Okaloosa County School District

Digital Classrooms Plan

2014-2015

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PART I
Digital Classrooms Plan Overview

A. **District Mission and Vision**

VISION STATEMENT:
We inspire a lifelong passion for learning.

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

CORE VALUES:
Accountability: We, working in conjunction with students' families, accept responsibility to ensure student learning, to pursue excellence, and to hold high standards for all.

Citizenship: We prepare all students to exercise the duties, rights, and privileges of being a citizen in a local community and global society.

Excellence: We pursue the highest academic, extracurricular, and personal/professional standards through continuous reflection and improvement.

Integrity: We embrace a culture in which individuals adhere to exemplary standards and act honorably.

Personal Growth: We promote the acquisition of knowledge, skills, and experience to develop individuals with the aspiration, perseverance, and resilience to be lifelong learners.

Respect: We show regard and consideration for all through a culture of dignity, diversity, and empathy.

Leadership: We provide guidance and direction to accomplish tasks while being a moral compass to others.

The Okaloosa County School District is committed to providing its students with the digital tools needed to excel in an increasingly technological world. This is accomplished by ensuring the following areas are thoughtfully addressed:

1. Access: Expanding access to innovative digital technologies and learning opportunities
2. Learning Environment: Engaging students in their education in ways never before possible.
3. Support: Establishing the support necessary to improve students' rates of learning.

-Charting a Course for Information and Communication Technology in Florida Schools

The Digital Classrooms Plan allocation provides an opportunity to tie a limited amount of funding to areas of greatest need within the district. Specifically, in a year of new and more complex online statewide assessments, students need regular access to devices throughout the year to ensure that they 1) have innovative digital technologies at their fingertips through which they can master the Florida Standards, and 2) can sharpen their digital skills to be prepared to maximize outcomes on all assessments.

B. **District Profile**

The Okaloosa County School District (OCSD) is located in Northwest Florida and serves approximately 30,000 students. The District serves a varying population, from its rural and growing northern area to its more densely populated southern area. Okaloosa is home to two major military bases, Hurlburt Field and Eglin Air Force Base, which contribute to the District in many ways. Many of our students are military dependents. Service personnel serve as mentors in OCSD schools, and scientists from Eglin contribute to our environmental science program through outreach activities. The large number of families employed by the military and hi-tech companies within the county places high expectations of our school system to prepare students for the 21st century workforce.

The Okaloosa County School District is a Seat Managed district, outsourcing technology to a vendor (Currently L-3 Communications) for the majority of its technology needs. Through this agreement, the District has access to a group of industry-certified experts to support technology within our schools, giving teachers more time to teach and administrators more time to be educational leaders. The Seat Management program currently provides for asset refresh every three years and ensures the District is able to maintain a modern fleet of computers.

The school centers include four high schools, seven middle schools, eighteen elementary schools, one vocational school, six combination schools, two ESE center schools, the Ballet Academie, the CHOICE Program, Okaloosa STEMM Center, and a growing virtual education program (Okaloosa Online). As part of our commitment to excellence, each of our schools is fully accredited through AdvancED.

C. **District Team Profile**

Marcus Chambers, Assistant Superintendent Curriculum
Marcus Chambers has been an educator in Okaloosa County School System for 17 years serving as a Language Arts teacher, coach, and administrator. Mr. Chambers has been blessed to be a Principal at Longwood Elementary, Pryor Middle School, and Niceville High School. Currently, Mr. Chambers is the Assistant Superintendent for Curriculum and Instruction. Mr. Chambers has a Master's Degree in Educational Leadership and a Bachelor's Degree in Elementary Education.

Steve Horton, Assistant Superintendent MIS
Steve Horton is the newly appointed Assistant Superintendent of MIS. Prior to that he served as the Director of Secondary Curriculum and Instruction for one and one-half years. Steve also served at the district level in Student Services earlier in his educational career but has been a classroom teacher for most of his 25-year career. He has a Master's Degree in Educational Leadership and a Bachelor's Degree in Business Administration – Finance.

Eric Mitchell, Director of MIS and Instructional Technology
Eric Mitchell has been the Director of MIS and Instructional Technology for 2 years. Before that he was the Specialist, Technology Outsourcing Project Manager for 9 years and a part of the Okaloosa Schools family since 2000. He has a Master's Degree in IT and a Specialist's degree in Curriculum and Instruction and is certified in Human Performance Technology.

