

# DUVAL COUNTY PUBLIC SCHOOLS DIGITAL CLASSROOM PLAN 2016-2017



DUVAL COUNTY  
PUBLIC SCHOOLS



# DUVAL COUNTY PUBLIC SCHOOLS DIGITAL CLASSROOM PLAN

## District Mission and Vision Statements

**District Mission-** To provide educational excellence in every school, in every classroom, for every student. every day.

**District Vision-** Every student is inspired and prepared for success in college or a career, and life.

## Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

### I.1 District Team Profile

Title/Role	Name:	Email:	Phone:
Executive Director of Information Technology	Jim Culbert	Culbertj@duvalschools.org	904-348-7150
Assistant Superintendent, Curriculum & Instruction, EE/SS	W. Mason Davis	Davisw2@duvalschools.org	904-390-2923
Chief of Schools	Addison Davis	Davisa2@duvalschools.org	904-390-2377
Assistant Superintendent, Accountability & Assessment	Kelly Coker-Daniel	Cokerk@duvalschools.org	904-390-2976
Chief Financial Officer	Latrell Edwards	Edwardsl5@duvalschools.org	904-390-2097
Assistant Superintendent, School Choice	Pearl Roziers	Roziersp@duvalschools.org	904-390-2616
Principal of Virtual Learning	Mark Ertel	ertelm@duvalschools.org	904-390-2037
Director of Technology Programs	Katherine Hart	Hartk@duvalschools.org	904-348-7126

### I.2 Planning Process

The DCPS Digital Classroom planning process started with the district technology planning team discussing what the district considered vital and critically important in relation to digital learning implementation and student performance outcomes. A district needs assessment was conducted to discuss student performance outcomes, technology infrastructure, professional development, online assessments, instructional technology, blended learning, goal setting, and project management.

District technology planning team members worked with area specialists to collaborate on and complete portions of the plan. After the needs assessment process, goals with measurable targets were developed. This was accompanied by developing a process to monitor the plan for fidelity of implementation and a framework for comparing the total cost of ownership to the overall return on investment.

District technology planning team members have school contacts to ensure the facilitation of information, action steps, and professional development at each site.



School contacts include professional development facilitators, ESE liaisons, ESOL leads, technology contacts, instructional coaches, teacher leaders, department chairs and school leadership team members. Additionally, core team members are responsible for ensuring the components of the digital classroom plan are integrated in all areas of the curriculum at the district and school level. An information pipeline for communicating the plan, tasks, and project benchmarks will be used to ensure performance indicators are met. Each school has a principal and school technology contact (STC) that will be fully used for two-way communication with the district to communicate development and implementation of the digital classroom plan. The principal and STC will collaboratively manage local site implementation with support from the district establishing school technology integration.

### **I.3 Technology Integration Matrix (TIM) –**

Duval County Public Schools Implementation Plan for the TIM and TIM Tools:

Duval County Public Schools will utilize the Technology Integration Matrix as the framework for defining Technology Integration in classrooms. Teachers' level of technology proficiency will be measured by placing them within the levels of technology proficiency on the Technology Integration Matrix.

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

The TIM Tools will be utilized to support and guide teachers as they work through the five levels of technology integration and transform the learning environment. The TUPS (Technology Use Perception Survey) will be made available to teachers as self-assessment. The results of the survey will guide district personnel in the development of the professional development necessary to move teachers through the five phases of technology integration.

The following administrative groups will identify personnel to participate in the online TIM Training Courses:

- Instructional Technology
- Core Subject Area Directors
- Core Subject Area Specialists
- ELL Specialists
- EESS Specialists
- Regional Administrators
- Principals

Trained personnel will utilize the TIM tools to assess teachers in relation to technology integration by classroom observation and reviewing lesson plans for evidence of technology use. The guidance of those trained in the use of the TIM will assist in moving teachers through the five phases of technology integration and the creation of engaging



meaningful learning environments for the students of Duval County Public Schools. The ultimate goal is to transition classrooms from teacher centered to student centered.

#### **I.4 Multi-Tiered System of Supports (MTSS)**

The district technology planning team reviewed performance data of the district and school sites to develop a theory of action with associated performance measures in context of the districts greatest strengths and needs in the area of integrating technology. Data categories reviewed included student performance data, school process data, demographic data, and student perception data. Specifically, Annual Measurable Objective (AMO) Data, School Grade student performance outcomes, goal outcomes, the Florida Innovates Technology Resource Inventory, course performance data, teacher evaluation metrics, and district assessment data. Additionally, the district went through an accreditation during the 2013-14 school year and findings from that process were used to inform action steps that were included in the DCPS Digital Classroom Plan.

