gains	70 %	76 %	(June/2017)
II.A.6.	Math Learning Gains	72 %	78 %	(June/2017)
II.A.7.	ELA Learning Gains of the Low 25%	70 %	76 %	(June/2017)
II.A.8.	Math Learning Gains of the Low 25%	68 %	74 %	(June/2017)
II.A.9.	Overall, 4-year Graduation Rate	82.7 %	86 %	(June/2017)
II.A.10.	Acceleration Success Rate	83 %	88 %	(June/2017)
II.A.11.	Number of K-8 students earning Digital Tools Certificates			(June/2017 and ongoing)

■ 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.

	A. 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	4.37 : 1	2.4 : 1	2.08 : 1	(02/2017)	.16 : 1
II.B.2.	Count of student instructional desktop computers meeting specifications	5864	4498	3854	(10/2016)	Goal Met
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	1482	2089	2719	(6/2017)	630
II.B.4.	Count of student Chromebook computers meeting specifications	0	2914	4425	(7/2017)	1511
II.B.5.	Count of student large screen tablets meeting specifications	2143	2745	3077	(6/2017)	332
II.B.6.	Percent of schools meeting recommended bandwidth standard	0%	34%	50%**	(05/2017)	16% As Needed
II.B.7.	Percent of wireless classrooms (802.11n or higher)	60 %	100 %	100 %	Goal Met	Goal met

II.B.8	District completion and submission of security assessment *	Y/N	N/A	Y/N	N/A	N/A
II.B.9	District support of browsers in the last two versions	Yes	Yes	Yes	Complete	Goal Met

*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. ** The Okaloosa County School District has the capability of measuring current internet bandwidth needs. While the State recommends 100kbps per student, we only need 34kbps per student currently. We have the capability to increase bandwidth as the need arises up to 10GB. We are uncertain if the infrastructure of our providers will allow us more than 10 GB at this time.

■ **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

B. **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: 50% Adoption: 40% Adaption: 10% Infusion: % Transform: %	Entry: 25% Adoption:50 % Adaption: 15% Infusion: 10% Transform: %	(Jun/2017)
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 50% Adoption: 40% Adaption: 10% Infusion: % Transform: %	Entry: 25% Adoption:50 % Adaption: 15% Infusion: 10% Transform: %	(Jun/2017)

- **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.

C. **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 %	33 %	45 %
II.D.2. (S)	A system that houses documents, videos, and information for students to access.	5%	100 %	5 %	80 %
II.D.3. (S)	A system that supports student access to individualized instruction.	5 %	100 %	5 %	80 %

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 %	60 %	75 %
II.D.2. (T)	A system that houses documents, videos and information for teachers to access.	100 %	100 %	50 %	75 %
II.D.3. (T)	A system that provides teachers with the ability to individualize instruction.	100 %	100%	50 %	75 %
II.D.4. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	100%	50 %	75 %
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 %	100%	100%

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%	40% *	60%

*Estimate based on registered emails and App downloads.

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)	60 %	80 %
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	60%	100 %
II.D.4. (IM)	Percentage of the materials in answer II.D.2. above that are accessible and utilized by teachers	100%	100 %
II.D.5. (IM)	Percentage of the materials in answer II.D.2. that are accessible and utilized by students	100%	100%
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.]	100 %	100%

D. **Digital Tools Needs Analysis** **Instructional Materials (District Provided)**		**Baseline %** **established in 2016**	**Target %** **by 2017-2018**
II.D.7. (IM)	Learning.com for Digital Citizenship	50%	100%
II.D.8. (IM)	Elementary Coding (Learning.com)	0%	20%

- **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. (D)	Computers/devices available for statewide FSA/EOC computer-based assessments	14,075	14,650	(06/17)
II.E.2. (D)	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	41 %	50%	(06/17)

E. **Online Assessments Needs Analysis (District Provided)**		**Baseline** **established in 2016**	**Target**	**Date Target to be Achieved** ***(Mo/Year)***
II.E.3. (D)	Testing Fleet of Computers (Computers to assist schools just on testing days) including support and storage devices	300	500	1/9/2017

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.

