

# DISTRICT DIGITAL CLASSROOMS PLAN GUIDANCE

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

*2015-16*

## **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 2015-16 year, which includes additional questions regarding security needs and the Technology Integration Matrix (TIM). 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 Section(s). 1011.62(12), Florida Statutes (F.S.), as a means to support school district and school efforts and strategies 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 a certification form certifying 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 the certification form has been submitted to FDOE.

Additionally on the superintendent certification form, superintendents will be asked to verify instructionally materials planned spending regarding technology infrastructure flexibility. Specific appropriation 96 of chapter 2014-051, 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 the Instructional Materials 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 2015-16 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.

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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 school plans to be submitted to FDOE for approval.

Documents and additional support are located at <http://www.fldoe.org/about-us/division-of-technology-info-services/educational-technology/dcp.stml>

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### 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 provided 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 improvement planning process. 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.

#### 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. The following tools are included in the TIM tools suite:

- Technology Uses and Perceptions Survey (TUPS)-This survey is designed to gain a better understanding of how educators use technology in their teaching, their level of experience with technology, and their comfort with and attitudes toward technology.
- The Technology Integration Matrix Observation Tool (TIM-O)-This tool is designed to guide principals, teachers and others through the process of evaluating the level of technology integration within a particular lesson.

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- Action Research for Technology Integration (ARTI)-The ARTI tool provides a framework for teachers to design and conduct their own action research projects. ARTI takes teachers through the five basic steps of an action research project including: identification of a question, description of the context, data collection, analysis and the creation of findings.
- TIM Administrative Center-The TIM Tools Administrative Center gives administrators the ability to upload lists of schools and members, assign observers, administer member passwords and generate reports. The district version also allows the grouping of schools into zones for assigning administrative and observation responsibilities.

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.

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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 this template, districts are asked to re-enter the baseline that was established in the 2014 DCP. For the 2015 year, new elements were added in the Infrastructure section, including Professional Development and Digital Tools components. For these new metrics, FDOE recommends that districts establish a new baseline for the 2015-16 year.

- **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.

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### 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.

Certain metrics are grayed out and not required to be completed due to the timing of the release of the data.

#### 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?  
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.
- b) Why did the previous plan not sufficiently meet these needs?  
Reflect on why last year's strategies did not increase student achievement in these underperforming subgroups.

#### 2. DIAP/AMO Data Review

In February 2012, the U.S. Department of Education granted Florida a waiver from certain reporting requirements of the Elementary and Secondary Education Act (ESEA). As a condition of no longer having to comply with adequate yearly progress targets, Florida set four ambitious but achievable Annual Measurable Objective (AMO) targets to report on annually.

1. *School Grade Performance Target*: Each school in Florida will strive to achieve a school grade of "A."
2. *Reading and Mathematics Performance Target*: Each school and subgroup in Florida will increase the proportion of students scoring at Achievement Level 3 and above and reduce the proportion of students scoring at Achievement Levels 1 and 2 by 50 percent from 2010-11 to 2015-16.
3. *Lowest-Performing 25% Performance Target*: Each school in Florida will demonstrate that 50 percent of students in the lowest-performing 25% have made learning gains in reading and mathematics.

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4. *Florida's Student Performance Target*: Florida will attain the same achievement levels as the top five states on the National Assessment of Educational Progress (NAEP) and the top nations on the Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS), and Program for International Student Assessment (PISA).

More information about AMOs can be found in Florida's ESEA waiver at <https://www.fldoe.org/eSEA/pdf/FloridaFinalESEAWaiverApp.pdf> or in the Bureau of Accountability Reporting's technical assistance paper titled [Reporting Florida's AMOs in Compliance with ESEA Waiver Requirements](#).

The ESEA waiver directly ties the second AMO, *Reading and Mathematics Performance Target*, to district and school improvement planning.

All districts and subgroups within the district are evaluated separately to determine whether they are making progress in the current year to be on track to reduce the percentage of students scoring at Achievement Levels 1 and 2 by half by 2016-17. Subgroups that have 95 percent of students or more scoring at Achievement Level 3 or higher automatically meet their AMO targets. This allows high-performing districts and subgroups to meet the AMO requirement without having to show improvement over the prior year.

For the purposes of AMO reporting, students are clustered in the following subgroups:

- All students
- American Indian
- Asian
- Black
- Hispanic
- White
- English language learners
- Students with disabilities
- Economically disadvantaged

Review the district's most recent AMO outcomes 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?  
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.
- b) Why did the previous plan not sufficiently meet these needs?  
Reflect on why last year's strategies did not increase student achievement in these underperforming subgroups.

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### 3. *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?

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.

- b) Why did the previous plan not sufficiently meet these needs?

Reflect on why last year's strategies did not increase student achievement in these underperforming subgroups.

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### 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 2015 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 places in metric II.B.8. Districts are asked to complete the SANS security critical controls worksheet in order to establish their baseline and target percentages for security implementation. The worksheet and additional information on the critical controls may be downloaded securely (BET Security Link). Districts must complete and email the security worksheet to [DigitalLearning@fldoe.org](mailto:DigitalLearning@fldoe.org) in order for DCP final approval to be granted. Due to the sensitive nature of the security details, only the average will be posted online as part of the district DCP. The worksheet and security report details will not be made publically available. Districts are encouraged to submit their DCP at their earliest convenience so FDOE can begin the review process. However, formal approval will only be granted once the security worksheet has been completed and submitted.