District and school systems are in place for implementation and monitoring efforts for the implementation plan. Targets for the 2016-17 school year impact several content areas. Monitoring processes are in place to ensure fidelity of implementation and assessment of the effectiveness of implementation. An information pipeline communicating the plan, tasks, and project benchmarks will be used to ensure performance indicators are met. Each school has a principal and school technology contact (STC) that will be fully used for two-way communication with the district to communicate development and implementation of the digital classroom plan. The principal and STC will be used as local project managers to ensure project benchmarks are met in the different content areas (i.e. K-1 reading, 12th grade government, blended learning, data driven differentiated instruction, etc.) and school wide. Implementation indicators will be included in classroom walkthroughs, data chats, formative and summative student performance results, and PLC discussions to reveal strengths, weaknesses, threats, and opportunities that exist within the overall implementation. Capacity will be built with program implementation through the school leadership team, coaches, teacher leaders, and model classrooms.

Parent, community member, and stakeholder involvement is supported through various means in the district. Communication of project needs, accountability, and outcomes will be facilitated through the efforts of the School Advisory Council (SAC). School SACs include representation from the principal, parents, teachers, students, PTSA, educational support employees, community members and stakeholders. This allows major stakeholder groups to be included with processes occurring with the implementation of the digital classroom plan, as it relates to school improvement. To support continuity of the items and initiatives discussed at SAC meetings, SACs feed into Area Advisory Councils (AAC). Area Advisory Councils include all of the schools in a feeder pattern for a specific high school. Area meetings will provide a venue for communication project successes and barriers within school feeder patterns. Each Area Advisory Council is represented on the District Advisory Council (DAC). The superintendent is a member of DAC as well as school board members. The DAC also



includes key stakeholder representation such as the district PTSA, district ESE advocate organization, city council, business owners, district service providers, nonprofit partners, food services, academic services, and superintendent cabinet members. Updates from the implementation of the digital plan will be shared at a DAC meeting in an effort to engage and involve stakeholders. Updates will be shared with the public through multiple district media outlets.

### I.5 District Policy

Type of Policy	Brief Summary of Policy	Web Address	Date of Adoption
Student data safety, security and privacy	Establishes responsibilities and operating procedures for ensuring an adequate level of information security for all information	<a href="http://dcps.duvalschools.org/Page/9598">http://dcps.duvalschools.org/Page/9598</a> Chapter 8.72	Adopted: 11/10/08 Revised: 12/09/13
District teacher evaluation components relating to technology (if applicable)	Serves as a vehicle for teacher growth and assessment—use of technology is evaluated in context	<a href="http://www.duvalschools.org/Page/5743">http://www.duvalschools.org/Page/5743</a>	Adopted: 04/01/97 Revision Date(s): 11/10/08 01/12/15
BYOD (Bring Your Own Device) Policy	Filtered access to educational resources	<a href="http://dcps.duvalschools.org/Page/8198">http://dcps.duvalschools.org/Page/8198</a>	N/A
Policy for refresh of devices (student and teachers)	N/A—5 year lifecycle replacement as funding allows	N/A	N/A
Acceptable/Responsible Use policy (student, teachers, admin)	Internet access has been established for educational purpose	<a href="http://dcps.duvalschools.org/Page/9598">http://dcps.duvalschools.org/Page/9598</a> Chapter 8.71	Revised: 09/07/10
Master Inservice Plan (MIP) technology components	Technology use from entry level to adaptation	<a href="http://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/4381/MP%20Computers.pdf">http://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/4381/MP%20Computers.pdf</a>	09/02/14



## **Part II. DIGITAL CLASSROOMS PLAN –STRATEGY**

### **STEP 1 – Needs Analysis:**

Districts should evaluate current district needs based on student performance outcomes and other key measurable data elements for digital learning.

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



■ **Highest Student Achievement**

Student Performance Outcomes:

Districts shall improve classroom teaching and learning to enable all students to be digital learners with access to digital tools and resources for the full integration of the Florida Standards.

