

BAY DISTRICT SCHOOLS DIGITAL CLASSROOM PLAN

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

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

1.1 District Mission and Vision statements

Vision

Bay District Schools will develop high academic achievers to produce successful, innovative citizens and leaders for tomorrow's world.

Mission

Bay District Schools will deliver a high quality education in a collaborative, safe, and respectful environment. Our commitment is to inspire students in the development of character with the acquisition and use of knowledge and skills as we prepare them for life and work in a diverse, global economy. Bay District School's mission is to ensure that all students have access to a guaranteed and viable curriculum. Teachers will demonstrate an understanding of standards, know what mastery looks like, and implement aligned instruction and assessment to increase student levels of proficiency.

1.2 District Profile

Bay District Schools is one of the top employers in Bay County with 66.4% instructional staff, 3.6% school administrators, 1.3% district administrators, and 28.7% professional/non-professional support staff. Bay District Schools serves 42 schools including 5 high schools, 6 middle schools, 18 elementary schools, 2 combined grade level schools, 3 special purpose schools, 1 adult technical center, 6 charters, and 1 virtual school. There is a wide diversity among Bay District's 26,000 students. This diverse population includes 59% Free/Reduced Lunch, 2% ELLs, 18% ESE, 75% White, 16% African American, 3% Asian, and 6% other.

Bay District Schools and the Bay County community are committed to providing our students and teachers opportunities for digital learning. One example of this commitment is a half cent tax voted on by Bay County residents in 2010 that would be used for facilities and technology integration.

1.3 District Team Profile

Title/Role	Name:	Email/Phone:
Director of Information Management Systems	David Smith	tech@bay.k12.fl.us 850-767- 4291
Supervisor of Instructional Technology and Media Services	Tamra Hogue	hoguetsm@bay.k12.fl.us 850-767-5269
Instructional Specialist K-12 & Adult Services for Instructional Technology	Rhonda Sumpter	sumptrw@bay.k12.fl.us 850-767-4558
Director of K-12 & Adult Services (elementary)	Denise Kelley	kellecd@bay.k12.fl.us 850-767-4324
Director of K-12 & Adult Services (secondary)	Suzanne Fararr	farrash@bay.k12.fl.us 850-767-4525
Instructional Specialist K-12 & Adult Services for School Improvement	Ilea Faircloth	fairclm@bay.k12.fl.us 850-767- 4241
Coordinator of Staff Development	Lisa Churchwell	churclm@bay.k12.fl.us 850-767- 4266
Director of Exceptional Student Education	Pat Martin	martipc@bay.k12.fl.us 850-767-4333
Director of Student Services (MTSS)	Lee Stafford	staffla@bay.k12.fl.us 850-767-4310

1.4 Planning Process

The development of this plan was a collaborative effort of departments within the Division of Teaching and Learning. The Division of Teaching and Learning Department provided support for all schools in pursuit of digital learning, served to inform specific sections of the plan and to give insight and lend support regarding the choice and implementation of instructional strategies, interventions, supplemental programs, and technology tools that would benefit all students.

1.5 Multi-Tiered System of Supports (MTSS)

Bay District Schools is dedicated to the successful implementation of MTSS structures in all of our schools. Data is monitored by several district level teams. The DAT (District Assistance Team), MTSS District Leadership Team and several other district level teams analyze all data collected to appropriately provide funding, staffing, resources(**including digital resources**) , teacher support and interventions/materials for small groups and individual students. Resources are allocated based on FCAT data, DEA data and Progress Monitoring data collected on our Tier II and Tier III students, behavioral data and observational data. Title I, and Title II funding is provided to certain schools based on their specific needs.

The Title One Instructional Specialist reviews the data collected by the district level teams and provides resources from these two funding sources based on need. Also, Bay District's ESE Director sets aside 15% of the IDEA budget which to provide teacher support through PD, intervention materials for small groups and individual students.

The focus of the MTSS Instructional Specialist is to facilitate the problem solving process at the district level to ensure that students are being exposed to appropriate CORE instruction and provide the plan of action if CORE is suspected to be weak. District MTSS team examine data in conjunction with the district level teams and provide their services based on the problem solving process. One size fits all is not a way of work in our MTSS structures in Bay District Schools. The Problem Solving process drives every MTSS decision that we make for our schools. All decisions are individual based and driven by data!

