

**2016-2017**

**FLORIDA DISTRICT DIGITAL  
CLASSROOMS PLAN  
GUIDANCE**

*A guide to provide districts additional support and  
guidance for completing the Digital Classrooms Plan*

## District Digital Classrooms Plan Guidance

This document was created by the Florida Department of Education's (FDOE) Bureau of Educational Technology to provide districts with additional support and guidance for completing the district Digital Classrooms Plan (DCP) template. It is one of many documents the FDOE makes available annually in an effort to continually improve the products and services we offer Florida schools and districts. Districts may notice changes to the DCP template for the 2016-17 year with additional supplemental items included to assist districts. The new items include a device worksheet, budgetary worksheet and checklist to assist with completion of the form. These changes are made in an effort to assist districts in the planning process and provide relevant data to the Florida Department of Education (FDOE).

For additional information on this document or for assistance with completing the DCP Template, please contact the Bureau of Educational Technology.  
Email: [DigitalLearning@fldoe.org](mailto:DigitalLearning@fldoe.org)

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## Introduction

The district Digital Classrooms Plan (DCP) template was developed by the Florida Department of Education as required by s. 1011.62(12), Florida Statutes (F.S.), as a means to support school district strategies and school efforts to improve outcomes related to student performance by integrating technology in classroom teaching and learning. This guidance document is provided to assist districts to strategize, problem-solve, and monitor progress toward district-level technology and digital learning goals.

Districts are required by s. 1011.62(12), F.S., to develop a plan with input from, at a minimum, the district's instructional, curriculum and information technology staff. The district plan must be adopted by each district school board and submitted to the FDOE for approval.

The DCP is intended to be an actionable document that drives improvement in the district and schools. It is recommended that districts approach the DCP in a manner that engages multiple levels of stakeholders in school improvement planning and problem-solving. This may include school-level digital classroom plans, if determined necessary by the district. Superintendents are required to submit the superintendent's certification form, which certifies that the school board has adopted the district Digital Classrooms Plan. Review of the district DCP may begin prior to receipt of this certification form, however, official approval will not be granted until all documentation has been submitted to FDOE.

Additionally, district superintendents will be asked to certify that the district DCP has been board approved and all supplemental documentation has been completed. The required documents are as follows:

- District DCP Student Device Worksheet
- District DCP Template
- District Budget Worksheet
- District Third-Party Infrastructure Evaluation
- Florida DCP Security Assessment
- District DCP Superintendent Certification Form
- District DCP Submission Checklist

Districts are encouraged to submit their DCP at their earliest convenience for FDOE to begin the review process. However, formal approval will only be granted once all documents and worksheets have been completed and submitted. In accordance with s. 1011.62(12), F.S., district DCP plans are due October 1.

## **Student Device Worksheet**

For the 2016-17 year, s. 1011.62(12)(g), F.S., requires "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 Assessments to an entire grade at the same time."

The student device 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.

The worksheet will then calculate a total number of devices needed for each school. Districts will use total number of devices as their target for the Section II Online Assessment Support. 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.

## **Part I: Digital Classrooms Plan - Overview**

### **I.1. District Team Profile**

This section requires identification and contact information for each member of the DCP planning team. The digital learning components should be completed in collaboration with district instructional, curriculum and information technology staff as required in s.1011.62(12)(b), F.S. This section is intended to provide the names of individuals that provide input on the development of the plan. Additional titles/roles can be added as necessary.

### **I.2. District DCP Planning Process**

This section requires information regarding the development of your district's planning process for improvement. In the space provided, summarize the process used to write this plan including how parents, school staff, and others were involved.

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

Districts are required by s. 1011.62(12), F.S., to develop a plan with input from, at a minimum, the district's instructional, curriculum and information technology staff.

### **I.3. Technology Integration Matrix Implementation**

FDOE views the Technology Integration Matrix (TIM) as a key component to digital learning implementation. The TIM is located at [MyTechMatrix.org](http://MyTechMatrix.org) and was developed in Florida to provide a framework for defining and evaluating technology integration within the classroom. The TIM incorporates five interdependent characteristics of meaningful learning environments: active, constructive, goal directed, authentic and collaborative. Additionally, the TIM associates five levels of technology integration (i.e., entry, adoption, adaptation, infusion and transformation) with each of the five characteristics of meaningful learning environments.