After completing the suggested activities for determining the student performance outcomes described in the DCP guidance document, complete the table below with the targeted goals for each school grade component. Districts may add additional student performance outcomes as appropriate. Examples of additional measures are District Improvement and Assistance Plan (DIAP) goals, district Annual Measurable Objectives (AMOs) and/or other goals established in the district strategic plan.

Data are required for the metrics listed in the table. For the student performance outcomes, these data points should be pulled from the school and district school grades published at <http://schoolgrades.fldoe.org>. Districts may choose to add any additional metrics that may be appropriate below in the table for district provided outcomes.

<b>A. Student Performance Outcomes (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (Mo/Year)</b>
II.A.1.	ELA Student Achievement	48%	50%	06/2018
II.A.2.	Math Student Achievement	49%	54%	06/2018
II.A.3.5	Science Student Achievement – 5 <sup>th</sup> Grade	51%	55%	06/2018
II.A.3.8	Science Student Achievement – 8 <sup>th</sup> Grade	47%	50%	06/2018
II.A.4.	Science Student Achievement – Biology	72%	73%	06/2018
II.A.5.	ELA Learning Gains	49%	53%	06/2018
II.A.6.	Math Learning Gains	50%	55%	06/2018
II.A.7.	ELA Learning Gains of the Low 25%	40%	44%	06/2018
II.A.8.	Math Learning Gains of the Low 25%	42%	45%	06/2018
II.A.9.	Overall, 4-year Graduation Rate	77%	78%	06/2018
II.A.10.	Acceleration Success Rate	68%	70%	06/2018



■ **Quality Efficient Services**

Technology Infrastructure:

Districts shall create a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software.

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

<b>A. Infrastructure Needs Analysis (Required)</b>		<b>Baseline from 2014</b>	<b>Actual from Spring 2016</b>	<b>Target For 2016-2017 School Year</b>	<b>Date for Target to be Achieved (Mo/Year)</b>	<b>Gap to be addressed (Actual minus Target)</b>
II.B.1.	Student to Computer Device Ratio	<u>3 : 1</u>	<u>1.6 : 1</u>	<u>1.5 : 1</u>	12/2016	<u>.1 : 1</u>
II.B.2.	Count of student instructional desktop computers meeting specifications	40,885	26,639	26,639	12/2016	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	12,975	56,725	58,785	12/2016	2060
II.B.4.	Count of student web-thin client computers meeting specifications	N/A	N/A	N/A	N/A	N/A
II.B.5.	Count of student large screen tablets meeting specifications	N/A	N/A	N/A	N/A	N/A
II.B.6.	Percent of schools meeting recommended bandwidth standard	86%	100%	100%	2016	0
II.B.7.	Percent of wireless classrooms (802.11n or higher)	16%	95%	100%	12/2016	5%
II.B.8.	District completion and submission of security assessment *	Y	N/A	Y	N/A	N/A
II.B.9.	District support of browsers in the last two versions	Y	Y	Y	2015	N/A

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





■ **Skilled Workforce and Economic Development**

Professional Development:

Instructional personnel and staff shall have access to opportunities and training to assist with the integration of technology into classroom teaching.

Professional Development should be evaluated based on the level of current technology integration by teachers into classrooms. This will measure the impact of the professional development for digital learning into the classrooms. The Technology Integration Matrix (TIM) can be found at: <http://fcit.usf.edu/matrix/matrix.php>. Average integration should be recorded as the percent of teachers at each of the five categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

<b>B. Professional Development Needs Analysis (Required)</b>		<b>Baseline (established in 2016)</b>	<b>Target</b>	<b>Date for Target to be Achieved (Mo/Year)</b>
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 10% Adoption: 35% Adaptation: 30% Infusion: 15% Transform: 10%	Entry: 5% Adoption: 10% Adaptation: 20% Infusion: 35% Transform: 30%	06/2018
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 10% Adoption: 35% Adaptation: 30% Infusion: 15% Transform: 10%	Entry: 5% Adoption: 10% Adaptation: 20% Infusion: 35% Transform: 30%	06/2018



■ **Seamless Articulation and Maximum Access**

Digital Tools:

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

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

C. Digital Tools Needs Analysis Students (Required)		Access		Utilization	
		Baseline % of students with access to this type of tool	Target % of students with access to this type of tool by 2017-2018	Baseline % of students who use this type of tool on a regular basis	Target % of students who use this type of tool on a regular basis by 2017-2018
II.D.1. (S)	A system that supports student access to online assessments and personal results.	100%	100%	100%	100%
II.D.2. (S)	A system that houses documents, videos, and information for students to access.	100%	100%	75%	100%
II.D.3. (S)	A system that supports student access to individualized instruction.	100%	100%	10%	100%