Marti Gardner, Director Elementary

Marti Gardner is a 32-year veteran of education having taught 14 years in grades 3, 4 and 6. After receiving a Master's degree in Educational Leadership and PreK-12 Library Science, she served as a media specialist and the District Instructional Technology Specialist. Her past experiences provided her the opportunity she currently holds, Director of Elementary Instruction and Curriculum.

Sheila Lightbourne, Director Middle School

Sheila Lightbourne has been an educator in the Okaloosa County School system for 30 years. During this time she has held the following positions: teacher of chemistry and biology, Specialist for science and math, Principal of Shalimar Elementary School, Director of Middle School Curriculum, and most recently was name the Director of Secondary Curriculum for the district. Sheila has a Master's Degree in Educational Leadership, a Bachelor's Degree in Science Education, and is certified in Educational Leadership, Principalship, 6-12 biology, and 6-12 chemistry.

Duscha Ross, Program Director of MIS

Duscha Ross is the Program Director of Information Systems, and has worked for Okaloosa County in various capacities for the last 14 years. Prior to her current position, she has served as Specialist, Instructional Technology and is the 2013 Okaloosa County Teacher of the Year. She has a Bachelor of Arts in Political Science and a Bachelor of Sciences in Naval Engineering from The Pennsylvania State University and received her Master's Degree in Educational Leadership from the University of West Florida.

Dustin Keith, Specialist, Seat Management

Dustin Keith has been with Okaloosa County Schools for 9 years. He taught at both Crestview and Ft. Walton Beach High School before becoming Dean of Students at Bruner Middle School. He's been the Specialist, Technology Outsourcing Project Manager (Vendor Relationship Manager) for the Seat Management Contract for two years. Dustin has a Master's degree in Ed Leadership.

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D. **District DCP Planning Process**

The aggressive timeline for developing the Digital Classroom Plan necessitated that the District turn to its current Technology Plan to identify needs within schools. The Technology Plan Committee consists of educators, district staff, community and corporate partners. The district also regularly surveys parents through Parent Portal and School Climate Surveys. The committee made use of stakeholder surveys and internal analysis to develop both a Needs Assessment as well as long and short-term goals. Excerpts from the Technology Plan are included below. The entire plan can be viewed at www.okaloosaschools.com .

EXCERPT FROM OCSD TECHNOLOGY PLAN 2013-2016

As a district, we ascertain needs/ goals through several means, which include, but are not limited to:

Use of the Florida Innovates Technology Resource Survey

The **Florida Innovates Technology Resource Survey** sent to the state seeks information from schools regarding how technology is used in schools, including questions about technology planning, infrastructure, and available equipment. The results provide data for our district to reflect upon when considering future technology plans. The following are areas OCSD would like to focus on during these next three years:

- *Improve or increase technologies related to online testing (network, computers, virtualization, etc.)*
- Develop systems to enhance teacher training initiatives.
- Implement systems to support the LIIS initiative.
- Upgrade and improve mission critical systems (network, telecommunications, email, servers, etc.)
- Implement management systems to promote standardization and realize cost savings (mobile devices, printers, projectors, etc.)

Identification of key telecommunications services, technology infrastructure, equipment (hardware), assistive technology, programming, software, technical support, and training needs.

Telecommunications Services - To be productive, today's employees depend on multiple modes of communication including voice and video calling, email, instant messaging (IM), voicemail, and fax.

- The current telephone systems the Okaloosa County schools use are standalone systems and only employ voice capabilities. With the standalone systems, savings are recognized by reducing the amount of phone services (PRI circuits and Analog Lines) required at each location.

- OCSD is currently researching a Virtualized Unified Communication System which would provide multiple modes of communication including voice and video calling, email, instant messaging (IM), voicemail, and fax. Savings would be achieved by reducing the amount of phone services used by allowing all locations to use the same Unified Communication system and share phone services. Additional savings could be achieved by changing the telephone services to the new "SIP Trunks" technology, which are half the cost of the "PRI Circuits" technology the district currently utilizes.