Together, the five levels of technology integration and the five characteristics of meaningful learning environments create a matrix to assist districts in understanding where an individual teacher stands regarding integration of technology in the classroom.

The TIM system includes a variety of different data collection tools, both quantitative and qualitative, designed to inform decision-making and alignment of resources at the classroom, school and district levels.

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.

Districts may choose to use their existing evaluation tools to meet this criteria and should contact FDOE at [DigitalLearning@fldoe.org](mailto:DigitalLearning@fldoe.org) or the Florida Center for Instructional Technology at [tim@fcit.us](mailto:tim@fcit.us) for assistance with integrating their system with the TIM criteria.

Section II of the DCP will ask districts to identify the percent of teachers and classrooms at each level on the TIM.

#### **I.4. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)**

Florida defines a Multi-Tiered System of Supports (MTSS) as an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention.

Within a MTSS, resources are allocated in direct proportion to student needs. To ensure efficient use of resources, districts should begin with the identification of trends and patterns using district wide, school wide and grade-level data.

The MTSS is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels. Students who need instructional intervention beyond what is administered universally are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

These levels, or tiers, are used to describe the intensity of the instruction and interventions provided, not categories of students. The three tiers are outlined below.

- Tier 1 is the core universal instruction and supports designed and differentiated for all students in all settings.
- Tier 2 is the targeted supplemental interventions and supports some students receive in addition to and aligned with the core academic and behavior curriculum and instruction.
- Tier 3 is the intensive individualized interventions and supports few students receive in addition to and aligned with the core academic and behavior curriculum and instruction.

The data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and intervention should be maintained and layered.

More information and helpful resources can be found on Florida's MTSS website located at <http://www.florida-rti.org/index.htm>.

1. Describe your district's data-based problem-solving processes for the implementation and monitoring of your DCP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.
2. Describe the systems in place which the leadership team uses to monitor the district's MTSS and DCP.
3. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness supports being offered at each tier.
4. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving which will assist with the implementation of the DCP.

### **I.5. District Digital Learning Policies**

District support and key technology policies are crucial for digital learning success in the district. To better understand the role of digital learning in your district, please complete the table with the described policies. If no policy is currently in place, please note if a policy is currently being drafted or implemented. If there are no plans to draft or implement a policy, please indicate N/A. Additional policies in the district relating to digital learning may be added as necessary.

## **Part II: Digital Classrooms Plan – Strategy**

This section will have three steps for districts to complete.

- **Step 1 - Needs Analysis**

For each of the five component areas, districts will determine the needs currently in the district. These are metrics the state feels are important to take into consideration when developing a comprehensive Digital Classrooms Plan and will be used to measure growth across districts in reaching goals. The target established for each metric may be achieved over a single year or multiple years depending on the growth rate determined by the district.

5 components:

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

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In 2014-15, districts were asked to establish a baseline and a target for each of the required elements. In the 2016 template, districts are asked to provide the following information for each of the required elements as outlined below:

**Infrastructure:** Districts are asked to re-enter the 2014 DCP baseline. In addition, please provide the actual data from the Spring 2016 Technology Resources Inventory (TRI) and a specific target for the 2016-2017 school year, along with the month and year the target is planned to be achieved. The GAP identified will be a result of the difference between the baseline and target data for each element.

**Professional Development:** Districts are asked to identify their 2016 baseline from their current level of technology integration by teachers into classrooms. Additionally, districts are asked to identify their target for level of technology integration by teachers into the classrooms and a month and year for achieving the identified target.

**Digital Tools:** Districts are asked to evaluate the access and utilization of digital tools for students, parents and teachers. Additionally, districts are asked to indicate the baseline and target for utilization of the instructional materials available in the district.

**Online Assessments:** Districts are asked to provide the baseline established in 2016 for online assessment needs. The district will then utilize the supplemental device worksheet to calculate the target that will meet the statutory requirements for the Digital Classrooms Plan allocation as defined in s. 1011.62(12)(g), F.S.

- **Step 2 –District Goals**

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 established goals of the district and strategies in step 3 may be identified for how digital learning can help achieve these goals.

- **Step 3 - Strategies (Theory of Action)**

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 and measured with an implementation timeline.