D. Digital Tools Needs Analysis Teachers (Required)		Access		Utilization	
		Baseline % of teachers with access to this type of tool	Target % of teachers with access to this type of tool by 2017-2018	Baseline % of teachers who use this type of tool on a regular basis	Target % of teachers who use this type of tool on a regular basis by 2017-2018
II.D.1. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	100%	40%	100%
II.D.2. (T)	A system that houses documents, videos and information for teachers to access.	100%	100%	75%	100%
II.D.3. (T)	A system that provides teachers with the ability to individualize instruction.	100%	100%	10%	100%
II.D.4. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	100%	100%	100%
II.D.5. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100%	100%	90%	100%
II.D.6. (T)	A system that includes comprehensive student information that is used to inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress.	100%	100%	100%	100%



D. Digital Tools Needs Analysis Parents (Required)		Access		Utilization	
		Baseline % of parents with access to this type of tool	Target % of parents with access to this type of tool by 2017-2018	Baseline % of parents who use this type of tool on a regular basis	Target % of parents who use this type of tool on a regular basis by 2017-2018
II.D.1. (P)	A system that includes comprehensive student information to inform parents about instructional decisions, classroom activities, and student progress.	100%	100%	25%	80%

D. Digital Tools Needs Analysis Instructional Materials (Required)		Baseline % established in 2016	Target % by 2017-2018
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2016-17)	95%	100%
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	80%	100%
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	25%	100%
II.D.4. (IM)	Percentage of the materials in answer II.D.2. above that are accessible and utilized by teachers	100%	100%
II.D.5. (IM)	Percentage of the materials in answer II.D.2. that are accessible and utilized by students	75%	100%
II.D.6. (IM)	Percentage of parents that have access via an LMS to their students' instructional materials [s. 1006.283(2)(b)11, F.S.]	100%	100%



■ **Quality Efficient Services**

Online Assessment Readiness:

Districts shall work to reduce the amount of time used for the administration of computer-based assessments.

Online assessment (or computer-based testing) will be measured by the computer-based testing certification tool and the number of devices available and used for each assessment window.

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

<b>D. Online Assessments Needs Analysis (Required)</b>		<b>Baseline established in 2016</b>	<b>Target</b>	<b>Date Target to be Achieved (Mo/Year)</b>
II.E.1. (D)	Computers/devices available for statewide FSA/EOC computer-based assessments	70,000	70,000	12/2016
II.E.2. (D)	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	50%	75%	06/2017



## **STEP 2 – Goal Setting:**

### **Duval County Public Schools Goals:**

#### **Goal 1: Develop Great Educators and Leaders**

- Strategy 1.1 Provide teachers and students with the tools and resources necessary to meet the demands of the Florida State Standards and students' individual needs.
- Strategy 1.2 Recruit, employ and retain high quality, diverse teachers, instructional leaders, and staff.
- Strategy 1.3 Provide ongoing training and support to develop all teachers, instructional leaders, and staff.

#### **Goal 2: Engage Parents, Caregivers, & Community**

- Strategy 2.1: Establish a culture that is collaborative, transparent, and child-centric.
- Strategy 2.2: Create a welcoming, respectful, and responsive environment for all stakeholders that leads to an open line of communication.
- Strategy 2.3: Expand and ensure alignment between district strategic plan and community, government, non-profit, and business initiatives.

#### **Goal 3: Ensure Effective, Equitable, & Efficient use of Resources**

- Strategy 3.1: Ensure the use of district funds is transparent, strategic, and aligned.
- Strategy 3.2: Distribute district-wide programs and resources in an equitable manner.
- Strategy 3.3: Deploy information technology that supports the academic needs of all students, teachers, and staff.

#### **Goal 4: Develop the Whole Child**

- Strategy 4.1: Facilitate and align effective academic, health, and social-emotional services for students based on needs.
- Strategy 4.2: Address the needs of all students with multiple opportunities for enrichment.
- Strategy 4.3: Encourage positive behavior, respect towards others, and ensure safe environments throughout the school district.



### STEP 3 – Strategy Setting:

Districts will outline high-level digital learning and technology strategies that will help achieve the goals of the district. Each strategy will outline the districts theory-of-action for how the goals in Step 2 will be addressed. Each strategy should have a measurement and timeline estimation.