OCSD GOALS

- **All schools will make gains in student proficiency in both ELA, Math and Science** (Highest Student Achievement)
- **All students will have opportunities for CAPE Digital Tools and Industry Certifications to prepare them to enter postsecondary with the skills necessary to succeed.** (Seamless Articulation and Maximum Access)
- **All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.** (Skilled Workforce)

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	Continue to add resources to ensure the least restrictive learning and testing environment for all students in a way that is financially feasible.	Use Digital Classrooms Plan to continue to standardize technology for K-2, 3-5, 6-8 and 9-12 classrooms (Classroom Inventories)	2017-2018 and ongoing
Highest student achievement	OCSD will increase the supply of devices in schools on which to access digital content to support students in achieving the Florida Standards through instruction and assessment. Infrastructure will be enhanced to support additional devices.	Continued improvement of student/computer ratio going forward and replacement of network infrastructure	2016 and ongoing
Seamless Articulation and Maximum Access	OCSD will continue to be a leader in the state in industry certification funding per 9-12 FTE or other metric as determined by DOE by providing appropriate access to students to earn Digital Tools Certificates and industry certifications in pre-k –12, including students with disabilities as required by law.	Identified opportunities for students in K-8 to earn Digital Tools Certificates and/or industry certifications (Number of K-8 students earning Digital Tools Certificates)	2017 and ongoing

Skilled Workforce	Increase relevant teacher professional development activities through the use of school-based Digital Coach and expansion of web-based professional development	PD logs; Teacher survey	Spring 2017 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.

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.	Enhance/standardize Digital Citizenship instructional program K-12	30%	100%
III.A.2.	Increase the percent of elementary students making learning gains in ELA	63%	65%
III.A.3.	Increase the percent of middle school students proficient in ELA	68%	70%
III.A.4.	Increase the percent of high school students proficient in ELA	63%	65%
III.A.5.	Increase the number Digital Tools Certificates earned for K-8 students	447	500

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.	Purchase and Implement Fiber junctions for each school not already connected to district-owned fiber	06/2017	$150,000	All Schools except Ruckel, Edwins, Edge, Choctaw, Davidson, and Shoal River.	II.B.6
III.B.2.	Replacement of obsolete Switches, Routers, and Access Points and installation of new Switches, Routers and Access Points	6/2018	$79,994		II.B.6
III.B.3.	Installation of infrastructure purchased through DCP	6/2017	$38,000		II.B.6

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**
Replacement and Installation of Switches, Routers, Access Points and Fiber Junctions.	ERATE	60%	06/30/18

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.	Monitor ordered inventory and installation process	Installed infrastructure, individual student bandwidth calculations as baseline for next year's plan
III.B.2.	Monitor ordered inventory and installation process	Installed infrastructure, individual student bandwidth calculations as baseline for next year's plan
III.B.3.	Monitor ordered inventory and installation process	Installed infrastructure, individual student bandwidth calculations as baseline for next year's plan

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.	Instructional Technology Coach/Supplies/	2/16	$90,000	District	II.C.1
III.C.2.	Substitutes for Training involving the Technology Integration Matrix and International Society for Technology in Education (ISTE) Standards	6/2018	$20,000		II.C.1, 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.

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.	Tracking of professional development activities undertaken within schools under the lead of the Instructional Technology Coach. Principal feedback	Improvement in TIM self-analysis among teachers involved in professional development.
III.C.2.	Professional Development attendance logs	Improvement in TIM self-analysis among teachers who attended professional development

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.	Single Sign On portal for students and educators to provide individualized resources based upon user profile	11/30/2016	$106,031	District-Wide	II.D.2(T), II.D.3(S), II.D.2(IM)
III.D. 2.	School Info App and School Check-in for enhanced parent and student access to information	Ongoing	$45,000	District-Wide	II.D.1(P)
III.D. 3.	Digital Citizenship online curriculum for K-12	5/2017	$61,400	District-Wide	II.D.7(IM)
III.D. 4.	Curriculum and assessment support for K-8 students earning Digital Tools Certifications	5/2017 and ongoing	$51,000	Middle Schools	II.A.11

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.	Purchase, training and deployment. Close cooperation with Office of Curriculum to ensure appropriate academic and social resources are assigned to students based on individual needs.	100% of students will have access to and 80% will utilize the Single Sign-On portal during 2016-2017.
III.D.2.	Track subscription purchases and monitor usage by students and parents. Track APP download totals.	60% parents will use one or both of these resources. Improvement in student safety through digital tracking of visitors and volunteers.
III.D.3.	Purchase, deployment and training will be monitored by Office of Instructional Technology. Reports will be generated to identify completers	100% of students will transition to new Digital Citizenship platform by 6/2017
III.D.4.	Track purchase and delivery	100% of purchased and Inventoried devices will be deployed in schools and/or be used as part of a district testing fleet
II.D5.	Track purchase and use of curriculum and assessment tools	500 Digital Tools Certificates earned during the 2016-17 school year (12% increase from the previous year)

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 additional Chromebooks to support online assessment	2/2017	$283,500	District-Wide	II.E.3(D)
III.E.2.					
III.E.3.					
III.E.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.

E. **Online Assessment Implementation**			
Brief description of other activities	**Other funding source**	**Estimated Amount**	**Estimated Completion Date Mo/Year**
Increase District bandwidth (double)	District funds	$20,500	11/2016

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
E.1.	Track purchase and implementation of devices	20% increase in the number secondary schools that were able to decrease their testing window in spring, 2017, compared to the previous year.