There are several systems in place to assist the District MTSS Leadership Team with monitoring district wide MTSS implementation. Currently, there are five MTSS Staff Training Specialists who are assigned to all Bay District Schools. These STSs complete monthly fidelity checks and report these findings back to the Instructional Specialist for Elementary and Secondary MTSS. The Instructional Specialist also serves as the chairman of the District MTSS Leadership Team and reports the fidelity data to the team. Any adjustment based on this data is determined by the District MTSS Leadership Team. Our district participates in district wide reading fidelity checks several times a year. District level staff members visit every school in the district and complete a walk-through document. Included in this document is a section to review and document MTSS implementation. These documents are collected and the results reviewed by the District MTSS Leadership Team. All schools are asked to hold monthly MTSS Grade Level/Subject Area meetings. The results of these meetings are collected on a "District Created" spreadsheet and sent to the Instructional Specialist for Elementary and Secondary MTSS. The data collected on these spreadsheets is filed at the District Office and shared with the District MTSS Leadership Team

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	ELA Student Achievement	60%	61%	2015
2.	Math Student Achievement	57%	61%	2015
3.	Science Student Achievement	57%	58%	2015
4.	ELA Learning Gains	67%	68%	2015
5.	Math Learning Gains	63%	64%	2015
6.	ELA Learning Gains of the Low 25%	65%	66%	2015
7.	Math Learning Gains of the Low 25%	58%	59%	2015
8.	Overall, 4-year Graduation Rate (11-12)	73%	75%	2015
9.	Acceleration Success Rate	Not released yet		2015
10.	Writing	45%	50%	2015
Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
1.				
2.				
3.				
4.				
5.				

Infrastructure Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Student to Computer Device Ratio	4.8	2.0	2017
2.	Count of student instructional desktop computers meeting specifications	4134	4300	2015
3.	Count of student instructional mobile computers (laptops) meeting specifications	789	2007	2015
4.	Count of student web-thin client computers meeting specifications	0	0	N/A
5.	Count of student large screen tablets meeting specifications	28	35	2015
6.	Percent of schools meeting recommended bandwidth standard	100	Met	N/A
7.	Percent of wireless classrooms (802.11n or higher)	98	100	2015
Infrastructure Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
8.				
9.				
10.				

Professional Development Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
*With the end of the Enhancing Education Through Technology Grant (EETT), Bay District Schools has not had funds or capacity to adequately support the implementation and measurement of progress toward digital learning. Bay District Schools recognizes the need of comprehensive technology planning and program accountability related to the delivery of professional development in the area of digital learning.				
1.	Average Teacher technology integration via the TIM	*N/A	Adaptation	2016
2.	Average Teacher technology integration via the TIM (Elementary Schools)	*N/A	Adaptation	2016
3.	Average Teacher technology integration via the TIM (Middle Schools)	*N/A	Adaptation	2016
4.	Average Teacher technology integration via the TIM (High Schools)	*N/A	Adaptation	2016
5.	Average Teacher technology integration via the TIM (Combination Schools)	*N/A	Adaptation	2016
Professional Development Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
6.	District Professional Development Needs Assessment (See Appendix)	Integrating Technology into Classroom Instruction was listed as a Top 5 Professional Development Need for teachers with 4 + years of experience	Teachers with 4+ years of experience will not list technology integration as a professional development top 5 need. We would like for this number to decrease	2016
7.				
8.				
9.				
10.				

Digital Tools Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Implementation status a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Fully implemented (Cpalms)	Will continue to support and employ in classrooms	2015
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Fully implemented	Will continue to support and employ in classrooms	2015
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially implemented	Will work to implement and employ	2016
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Fully implemented	Will continue to support and employ in classrooms	2015
5.	Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	Fully implemented	Will continue to support and employ in classrooms	2015
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	No system in place	No plans to address at this time	2015
7.	Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district administrators and	Partially implemented	Maintain system	2015

	technical support to access when they have questions about how to use or support the system.			
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	Fully implemented	Will continue to support and employ in classrooms	2015
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Fully implemented	Will continue to support and employ in classrooms	2015
Digital Tools Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
10.				
11.				
12.				

Online Assessments Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	met	2014
2.	Computers/devices required for assessments (based on schedule constraints)	3361	12,000	2017
Online Assessments Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
3.	Infrastructure to support additional computers required for testing (currently supporting what we have in place, but	See above	See above	2017

	additional devices will require additional infrastructure support)			
4.				
5.				

STEP 2 - Goal Setting:

Key: G= Goal S= Strategy

Goal 1: Implement systemic processes to include monitoring effectiveness of implementation in order to increase students’ levels of proficiency in all areas.

G1.S1: District leaders and school leaders will engage in systemic processes for data discussions and taking action during PLUS2 (Progressive Learning & Understanding through Support Systems) reviews.