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Develop Great Educators and Leaders  Engage Parents, Caregivers, & Community	Supply teachers, parents, and students with a system that includes comprehensive student information system	Continue the implementation of FOCUS and provide training and support to teachers and administrators in all schools	2015--ongoing
Develop Great Educators and Leaders  Engage Parents, Caregivers, & Community	Supply teachers, parents, and students with a high quality data and assessment portal to facilitate online assessments and data analysis	Continue the implementation of Performance Matters and provided training and support to all teachers in all schools	2014-ongoing
Ensure Effective, Equitable, & Efficient Use of Resources	Continue support and implementation of a digital integration communications system that facilitates student email accounts, collaboration tools, and delivery of digital content	Continue the implementation of Gaggle Safety Management Services which provide support and services to all students and schools through OneView	2016-ongoing
Develop Great Educators and Leaders  Ensure Effective, Equitable, & Efficient Use of Resources	Provide support of a blended learning curriculum to aide high school seniors with attaining their virtual credit required for graduation	Continue the implementation of the Edgenuity platform, schedule students into blended learning courses for American Government and provide teacher PD	2014-ongoing
Develop Great Educators and Leaders  Ensure Effective, Equitable, & Efficient Use of Resources	Provide support of a blended learning resources for Science in grades 4-10	Implement Penda Learning for Science in grades 4-10. Provide training and support to Science teachers in all schools	2016-ongoing



### Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by s. 1011.62(12)(b), F.S. In this section of the DCP, districts will outline specific deliverables that will be implemented in the current year that are funded from the DCP Allocation. The five components that are included are:

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

This section of the DCP will document the activities and deliverables under each component. The sections for each component include, but are not limited to:

- Implementation Plan – Provide details on the planned deliverables and/or milestones for the implementation of each activity for the component area. This should be specific to the deliverables that will be funded from the DCP Allocation.
- Evaluation and Success Criteria – For each step of the implementation plan, describe the process for evaluating the status of the implementation and how successful implementation will be determined once completed. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.

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

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

Districts are not required to include in the DCP the portion of charter school allocation or charter school plan deliverables. In s. 1011.62(12)(c), F.S., charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in s. 1002.33(17)(b).

Districts may also choose to provide funds to schools within the school district through a competitive process as outlined in s. 1011.62(12)(c), F.S.



## A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP allocation. These outcomes can be specific to an individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP allocation for the 2016-17 school year.

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

A. Student Performance Outcomes		Baseline	Target
III.A.1.	Increase district wide ELA student achievement with the continued implementation of Performance Matters for data driven differentiated instruction and performance assessments	48%	50%
III.A.2.	Increase district wide Math student achievement with the continued implementation of Performance Matters for data driven differentiated instruction and performance assessments	49%	54%
III.A.3.	Improve district wide graduation rate with the continued implementation of the Edgenuity blended learning platform for high school seniors	77%	78%
III.A.4.	Increase district wide Science achievement for in 5th and 8th grades with the continued implementation of Penda Learning	5 <sup>th</sup> grade—51% 8 <sup>th</sup> grade—47%	5 <sup>th</sup> grade—55% 8 <sup>th</sup> grade—50%



## B) Digital Learning and Technology Infrastructure

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

Implementation Plan for B) Digital Learning and Technology Infrastructure:  
**No funds from this year's DCP allocation will be utilized for Technology Infrastructure.**

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

<b>B. Infrastructure Implementation</b>			
<b>Brief description of other activities</b>	<b>Other funding source</b>	<b>Estimated Amount</b>	<b>Estimated Completion Date Mo/Year</b>
Upgrade classroom power in selected schools to support classroom laptop carts	QZAB Funds	\$1,900,000	06/2017

## C) Professional Development

State recommendations for digital learning professional development include at a minimum, High Quality Master In-service Plan (MIP) components that address:

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

Duval County Public Schools Master In-Service Plan to support the use and integration of technology in the classroom was approved by the School Board and submitted to the Florida Department of Education.