## **A. Student Performance Outcomes – Needs Analysis**

This section should identify district needs and goals for student performance outcomes on a larger long-term scale. These goals should include outcomes for students with disabilities and minority gaps. It is suggested that districts review their existing student performance outcomes in the school grades model and any goals that may be in place through the district’s Annual Measurable Objective (AMO) most recent outcomes report at <http://schoolgrades.fldoe.org/> and if applicable, the District Improvement and Assistance Plan (DIAP). Additionally, districts may choose to utilize local assessments or other measures of academic achievement used to measure student performance.

### **1. School Grade Model Student Performance Outcomes**

In s. 1008.34, F.S., the Florida school grading system was revised starting in the 2014-15 school year. Review the district’s most recent district and school grades report at <http://schoolgrades.fldoe.org/>. As you are reviewing your district’s data, be sure to keep the following questions at the forefront of your discussion.

- a) What does research suggest about the specific learning needs of the student subgroups not meeting targets?
- b) Describe what the district has discovered about the learning needs of its underperforming subgroups. This can include lessons learned through national research on best practices as well as the district’s own local findings.
- c) Why did the previous plan not sufficiently meet these needs?
- d) Reflect on why last year’s strategies did not increase student achievement in these underperforming subgroups.

## **2. Additional Data**

As you are reviewing your district's data, be sure to consider the special needs of subgroups that may not be represented on your district AMO report. These could include federal Title subgroups such as homeless, migrant, or neglected and delinquent. For any of these subgroups who have underperformed in reading or math the district may add additional targets and respond to the following questions.

- a) What does research suggest about the specific learning needs of the student subgroups not meeting targets?
- b) Describe what the district has discovered about the learning needs of its underperforming subgroups. This can include lessons learned through national research on best practices as well as the district's own local findings.
- c) Why did the previous plan not sufficiently meet these needs?
- d) Reflect on why last year's strategies did not increase student achievement in these underperforming subgroups.

## **B. Digital Learning and Technology Infrastructure – Needs Analysis**

The current infrastructure in the district will be evaluated with the goal of creating a digital learning environment which maintains the appropriate levels of bandwidth, devices, hardware and software so that students in all classrooms have access to the digital tools necessary for future success.

As a minimum, the DCP template will include several metrics that all districts must report.

### **1. School Technology Readiness Inventory (TRI)**

The first seven required metrics (II.B.1-7) should come from the annual school Technology Readiness Inventory (TRI) which can be found at: <http://www.flinnovates.org/survey/>. Districts may access a report of their TRI data, which should be copied into the table for Fall 2014 baseline and Spring 2016 actual. These numbers are being used for DCP and public reporting and need to be consistent. Please describe below if the district target has changed.

State recommendations for technology infrastructure (device specifications and bandwidth standard) 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.

### **2. District Security**

Districts will be required to identify the status of the current security system in place in metric II.B.8. In order to establish the baseline and target percentages for security implementation, districts are asked to complete the Florida DCP Security Assessment worksheet. The worksheet and additional information on the critical controls may be downloaded securely from the FDOE website (<http://www.fldoe.org/about-us/division-of-technology-info-services/educational-technology/resources.stml>) and districts may obtain a password from the Bureau of Educational Technology by calling (850) 245-9868. In order for DCP final approval to be granted, districts must complete and email the security worksheet to [DigitalLearning@fldoe.org](mailto:DigitalLearning@fldoe.org). Due to the sensitive nature of the security details, only the aggregates and averages will be published. The worksheet and security report details will not be made publically available.

### **3. District Supported Browsers**

Districts have been required to report on the district TRI the list of browsers and browser versions currently supported. This data needs to be reflected in the DCP for metric II.B.9. Districts should respond “Yes” if any of the following browsers are supported:

- Internet Explorer v.10 or v.11
- Mozilla Firefox v.33 or v.34
- Google Chrome v.31 or v.32

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- Safari v.6+ or v.7+

Districts may choose to report additional metrics on needs that are identified in the district. These could be targeted needs at specific schools within the district. For each metric reported, districts should also provide data for the target or goal level they wish to reach in the future.

Not all metrics where the target has not been met will be required or intended to be addressed through the DCP allocation. This information is used to outline the district needs and help prioritize the next step of identifying strategies and an implementation plan. In Part III of the DCP, districts will be asked to provide details on components that will be addressed in the current school year's DCP. Additionally, districts will be given the opportunity to identify any other deliverables being planned with other funding sources.

### C. Professional Development – Needs Analysis

Districts will work to provide Instructional personnel and staff with access to opportunities and training to assist with the integration of technology into classroom teaching.