G1.S2 The Coordinator of Staff Development will work with instructional specialists and instructional coaches to redesign professional development protocols to ensure that all PD opportunities follow protocol standards, empower educators to reflect upon and implement digital learning into the curriculum, and establish ways to monitor the effectiveness of the PD.

G1.S3 The District Instructional Technology Department and instructional coaches will develop and provide training to teachers on integrating and using technology in the writing process.

G1.S4: District leaders, instructional specialists, and staff training specialists will participate in and establish a Professional Learning Community to support schools that are working to implement a culture of collaboration, focusing on student learning and using data to prescribe the best education available.

G1.S5: Instructional Specialists and instructional coaches will participate in the instructional coaching model which is a partnership philosophy allowing coaches and teachers to collaborate on implementing proven instructional practices in response to student needs.

G1.S6: Schools will create formative common assessments as part of the PLC process to increase student levels of proficiency.

STEP 3 – Strategy Setting:

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Strengthen systemic supports to improve students’ levels of proficiency in all areas.	Provide PD to district 4 th grade teachers on integrating and using technology in the writing process	Implement the TIMS beginning with 4 th grade teachers Agendas Student Work Samples	2014-2015
Strengthen systemic supports to improve students’ levels of proficiency in all areas.	Purchase of devices for 4 th grade classrooms to integrate into the writing process	Purchase of devices	2014
Strengthen systemic supports to improve students’ levels of proficiency in all areas.	Creation of common assessments	PLC minutes Samples of Common Assessments that have been created	2014 - ongoing

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

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

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

Student Performance Outcomes		Baseline	Target
1.	Increase the percent of district fourth grade students performing at proficiency in writing.	35%	40%
2.			
3.			
4.			
5.			

B) Digital Learning and Technology Infrastructure

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
B.1.	None				
B.2.					
B.3.					
B.4.					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Brief description of other activities	Other funding source
Purchased wireless access points	Half cent sales tax
Updated desktops to meet state specifications	Half cent sales tax
Increased bandwidth	E-rate
Created 1500 SMART classrooms (interactive boards, projectors, student response system, document cameras, audio enhancement)	Half cent sales tax

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.		.
B.2.		
B.3.		
B.4.		

C) Professional Development

Please insert links to the district MIP to support this area, attach a draft as an appendix to the district DCP or provide deliverables on how this will be addressed.

The District MIP is currently in revision progress for DOE. We have attached a Framework for Monitoring and Adjusting Professional Development for this grant. See Appendix.

Implementation Plan for C) Professional Development:

Framework for Monitoring and Adjusting Professional Development is attached in the Appendix.

The plan should include process for scheduling delivery of the district's MIP components on digital learning and identify other school -based processes that will provide on-going support for professional development on digital learning. See Appendix

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
C.1.	Bay District 4 th grade teachers participate in professional development as outlined on Framework for Monitoring and Adjusting Professional Development (See Appendix)	June, 2015	\$25,000	All 4 th grade teachers in BDS	Outcome 1
C.2.					
C.3.					
C.4.					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Brief description of other activities	Other funding source
Provide professional development to district leaders and teacher leaders on the use of the TIMS and technology integration tools	Professional Development for Digital Learning

Evaluation and Success Criteria for C) Professional Development:

See Framework for Monitoring and Adjusting Professional Development attached in the Appendix.

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	Technology Integration Matrix Evaluation Lesson Plans Student Work Samples	Results from Bay Writes District Writing Assessment (See Framework for Monitoring and Adjusting Professional Development in Appendix)
C.2.		
C.3.		
C.4.		

D) Digital Tools

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
D.1.	Purchase and/or create test bank items to support and assist district and school instructional personnel and staff in the management, assessment and monitoring of student learning and performance	March 2015	\$70,000	District Wide	Outcome 1
D.2.					
D.3.					
D.4.					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Brief description of other activities	Other funding source

Evaluation and Success Criteria for D) Digital Tools:

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	Purchase and/or create test items on or before March 2014	Assessment items have been purchased and/or created and test bank is ready for use. Teachers and students will use the items for assessment purposes.
D.2.		
D.3.		
D.4.		

E) Online Assessments

Implementation Plan for E) Online Assessments:

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
E.1.	Purchase and implement 630 new student laptop devices for 4 th grade classrooms in order to prepare for new technology enhanced test items aligned to new FS.	Dec 2014	\$305,100	BDS 4 th grade classroom	Outcome 1
E.2.					
E.3.					
E.4.					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Brief description of other activities	Other funding source

Evaluation and Success Criteria for E) Online Assessments:

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Delivery receipt and helpdesk ticket for laptop set up by December 2014.	All laptops are fully operational in classrooms and students are using the laptops for the writing process. Success will be measured by the Bay Writes and other student work samples.
E.2.		
E.3.		
E.4.		