Equipment (hardware) Servers

- OCSD currently utilizes approximately 100 file servers to support the students and staff. These servers support a variety of mission critical functions such as the email system, learning management, and web services. Over the next few years the option of server virtualization will continue to be explored and possibly implemented if funding allows. Upgrading the district's email system is also being researched. Additional servers may be needed to support LIIS or other district-wide initiatives. Having a redundant server room at an alternate location for mission critical systems should be explored.

- *Desktops and laptops – Additional desktops and/or laptops will be needed to support the growing needs of online testing. OCSD will be following the Florida DOE guidelines for student to computer ratios, budget permitting. PC virtualization options will continue to be explored. Sufficient power will be needed as well.*
- As peripheral use grows in classrooms, OCSD recognizes that these devices need to be managed. Projector management will be crucial in reducing maintenance costs.
- A proactive printer management program will also reduce maintenance costs. Standardizing parts and ink cartridges will show a savings through economies of scale.
- *Mobile devices – In the last couple of years the Okaloosa County School District (OCSD) has been testing various mobile devices at different schools. Teachers have taken the initiative to learn how to use these devices and engage students in the classroom. Centrally configuring and managing these devices will save time and bring a standard, secured, OCSD-approved configuration to mobile devices. We wish to:*

  - *Expand our current mobile device pilot program deployments to include more center locations and student grade levels; enabling greater access and more focused individual learning.*
  - *Continue the exploration of new mobile device technologies as they become available and their implementation with regards to education, testing and evaluations.*

District Technology Goals:

Short Term Goals (2013)
1. Infrastructure to support online testing
   a. Increased bandwidth (wireless and wired)
   b. Replacement of obsolete network gear

2. *Computing devices to support online testing*
3. Server and PC virtualization
4. Video Distribution System
5. Teacher training in support of the K12 Technology Checklist initiative
6. Telecom System upgrade
7. Mobile Device Management System upgrade for BYOD Models and Digital Textbook Distribution
8. *Continue the current usage of evolving MDM technologies and evaluation of additional MDM products and capabilities as they become available*
9. Explore local WebDAV development and implementation for mini cloud services
10. Explore centralized WebDAV development and implementation for district cloud services

Long Term Goals (2014 and beyond)

11. Upgraded email system
12. Individual Student Accounts
13. Printer Management System
14. Projector Management System
15. LIIS
    a. Standards and Curriculum
    b. Instructional Practices
    c. Assessment and Growth
    d. Facilitator Profile
    e. Learner Profile
    f. Analysis and Reporting
    g. Documentation and Support
    h. Data Integration
    i. IT Platform and Security
    j. Prepare for additional hardware needs in response to 'bring your own device' (BYOD)
    k. Support training to educators to enhance instruction.

E. **Multi-Tiered System of Supports (MTSS)**

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

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

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

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

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

- Technology is embedded in secondary Intensive Reading and Intensive Math classrooms. Teachers in these classrooms receive ongoing professional development in the use of software designed to assist these students in achieving the Florida Standards.
- Lower student/teacher ratios for intensive reading and math students allow teachers to better attend to individual and small group needs. While more costly from the standpoint of teacher salary, smaller classes require fewer devices.
- Tablets, used primarily in elementary schools to date, can individualize practice and learning for students. Under the Professional Development for Digital Learning Grant offered through FDOE this year, Okaloosa teachers will be identifying and

vetting web-based learning resources, including Apps. These resources will be catalogued and shared across the District and with other districts in the state as part of a collaborative process.

- Administrators closely monitor the success of struggling students through reports that can be generated at the classroom and student level. Parents can closely monitor the performance of their student through Parent Portal.

- In 2014-2015, a direct link between the teacher's gradebook and the Progress Monitoring Plan is being further developed. Grades entered by the teacher on designated assessments will provide real-time information in the form of graphs and reports. Teachers and school-based PMP committees will be able to review individual student results over time as well as student results compared to class results, which will further refine the process of monitoring and adjusting strategies.

Part II.
Digital Classrooms Plan - Strategy

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

A. <u>Student Performance Outcomes – Need Analysis</u>

It is a consistent goal of the Okaloosa County School District to help lead the way in improving the teaching and learning in our schools through the effective use of technology. The educational opportunities present through its proper implementation promise to help assist students of all abilities and across racial, ethnic, and demographic profiles. With this in mind, our district has identified the following needs, based upon student performance outcomes and other key measurable data elements for digital learning. While Okaloosa is an overall high performing district, the district continues to have difficulty closing the achievement gap among the following subgroups – Black/African American, English Language Learners, Students with Disabilities, and Economically Disadvantaged as identified in the most recent Annual Measureable Objective (AMO) report for the 2013-2014 school year. The report and other school grades information can be found at http://schoolgrades.fldoe.org/ .