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.

To support this area, please insert links to the district MIP, attach a draft as an appendix to the district Digital Classroom Plan or provide deliverables on how this will be addressed.

#### 1. *Technology Integration Matrix*

Districts will be required to estimate the level of technology integration used by teachers in classrooms as outlined by the TIM located at [MyTechMatrix.org](http://MyTechMatrix.org). The use of the TIM may be new for some districts and an estimate may be used for the baseline measurement. For each component, please enter the percent of teachers at each of the five levels of the matrix. Since this indicator has changed from the 2014-15 year, districts were asked to establish new baseline data for the 2015-16 year.

Entry	%
Adoption	%
Adaptation	%
Infusion	%
Transformation	%

RULE: Sum of percent entered should not exceed 100 percent.

The first indicator requests that average teacher integration be evaluated by observations. The district can determine the most efficient and appropriate method for conducting these observations. They may be done by teacher peers or by administrators. It is suggested that the reviewer be familiar with the TIM.

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The second indicator requests that districts and schools review lesson plans and evaluate them according to the TIM. Again, the district and school may determine the most efficient and appropriate method for these reviews.

Districts can use their discretion for determining the average levels for TIM reporting. It is suggested that both components (classroom integration and lesson plan integration) be evaluated at the highest rating for each teacher. For example, if a classroom was observed three times, the highest ranking observation would be recorded.

If the district has other methods of determining professional development needs, additional metrics for displaying the need can be entered into the table. For each metric reported, districts should also provide data for the target or goal level they wish to reach in the future. Districts utilizing this option should contact FDOE at [DigitalLearning@fldoe.org](mailto:DigitalLearning@fldoe.org) or the Florida Center for Instructional Technology (FCIT) [tim@fcit.us](mailto:tim@fcit.us) for assistance with integrating their evaluation system with the TIM criteria.

Not all metrics where the target has not been met will be required or intended to be addressed through the DCP allocation. This information is intended to serve as a summary of the district needs and can help prioritize the requirements for the next step of identifying strategies and creating an implementation plan. In Part III of the DCP districts will be asked to provide details on components that will be addressed by the current school year DCP.

## **D. Digital Tools – Needs Analysis**

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

### **1. Digital Tools System**

Districts will be required to report on the current status of components of the digital tools systems. For 2016-2017, these components have been changed to measure the access and utilization by user role. The three user roles collected for this metric are students, teachers/administrators (school users) and parent access.

Since these are new components for 2016-2017, districts will be asked to establish a new baseline for this year. For each component, the district should evaluate available data to determine or estimate the current percent of access and the percent of utilization. For the target, the district is asked to report the amount of access and utilization they wish to reach by the target date.

Districts may choose to report additional metrics on needs that are identified. These may be targeted needs at specific schools sites within the district or may meet specific district-wide needs. For each metric reported, districts should also provide data for the target or goal level they wish to reach in the future.

### **2. Digital Instructional Materials**

Districts are asked in II.D.1-6 (IM), the current status of implementing digital instructional materials as per s. 1006.283(2)(b)11, F.S.

### **3. CAPE Digital Tools**

Districts may also add metrics for the measurement of CAPE digital tools. 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>

Districts may choose to report additional metrics on needs that are identified. These could be targeted needs at specific schools within the district. For each metric reported, districts should also provide data for the target or goal level they wish to reach in the future.

## **E. Online Assessments – Needs Analysis**

Districts are encouraged to continue improving the readiness for online assessments. Under this section, districts should review the current testing windows, available computer devices, necessary infrastructure and ways these factors can be improved to lessen instructional disruption.

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 being utilized. Districts should review current technology specifications for statewide assessments (available at [www.FLAssessments.com/TestNav8](http://www.FLAssessments.com/TestNav8) and [www.FSAssessments.org](http://www.FSAssessments.org)) and schedule information distributed from the K-12 Student Assessment Bureau when determining potential deliverables.

### **1. Computer Based Testing Certification Tool**

FDOE will continue to provide the Computer-Based Testing Certification Tool as a resource for districts to use to prepare for online assessments throughout the 2016-17 school year. This certification tool can also be used as a method of measuring success in online assessment administration.

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.

For 2015-16, districts were asked to set a target percentage of schools they would like to improve or reduce the amount of testing time required. For example, the district could set a target of 50 percent of schools that will reduce the number of scheduled sessions required for statewide testing. For the 2016-17 year, districts should evaluate their goals and update as necessary.