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Appendix

1. Professional Development Top Needs
2. Framework for Monitoring and Adjusting Professional Development

District Professional Development Needs Assessment Results 2013-2014

Top 5 for Teachers with 0-3 Years of Experience

1. Kagan Cooperative Structures
2. Designing Quality Classroom Assessments
3. Unpacking the Common Core Standards
4. Classroom Management for At Risk Populations
5. Questioning and Discussion Techniques

Top 5 for Teachers with 4-10 Years of Experience

1. Designing Quality Classroom Assessments
2. Integrating Technology Into Classroom Instruction
3. Unpacking the Common Core Standards
4. Kagan Cooperative Structures
5. Questioning and Discussion Techniques

Top 5 for Teachers with 11-19 Years of Experience

1. Integrating Technology Into Classroom Instruction
2. Unpacking the Common Core Standards
3. Kagan Cooperative Structures
4. Using DE Assessments to Plan Instruction
5. Designing Quality Classroom Assessments

Top 5 for Teachers with 20+ Years of Experience

1. Integrating Technology Into Classroom Instruction
2. Using DE Assessments to Plan Instruction
3. Kagan Cooperative Structures
4. Unpacking the Common Core Standards
5. Designing Quality Classroom Assessments

FRAMEWORK FOR MONITORING AND ADJUSTING PROFESSIONAL DEVELOPMENT

Implementation Section

Learning Goal: Teachers will use the Florida Standards/and or NGSSS content standards to plan and deliver instruction for effective teaching with embedded technology. This learning goal will focus in the integration of technology into the writing process.

What will we monitor?	What is target?	What data will we use to monitor?	When will we monitor?	Who will oversee the monitoring?	How will we decide what adjustments to make?
Spread of implementation	85% of district 4 th grade teachers will integrate technology tools and skills into writing instruction as aligned to Florida Standards.	Technology Integration Matrix Evaluation Lesson Plans Student Work Samples	TIMS - Baseline Fall 2014 TIMS – Spring 2015 Bay Writes - Quarterly	Instructional Technology Department, instructional coaches,	If data shows lack of implementation, decisions regarding course corrections will be discussed and implemented during monthly coaches meetings and District Technology Leadership meetings.
Quality and fidelity of implementation -	85% of district 4 th grade teachers will integrate technology tools and skills into writing instruction as aligned to Florida Standards	Technology Integration Matrix Evaluation Lesson Plans Student Work Samples	TIMS - Baseline Fall 2014 TIMS – Spring 2015 Bay Writes - Quarterly	Instructional Technology Department, instructional coaches	If data shows lack of implementation, decisions regarding course corrections will be discussed and implemented during monthly coaches meetings and District Technology Leadership meetings
Effects of implementation	75% of 4 th grade district teachers agree	TIMS System	TIMS - Baseline Fall 2014	Instructional Technology Department	If data reflects lack of agreement by

on implementer	or strongly agree that they have the necessary skills and understanding to integrate technology that aligns to their lesson plans and writing instruction	District Professional Development Needs Assessment	TIMS – Spring 2015 Spring 2015	and district leaders, Staff Development Department	75%, decisions and course correction implementation will be made at monthly coaches meeting, District Technology Leadership Meetings, school based PLC meetings
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FRAMEWORK FOR MONITORING AND ADJUSTING PROFESSIONAL DEVELOPMENT					
Effectiveness Section					
Essential Question: How will we know if the professional development was effective?					
What will we monitor?	What is target?	What data will we use to monitor?	When will we monitor?	Who will oversee the monitoring?	How will we decide what adjustments to make?
Effectiveness of professional development			Ongoing	District Administration	Quarterly meetings
School level	ELA/ Writing Each school's percentage of fourth grade students scoring level 3 or above on the BAY WRITES will increase 5% on the second and 5 % on the third administration.	Bay Writes data	Ongoing	District Administration School Leadership Team (PLC Process)	Quarterly meetings
Team level	ELA/Writing Each school's percentage of fourth grade students scoring level 3 or above on the BAY WRITES will	Bay Writes data	Ongoing	District Administration School Leadership Team (PLC Process)	Quarterly meetings

	increase 5% on the second and 5 % on the third administration.				
Teacher/classroom level	ELA Each 4 th grade classroom percentage of fourth grade students scoring level 3 or above on the BAY WRITES will increase 5% on the second and 5 % on the third administration	Bay Writes data	Ongoing	District Administration School Leadership Team (PLC Process, teacher	Quarterly meetings