1. **School Grades Model Student Performance Outcomes**

Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	ELA Student Achievement	68%	85% (AMO)	June, 2017
2.	Math Student Achievement	68%	84% (AMO)	June, 2017
3.	Science Student Achievement	68%	74%	June, 2017
4.	ELA Learning Gains	70%	76%	June, 2017
5.	Math Learning Gains	72%	78%	June, 2017
6.	ELA Learning Gains of the Low 25%	70%	76%	June, 2017
7.	Math Learning Gains of the Low 25%	68%	74%	June, 2017
8.	Overall, 4-year Graduation Rate	82.7%	86%	June, 2017
9.	Acceleration Success Rate	83%	88%	June, 2017
10.	Closing the Gap*			

*The gap in subgroup performance compared to overall performance will decrease each year with an overall goal of reducing the gap by 50% by June, 2017 in accordance with Annual Measureable Objective (AMO) requirements.

B. **Technology Infrastructure**

Our infrastructure targets have been determined using the 2013-2014 Technology Readiness Inventory as a baseline, and projecting targets according to student projections and asset/support acquisition constructs under development.

Infrastructure Needs Analysis (Required)		**Baseline 2013**	**Target**	**Date for Target to be Achieved** *(year)*
1.	Student to Computer Device Ratio	4.37:1	3:1*	2017
2.	Count of student instructional desktop computers meeting specifications	5676	4676	2017
3.	Count of student instructional mobile computers (laptops) meeting specifications	1113	2113**	2017
4.	Count of student web-thin client computers meeting specifications	0	0	0
5.	Count of student large screen tablets meeting specifications	1211	3500	2016
6.	Percent of schools meeting recommended bandwidth standard	60%	80%	2017
7.	Percent of wireless classrooms (802.11n or higher)	60%	100%	2017

*Includes tablets that are also capable of being used for both instruction and assessment
** Includes chromebooks that are capable of being used for both instruction and assessment

C. **Professional Development**

Technology must consist of the tools that help teachers meet the educational needs of all children. In order to fulfill that commitment, our teachers have continuous opportunities through district and site-based training available to assist them with the integration of technology into classroom teaching.

Our evaluation of these opportunities occurs through voluntary observations regarding current technological integration by and from teachers in our classrooms. Target goals for the future take into account the need to increase not only integration but opportunities to demonstrate effective pedagogical/methodological framework implementation in lesson planning and student practices. Benchmark development is in progress.

EXCERPT FROM OCSD TECHNOLOGY PLAN 2013-2016

The Okaloosa County School District Technology Professional Development Plan is designed to provide multiple opportunities for all staff to learn to integrate technology into education and their professional life. In order for these activities to be fully implemented, the educators of OCSD need to have a firm understanding of the use of technology as a tool for teaching and productivity. Currently, we offer an evolving menu of technology workshops and trainings, targeted for immediate application by educators as well as administrators. At regular intervals, select committees review this plan and its process and make revisions to continually improve professional development in technology for the Okaloosa County School District. Here is an overview of opportunities for professional development.

Okaloosa County 'Tech Lab" Offerings	
Targeted Trainings: Direct Classroom Application	The 4 C's and 21st Century Learning
Online Learning Tools	MOOCs and other non-Traditional Environments
Opening the World of eBooks	Method and Mode Delivery: Skills Development
Engaged Learning through Social Literacy	BYOD (devices and applications)
Multiple Literacies for Student learners	
TIMS/ NET*S, NET*T, NET*A, NET*C	

Okaloosa County Professional Development through Curricular Connections
  • Development and acquisition of new programs and software that promote the integration of technology into everyday curricular needs

The school district, through Reading Allocation funds, is purchasing an intensive intervention reading program for use in all secondary intensive reading classrooms to supplement reading interventions to students in need. Students utilize the technology to receive instruction and interventions via the streaming program. In addition, all secondary teachers will also have access to the large leveled reading texts available through the software platform to secure supplemental reading material in content area classrooms across each school. Text may not only be downloaded and printed as hard copies for instruction, but also may be projected and viewed by all students during instruction. This program will also be piloted in a few elementary schools during SY 13-14.