Additionally, districts may choose to report added metrics on needs that are identified in the district. These could be targeted needs at specific schools within the district. For each metric reported, districts should also provide data for the target or goal level they wish to reach in the future.

## F. 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.

### EXAMPLES

- *Highest Student Achievement: All schools will meet 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.*

## G. 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.

- **Goal Addressed** – List goal from step 2 above that the strategy will address.
- **Strategy** – Describe how the goal will be addressed to support digital learning and the state goals outline in the state DCP.
- **Measurement** – List the action that will be completed to achieve the strategy. These are high- level actions. Specific deliverables that the DCP allocation will cover will be outlined in Part III of the plan.
- **Timeline** – These strategies in Part II can be completed over any period of time determined by the district. Districts are encouraged to be as specific as possible. More detailed timeline dates will be required for the specific deliverables the DCP allocation will cover within the current school year (2015-16).

<b>EXAMPLE</b>			
<b>Goal Addressed</b>	<b>Strategy</b>	<b>Measurement</b>	<b>Timeline</b>
<i>Highest student achievement</i>	<i>Supply teachers and students with high quality digital content aligned to the Florida Standards</i>	<i>Purchase Instructional Materials in digital format</i>	<i>50% of purchases in 2016-17</i>
<i>Highest student achievement</i>	<i>Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.</i>	<i>Fully implement system across nine components Integrate instructional materials into system</i>	<i>2016 and ongoing</i>
<i>Highest student achievement</i>	<i>Create an infrastructure that supports the needs of digital learning and online assessments</i>	<i>Bandwidth amount Wireless access for all classrooms</i>	<i>2016 through 2019</i>

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

### **Part III: Digital Classrooms Plan – Allocation Proposal**

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 DCP and the DCP Allocation must include five key components as required by s. 1011.62(12)(b), F.S.

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 once complete and 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.**

For each section, if no deliverables will be implemented from DCP allocation funding, the district is asked to complete a brief description of other activities that are being completed to cover the component area from another funding source.

**A. Student Performance Outcomes**

This section should identify district goals for student performance outcomes tied to the plans for the digital learning and technology infrastructure section of the digital classrooms plan. These goals should include outcomes for students with disabilities and must be tied to the efforts and strategies to improve outcomes related to student performance by integrating technology in classroom teaching and learning.

Results of the outcomes shall be reported at least annually for the current school year and subsequent 3 years. Results should also be accompanied by an independent evaluation and validation of the reported results.

Examples for component A) Student Performance Outcomes:

<b>EXAMPLES</b>		
<b>Student Performance Outcomes</b>	<b>Baseline</b>	<b>Target</b>
1. <i>Increase percent of 4<sup>th</sup> grade mathematics students performing at Sunshine Elementary School.</i>	45%	48%
2. <i>Improve graduation rates at Sandy Shores High School.</i>	78%	80%

## B. Digital Learning and Technology Infrastructure

This section should include the implementation of infrastructure and other digital learning components that will be funded from the DCP allocation in the 2015-16 year.

Examples of deliverables to be funded under this component include, but are not limited to, connectivity, broadband access, wireless capacity, Internet speed, and data security. All deliverables for this component area must meet or exceed the minimum specifications established by the FDOE.

State recommendations for technology infrastructure can be found at [http://www.fldoe.org/BII/Instruct\\_Tech/pdf/Device-BandwidthTechSpecs.pdf](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.

FDOE guidelines on networking can be found at <http://www.fldoe.org/core/fileparse.php/5658/urlt/0097849-device-bandwidthtechspecs.pdf>. FDOE is modeling their recommended specifications on those advanced by the State Educational Technology Directors Association in its May 2012 publication *The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs* (<http://www.setda.org/web/guest/broadbandimperative>).

<b>Recommended Bandwidth Specifications</b>	
<i>External Connection to Internet</i>	<i>100 kbps per student or faster</i>
<i>Internal School Network</i>	<i>1000 kbps per student or faster</i>

Districts are encouraged to have the appropriate ratio of students per device to meet the current levels of instruction. The device must be multifunctional and meet the standard for the Florida Standards Assessment (FSA) and Next Generation Sunshine State Standards End-of-Course assessments. Additionally, the device should meet the specific instructional needs of the student and level of digital learning implementation in the classroom. Consideration of the following should be used when determining the device needs:

- Florida Standards requirements
- Grade-level and course appropriate access for technology skills
- Appropriate access to digital content and instructional materials
- A student should be able to meet all educational needs with a single device to avoid the costs caused by the duplication of utilizing multiple devices to meet instructional and assessment requirements.