Link to the technology components of the district MIP:

<http://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/4381/MP%20Computers.pdf>

Implementation Plan for C) Professional Development:



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

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

<b>C. Professional Development Implementation</b>			
<b>Brief description of other activities</b>	<b>Other funding source</b>	<b>Estimated Amount</b>	<b>Estimated Completion Date Mo/Year</b>
Activities are outlined in the 2016-2017 District Technology Plan/Technology Standards Implementation Plan: <a href="http://dcps.duvalschools.org/cms/lib07/FL01903657/Centri-city/Domain/4445/DCPS%20Technology%20Plan%2016_17%20board%20meeting.pdf">http://dcps.duvalschools.org/cms/lib07/FL01903657/Centri-city/Domain/4445/DCPS%20Technology%20Plan%2016_17%20board%20meeting.pdf</a>	General Funds	N/A—District Instructional Technology Staff	06/2018

#### **D) Digital Tools**

Digital Tools should include a comprehensive digital tool system for the improvement of digital learning. Districts will be required to maintain a digital tools system that is intended to support and assist district and school instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

Digital tools may also include purchases and activities to support CAPE digital tools opportunities and courses. A list of currently recommended certificates and credentials can be found at: <http://www.fldoe.org/workforce/fcpea/default.asp>. Devices that meet or exceed minimum requirements and protocols established by the FDOE may also be included here.

Implementation Plan for D) Digital Tools:

<b>D. Digital Tools Implementation</b>					
	<b>Deliverable</b>	<b>Estimated Completion Mo/Year</b>	<b>Estimated Cost</b>	<b>School/District</b>	<b>Gap addressed from Sect. II</b>
III.D.1.	Increase the number of teachers developing and administering their own assessments in the Unify Platform within Performance Matters	06/2017	\$621,400	District	Student Performance Outcomes  Online Assessments



III.D.2.	Transition from the Gaggle suite of communication & collaboration tools to Office 365 utilizing Gaggle's human monitoring services	07/2016	\$325,000	District	Digital Tools
III.D.3.	Increase the number of students meeting the virtual course requirement utilizing Edgenuity	06/2017	\$300,000	District	Student Performance Outcomes
III.D.4.	Implement student/teacher usage of Penda Learning by providing teachers with training and support	06/2017	\$272,890	District	Students Performance Outcomes
III.D.5.	Increase student/teacher/admin/parent usage of the information available through the FOCUS SIS	06/2017	\$750,000	District	Digital Tools

Evaluation and Success Criteria for D) Digital Tools:

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

<b>D. Digital Tools Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Monitor the number of teachers utilizing Unify to create and administer assessments	40% of teachers will utilize Unify to create and administer assessments
III.D.2.	Monitor the usage of the Microsoft Office 365 applications	60% of secondary students will utilize the Office 365 applications
III.D.3.	Monitor the number of students that meet the high school virtual course requirement	98% of high school seniors will meet the high school virtual course requirement
III.D.4.	Monitor the number of teachers/students logging into Penda Learning	60% of students will show growth in grades 4-10 Science will utilize Penda Learning
III.D.5.	Monitor the number of students/teachers/school admins/parents logging into FOCUS	100% of students/teachers/admins will utilize the Focus SIS. 30% of Parents will access the information available through the FOCUS SIS

**E) Online Assessments**



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

Implementation Plan for E) Online Assessments:

<b>E. Online Assessment Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.E.1.	Provide continued access to technology enhanced items for local assessments utilizing Performance Matters	06/2017	Included in the cost of Performance Matters	District	Digital Tools
III.E.2.	Provide training and support for teachers to develop and administer their own assessments utilizing the Unify Platform within Performance Matters	06/2017	Included in the cost of Performance Matters	District	Online Assessments

Support for online assessments utilizing funds in addition to the 2016-2017 DCP allocation:

<b>F. Online Assessment Support</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost/Funding Source	School/District	Gap addressed from Sect. II
III.F.1.	Refresh student computers at the rate of 2:1 in schools according to the district capital plan and meet the need to test one grade level at a time	01/2017	\$10,250,000/ Capital Funds	District	Online Assessments



Evaluation and Success Criteria for E) Online Assessments:

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

<b>E. Online Assessment Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Measure percentage of assessments administered online vs. scanning test results	Increase the use of online assessments vs scanned test results by 20% as compared to the 15-16 school year
E.2.	Measure the percentage of teachers utilizing teacher made assessments	At least 40% develop or use a teacher created assessment using the Unify platform within Performance Matters

<b>F. Online Assessment Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
F.1.	Monitor the delivery and configuration of the student laptops	100% of schools will meet FLDOE requirements for the Spring 2017 administration of online assessments