  • The integration of technology as a meaningful component within all curriculum training

Currently, the district is purchasing cloud storage support to house professional development files that are used by all schools to provide Late Start or Early Release professional development activities. School team members download the monthly district-provided training package from the cloud storage site ensuring that all video links and web links remain preserved in the presentation. Within the district-provided trainings, technology is an integral part of the professional learning activities. Presentations are usually provided through Microsoft PowerPoint and often include additional technologies such as embedded video clips, live streaming links, web links to resources or materials, and software such as Camtasia™ and Prezi™. Through these district presentations, teachers observe new technologies that support classroom instruction, and may receive site-based or district-based training to learn how to implement such technology.
  • District-level coordination of training and support

The Office of Professional Development coordinates with the Instructional Technology department to offer professional learning activities where teachers receive instruction on new technologies relevant to their current position. The district professional development catalog contains descriptions for monthly offerings that teachers may register for to receive instruction on new software programs, handheld devices, and instructional support technologies.

 • Ensuring adequate facilities, instructors, materials, equipment and funding for staff development

The Instructional Technology Department in coordination with the Professional Development Department ensures that adequate training facilities, instructors, materials, equipment and funding for staff development are properly allocated and provided. At current, a district technology lab with desktop computers for up to forty-five teachers provides professional development activities on a weekly basis to teachers district-wide from a full-time instructor. The district professional development catalog, offered through our professional development management system, contains all current course descriptions, course dates, and objectives for the activities. Teachers may register for technology professional learning activities through the district professional development portal, where information about course dates, course objectives, and any prerequisites may be found. Teachers are also notified is any technology will be provided upon successful completion of the activity.

 • Identification and acquisition of technology-based professional development delivery systems that minimize teacher time away from the classroom and delivery of training in the most cost-effective manner

Currently, the most cost-effective manner to provide professional development activities is through the use of a local instructor who is housed at the technology lab in the district's Central Office Complex. Additional methods for providing professional learning opportunities through distance-learning or school-based facilitation is being investigated and evaluated to determine fiscal soundness.

Professional Development Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.	Average Teacher technology integration via the Technology Integration Matrix (TIM)	Entry – 50% Adopt.- 40% Adapt.- 10% Infus.- Trans.-	Entry–25% Adopt.-50% Adapt.- 15% Infus.- 10% Trans.-	2017
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Entry -50% Adopt.- 40% Adapt.- 10% Infus.- Trans.-	Entry–25% Adopt.-50% Adapt.- 15% Infus.- 10% Trans.-	2017
3.	Average Teacher technology integration via the TIM (Middle Schools)	Entry -40% Adopt.- 45% Adapt.- 15% Infus.- Trans.-	Entry–25% Adopt.-50% Adapt.- 15% Infus.- 10% Trans.-	2017
4.	Average Teacher technology integration via the TIM (High Schools)	Entry -30% Adopt.-30% Adapt.- 20% Infus.- 20% Trans.-	Entry–25% Adopt.-20% Adapt.- 30% Infus.- 20% Trans.- 5%	2017
5.	Average Teacher technology integration via the TIM (Combination Schools)	Entry -40% Adopt.-45% Adapt.- 15% Infus.- Trans.-	Entry–25% Adopt.-50% Adapt.- 15% Infus.- 10% Trans.-	2017

Professional Development Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved *(year)*
6.	Leadership "look-fors" (quality digital learning processes)	N/A	Proficient	2016
7.	Educator capacity to use available technology	N/A	Proficient	2016
8.	Instructional lesson planning using digital resources	N/A	Proficient	2016
9.	Student digital learning practices	N/A	Entry–25% Adopt.-50% Adapt.- 15% Infus.- 10% Trans.-	2016

More information about the Technology Integration Matrix including video clips showing levels of technology integration for core content area can be found at http://fcit.usf.edu/matrix/index.php

D. Digital Tools

As part of a response to the FDOE's expectations under the establishment of a Local Improvement System, Okaloosa County's PAWS (Portal to Access Web-based Services) system delivers data that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance. Our vision for the future is to extend the functionality to ensure additional access to teachers, administrators and stakeholders with regard to professional development and various communication/informational outlets.