The DCP allocation may be distributed using a competitive process per s. 1011.62(12)(c), F.S., which should be identified in the implementation plan. Additionally, deliverables may be implemented on an as needed basis to address specific needs or student performance outcome goals and should be noted next to each deliverable where and when implementation will occur.

District Digital Classrooms Plan Guidance

Examples of deliverables for component B) Infrastructure:

EXAMPLES					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.B.X.	<i>Purchase and implement wireless access points</i>	<i>May 2017</i>	<i>\$4,000</i>	<i>All fourth grade classes at Sunshine Elementary school.</i>	<i>II.B.7</i>
III.B.X.	<i>Purchase and implement 100 new student laptop devices</i>	<i>February 2017</i>	<i>\$6,000</i>	<i>All fourth grade classes at Sunshine Elementary school.</i>	<i>II.B.3</i>

A monitoring process will be required to be described for each deliverable listed in the implementation plan that is covered through the DCP allocation. A success criteria is also required for each deliverable listed in the implementation plan that is covered through the DCP allocation. The success criteria will describe how the district intends to ensure that the deliverable was successful in achieving its intended outcome. The successful implementation of each deliverable should help improve the student performance outcomes and improve digital learning in the district.

Examples of success criteria for deliverable B) Infrastructure:

EXAMPLE		
Deliverable (from prior section)	Monitoring and Evaluation and Process(es)	Success Criteria
<i>B.I.</i>	<i>Computers will be purchased by October 1 (Finance Office) Computers will be delivered by November 15 (IT Office) Computers are imaged and prepared for delivery (IT Office)</i>	<i>After successful distribution of the devices, student use of the technology in the 7th grade math classes at these schools will be measured by the Technology Integration Matrix.</i>

Additionally, 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 their technology inventory and infrastructure needs. Please describe the process used for the evaluation and submit the evaluation results with the DCP. The evaluation results can be attached as an appendix or incorporated into the plan.

### C. Professional Development

Examples of deliverables to be funded under this component include, but are not limited to, using technology in the classroom and improving digital literacy and competency. State recommendations for digital learning professional development include at a minimum, High Quality Master In-service Plan (MIP) components that address:

- School leadership “look-fors” on quality digital learning processes in the classroom
- Educator capacity to use available technology
- Instructional lesson planning using digital resources
- Student digital learning practices

These MIP components should include participant implementation agreements that address issues arising in needs analyses and be supported by school level monitoring and feedback processes supporting educator growth related to digital learning.

Please insert links to the district MIP to support this area, attach a draft as an appendix to the district Digital Classroom Plan or provide deliverables on how this will be addressed. Districts will be required to identify and prioritize strategies they intend to implement for professional development in support of digital learning.

The digital classroom plan allocation may be distributed using a competitive process (s. 1011.62(12)(c), F.S.) and should be identified in the implementation plan if used. Additionally, deliverables are just implemented on an as needed basis to address specific needs or student performance outcome goals and should be noted next to each deliverable where the where implementation will occur.

Examples of deliverables for component C) Professional Development:

EXAMPLES					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.X.	<i>X# high school teachers participate in professional development aligned with MIP.</i>	<i>May 2017</i>	<i>\$X</i>	<i>Sandy Shores High School</i>	<i>II.C.1.</i>
III.C.X.	<i>X# teachers participate in book study and lesson studies on digital learning</i>	<i>May 2017</i>	<i>\$X</i>	<i>Sandy Shores High School</i>	<i>II.C.2.</i>

A monitoring process will be required to be described for each deliverable listed in the implementation plan that is covered through the DCP allocation. A success criteria is also required for each deliverable listed in the implementation plan that is covered through the DCP allocation. The success criteria will describe how the district intends to ensure that the deliverable was successful in achieving its intended outcome. The successful implementation of each deliverable should help improve the student performance outcomes and improve digital learning in the district.

## D. Digital Tools

Examples of deliverables to be funded under this component include, but are not limited to, competency-based credentials that measure and demonstrate digital competency and certifications; third-party assessments that demonstrate acquired knowledge and use of digital applications; and devices that meet or exceed minimum requirements and protocols established by the FDOE.