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 start point for each school district.

The assessment tool touches each of the NIST (National Institute of Standards and Technology) [Cybersecurity Framework Version 1](#) functional areas (Identify, Protect,

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Detect, Respond and Recover). However, this tool does not cover every category within the functional areas.

### 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
- 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.

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### 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 are asked to establish new baseline data for the 2015-16 year.

<b>Entry</b>	%
<b>Adoption</b>	%
<b>Adaptation</b>	%
<b>Infusion</b>	%
<b>Transformation</b>	%

**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 and the TIM tools available to the district. Additional training for reviewers is available through the TIM tools, if necessary.

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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.

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### D. Digital Tools – Need 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 2015-16, 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 2015-16, 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 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.

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### E. Online Assessments – Need 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 2015-16 school year. This certification tool can also be used as a method of measuring success in online assessment administration.

For 2015-16 districts are asked to analyze the number of schools days required to complete the Spring online assessments. Districts should consider reviewing data for each school from the CBT certification tool to determine the average number of days schools are using to complete testing within the authorized testing window. Districts are then asked to establish a target average number of days they will work to achieve by the target date.

For 2015-16, districts are asked to set a target percentage they would like for schools to meet. 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.

Additionally, 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.

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### 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.

Goals Examples:

#### 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.*

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### 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).

EXAMPLES			
Goal Addressed	Strategy	Measurement	Timeline
<i>Highest student achievement</i>	<i>Supply teachers and students with high quality digital content aligned to the Florida Standards</i>	<ul style="list-style-type: none"> <li>• <i>Purchase Instructional Materials in digital format</i></li> </ul>	<i>50% of purchases in 2014-15</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>	<ul style="list-style-type: none"> <li>• <i>Fully implement system across nine components</i></li> <li>• <i>Integrate instructional materials into system</i></li> </ul>	<i>2014 and ongoing</i>
<i>Highest student achievement</i>	<i>Create an infrastructure that supports the needs of digital learning and online assessments</i>	<ul style="list-style-type: none"> <li>• <i>Bandwidth amount</i></li> <li>• <i>Wireless access for all classrooms</i></li> </ul>	<i>2014 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.**

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### 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.

## District Digital Classrooms Plan Guidance

### 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			
Student Performance Outcomes		Baseline	Target
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%

## District Digital Classrooms Plan Guidance

### 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 department.

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>).

Recommended Bandwidth Specifications	
External Connection to Internet	100 kbps per student or faster
Internal School Network	1000 kbps per student or faster

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 (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

An example of an infrastructure deliverable could be:

<b>EXAMPLES</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
<i>B.X.</i>	<i>Purchase and implement wireless access points</i>	<i>May 2015</i>	<i>\$4,000</i>	<i>All 4<sup>th</sup> grade classes at Sunshine Elementary school.</i>	<i>II.B.7</i>
<i>B.X.</i>	<i>Purchase and implement 100 new student laptop devices</i>	<i>February 2015</i>	<i>\$6,000</i>	<i>All 4<sup>th</sup> 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.

An example of infrastructure success criteria could be:

Deliverable (from prior section)	Monitoring and Evaluation and Process(es)	Success Criteria
<i>B.1.</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 7<sup>th</sup> 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. districts are required 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.

## District Digital Classrooms Plan Guidance

### 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.

An example of a professional development deliverable could be:

EXAMPLES					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
C.X.	<i>X# high school teachers participate in professional development aligned with MIP.</i>	<i>May 2015</i>	<i>\$X</i>	<i>Sandy Shores High School</i>	<i>II.C.1.</i>
C.X.	<i>X# teachers participate in book study and lesson studies on digital learning</i>	<i>May 2015</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.

## District Digital Classrooms Plan Guidance

### 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 to access when they have questions about how to use or support the system.
- 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 department may also be included here.

## District Digital Classrooms Plan Guidance

Examples of deliverables for component D) Digital Tools:

<b>EXAMPLES</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
<i>D.X.</i>	<i>Integrate X sets of instructional materials into the digital tools system</i>	<i>September 2014</i>	<i>\$X</i>	<i>Sunshine Elementary School</i>	<i>II.D.2 (S)</i>
<i>D.X.</i>	<i>Offer X additional CAPE digital tool certifications from approved list</i>	<i>2014-15</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.

## District Digital Classrooms Plan Guidance

### E. Online Assessments

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 department.

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](#)

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.

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 2015-16 school year. This certification tool can also be used as a method of measuring success in online assessment administration.

Examples of deliverables for component E) Online Assessments:

<b>EXAMPLES</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
<i>E.X.</i>	<i>Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows</i>	<i>September 2014</i>	<i>\$X</i>	<i>Sandy Shores High School</i>	<i>II.E.1</i>
<i>E.X.</i>	<i>Purchase 100 additional student devices for assessments</i>	<i>February 2015</i>	<i>\$X</i>	<i>Sandy Shores High School</i>	<i>II.E.1 and II.E.2</i>