As a key requirement for full digital learning implementation, districts will be required to continue to implement and support a digital tools system. 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.

- The system will enable teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.
- The system will provide teachers and administrators the ability to create instructional materials and/or resources and lesson plans.
- The system will support the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.
- The system will include district staff information combined with the ability to create and manage professional development offerings and plans.
- The system will include 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.
- The system will leverage the availability of data about students, district staff, benchmarks, courses, assessments, and instructional resources to provide new ways of viewing and analyzing data.
- The system will house documents, videos, and information for teachers, students, parents, district administrators and technical support.
- The system will include or seamlessly share 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.
- The system will provide secure, role-based access to its features and data for teachers, students, parents, district administrators, and technical support.

Additionally, s. 1007.2616, F.S. outlines the requirements of districts for computer science and technology instruction. 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.

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Examples of deliverables for component D) Digital Tools:

<b>EXAMPLES</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
<i>III.D.X.</i>	<i>Integrate X sets of instructional materials into the digital tools system</i>	<i>September 2016</i>	<i>\$X</i>	<i>Sunshine Elementary school</i>	<i>II.D.2 (S)</i>
<i>III.D.X.</i>	<i>Offer X additional CAPE digital tool certifications from approved list</i>	<i>2015-16</i>	<i>\$X</i>	<i>Sandy Shores High School</i>	<i>II.D.1 (D)</i>

A success criteria is also required for each deliverable listed in the implementation plan that is covered through the Digital Classrooms allocation. The success criteria will describe how the district intends to ensure that the deliverable was successful in achieving its intended outcome. The successful implementation of each deliverable should help improve the student performance outcomes and improve digital learning in the district.

## E. Online Assessments

Through assistance of the DCP, districts are encouraged to continue improving the readiness for online assessments. Under this section, districts are encouraged to review the current testing windows, available computer devices, necessary infrastructure and ways these factors can be improved.

Deliverables for Online Assessments should include the required number of devices as calculated on the Student Device Worksheet.

Examples of deliverables to be funded under this component include, but are not limited to, expanding the capacity to administer assessments and compatibility with minimum assessment protocols and requirements established by the FDOE.

Technical information regarding the administration of the Florida Standards Assessments, FCAT 2.0 Retakes, and NGSSS EOC Assessments can be viewed via the following links:

- Florida Standards Assessments: <http://fsassessments.org/>
- FCAT 2.0 Retakes and NGSSS EOC Assessments: <https://support.assessment.pearson.com/display/FL/Florida+TestNav+8+Support>

The following additional resources are also available:

- [2015-2016 Statewide Assessments Schedule](#)
- [Florida's Transition to Computer-Based Testing for Statewide Assessments](#)

Examples of deliverables for component E) Online Assessments:

EXAMPLES					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.E.X.	<i>Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows</i>	<i>September 2017</i>	<i>\$X</i>	<i>Sandy Shores High School</i>	<i>II.E.1</i>
III.E.X.	<i>Purchase 100 additional student devices for assessments</i>	<i>February 2017</i>	<i>\$X</i>	<i>Sandy Shores High School</i>	<i>II.E.1 and II.E.2</i>

## District Budget Worksheet

Districts are asked to complete a DCP Budget Deliverable Worksheet to track expenditures of DCP allocation funds. For each deliverable identified by the district in the 2016-2017 DCP, please provide the deliverable number, deliverable description, item quantity, unit price and total amount of the planned expenditure in the table provided.

Directions: Please use the following steps to complete the form.

- A. Enter Name of District
- B. Enter District Number
- C. Complete the table with the following data:
  1. Deliverable Number – Enter the deliverable number identified in the digital classrooms plan needs analysis.
  2. Deliverable Description – Enter a brief description of the deliverable identified in the digital classrooms plan needs analysis.
  3. Quantity - Enter the quantity of items purchased.
  4. Enter the cost per unit of the items identified in the digital classrooms plan needs analysis.
  5. Amount - Enter the total amount budgeted for each line item.
  6. Complete the charter school portion at the bottom.

Please check to ensure that total at the bottom does not exceed DCP allocation funding.

## **District Third-Party Infrastructure Evaluation**

For each year that the district uses DCP allocation funds for infrastructure, 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. The third-party infrastructure evaluation is to document that a third-party has evaluated the needs of the district and documentation must be submitted with the DCP.

## Florida DCP Security Assessment

Districts will be required to identify the status of the current security system in place in metric II.B.9. In order to establish the baseline and target percentages for security implementation, districts are asked to complete the Florida DCP Security Assessment worksheet. The worksheet and additional information on the critical controls may be downloaded securely from the FDOE website (<http://www.fldoe.org/about-us/division-of-technology-info-services/educational-technology/resources.stml>) and districts may obtain a password from the Bureau of Educational Technology by calling (850) 245-9868. In order for DCP final approval to be granted, districts must complete and email the security worksheet to [DigitalLearning@fldoe.org](mailto:DigitalLearning@fldoe.org). Due to the sensitive nature of the security details, only the aggregates and averages will be published. The worksheet and security report details will not be made publically available.

This assessment tool is intended to assist in evaluating the current security status of the school districts. The tool is not intended to be comprehensive but is intended to assess some key areas of IT security that can serve as a starting point for each school district.

Directions:

Tab 1 – Score Assess: In the space provide, please enter district name. (Note: This page contains formulas which automatically calculate when data is entered on the Assessment tab and there are no other data entry requirements for this page.)

Tab 2: Assessment: Districts should enter both a baseline and a target for each of the security statements provided. The tool requires a baseline and target for your security needs and agreement that the district will to continue to maintain, support and implement the security measures in place. We have provided three possible responses in a dropdown menu. Those dropdown options are:

- Fully Implemented
- Partially Implemented
- Not Implemented/Accept Risk

If the district has a baseline of “fully implemented,” we request that you list “fully implemented” as your target so we can indicate that you have met a particular metric related to security.

Once your district has completed the security assessment tool, please save it and return it via email to FDOE at [DigitalLearning@fldoe.org](mailto:DigitalLearning@fldoe.org).

The assessment tool touches each of the NIST (National Institute of Standards and Technology) [Cybersecurity Framework Version 1](#) functional areas (Identify, Protect, Detect, Respond and Recover). However, this tool does not cover every category within the functional areas.

## District DCP Superintendent Certification Form

The superintendent certification form asks superintendent's to certify that key components of the DCP have been met.

- **Digital Classroom Plan:** Superintendents are asked to certify that the district school board has adopted the Digital Classroom Plan.
- **Devices Statement:** The superintendent is asked to complete the device worksheet which identifies the largest class by school according to the FTE and to certify that each school has adequate devices to administer the Florida Standards Assessments to an entire grade at the same time.
- **Expenditure Spending for Reporting Purposes:** The superintendent is asked to verify the district's use of the DCP allocation by completing the DCP Budget Allocation Spending form.
- **DCP Security Assessment Completion:** The superintendent is asked to confirm that the DCP security assessment has been completed and submitted.
- **Instructional Materials:** The superintendent is asked to verify instructionally materials planned spending regarding technology infrastructure flexibility. Specific Appropriation 90, of chapter 2015-232, Laws of Florida, (General Appropriations Act) provides flexibility in the use of up to \$165 million of instructional materials funds for the purchase of electronic devices and technology equipment and infrastructure. In order to distribute these funds as required by law, districts are required to certify that they have met all of their instructional content/material needs and if they intend to use any funding for technology for the 2016-2017 school year.
- District superintendents must also certify that the district has provided teachers, administrators, students and parents access to:
  1. Instructional materials in digital or electronic format, as defined in s.1006.29, F.S.
  2. Digital materials, including those digital materials that enable students to earn certificates and industry certifications pursuant to s.1003.4203 and 1008.44, F.S.
  3. Teaching and learning tools and resources, including the ability for teachers and administrators to manage, assess, and monitor student performance data.
- **Access Assurances:** The superintendent is asked to confirm that teachers, administrators, students and parents have access to instructional materials.
- **Superintendents Certification for Charter Schools:** Under s. 1011.62(12)(c), F.S., districts must include formal verification of the superintendent's receipt of the DCP of each charter school using a streamlined format prescribed by the FDOE. Unlike the district DCP, the department does not require charter school plans to be submitted to FDOE for approval.

## **District DCP Submission Checklist**

Districts should use the DCP Submission Checklist as a final confirmation that all data points and supplemental documents requested by FDOE have been included in the DCP. This checklist should accompany your final submission to FDOE via [DigitalLearning@fldoe.org](mailto:DigitalLearning@fldoe.org).