Digital Tools Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Implementation status of a system that enables teachers and administrators to access information about benchmarks and uses it to create aligned curriculum guides.	Partially implemented	Will continue to support and employ in classrooms	2016
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Partially implemented	Will work to implement and employ	2016
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.	Partially implemented	Will work to implement and employ	2016
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	2016
6.	Implementation status of a system that houses 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.	Partially implemented	Will work to implement and employ	2016

7.	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	2016
8.	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	2016

E. Online Assessment Readiness

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.

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%	100%	2015
2.	Computers/devices required for assessments (based on schedule constraints)	6789	10000*	2017

*Includes tablets already in place in the district

F. Goal Setting

All schools will meet federal AMO benchmarks and meet expected growth on state assessments. (Highest Student Achievement)

All students will have opportunities for CAPE Digital Tools and Industry Certifications to prepare them to enter postsecondary with the skills necessary to succeed. (Seamless Articulation and Maximum Access)

All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum. (Skilled Workforce)

G. **District Strategies**

Goal Addressed	Strategy	Measurement	Timeline
Highest Student Achievement	Continue to add resources to ensure the least restrictive learning and testing environment for all students in a way that is financially feasible.	Peripherals for computers and tablets	2014-2015
Highest Student Achievement	OCSD will increase the supply of devices in secondary schools on which to access digital content to support students in achieving the Florida Standards through instruction and assessment	Purchase or lease devices and ensure access to the Internet	2014 and ongoing
Seamless Articulation and Maximum Access	OCSD will continue to be a leader in the state in industry certification funding per 9-12 FTE or other metric as determined by DOE by providing appropriate access to students to earn Digital Tools Certificates and industry certifications in pre-k –12, including students with disabilities as required by law.	Identified opportunities for students in K-8 to earn Digital Tools Certificates and/or industry certifications	2014 and ongoing
Skilled Workforce	OCSD will create and maintain a system that enables teachers to share access to web-based learning resources through the district's web page. These digital learning resources will be used to enhance quality instruction at the classroom level and increase educator pedagogy in methods that align digital learning and student engagement.	Database of web-based resources	2014 and ongoing

Part III
Digital Classrooms Plan – Allocation Proposal

A. Student Performance Outcomes 2014-2015

Student Performance Outcomes		Baseline	Target
A.1	Increase the percent of elementary students proficient in Mathematics	64%	67%
A.2	Increase the percent of high school students proficient in ELA	66%	68%
A.3	Increase the percent of middle school students proficient in ELA	69%	71%
A.4	Increase in Digital Tools Certificate opportunities for elementary students	0% (13-14)	25%

B. Digital Learning and Technology Infrastructure

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	Purchase and implement 500 new student devices for secondary schools	December 2014	$320,000	Secondary Schools	A.2, A.3
B.2.	Purchase and install 20 Access Points	December 2014	$12,000	School District	A.2, A.3.
B.3.	Purchase peripherals for computers and tablets	December 2014	$90,000	School District	A.1 – A.3

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1 – B.3	Seat Management will monitor the acquisition and deployment of devices.	All devices delivered and deployed by January 30th 2015.

C. **Professional Development**

Link to OCSD Master In-Service Plan:
http://www.okaloosaschools.com/files/school-district/professional-development/_docs/MIP%202013%20FINAL.pdf

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1	Identify and provide training for elementary schools that would like to pilot Digital Tools Certificate programs	2014	$10,000	District	A.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
Teachers participate in District / site-based professional development to include developing and using web-based learning resources.	Professional Development for Digital Learning grant ($75,000)

Professional Development Evaluation and Success Criteria – Other activities		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1	List of schools and completed training	Digital Tools Certificates earned in 2015-2106

D. Digital Tools

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

As noted in the DCP Guidance provided by DOE:

- The system will enable teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides *(ongoing)*
- The system will provide teachers and administrators the ability to create instructional materials and/or resources and lesson plans *(ongoing and supported by the Professional Development for Digital Learning grant)*
- The system will support the assessment lifecycle from item creation, to assessment authoring and administration, and scoring *(ongoing)*
- The system will include district staff information combined with the ability to create and manage professional development offerings and plans *(MyLearningPlan)*
- 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.*(Dashboard, Parent Portal)*
- 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.*(Dashboard and Data Reports developed for each school on student and teacher performance)*
- 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.*(Ongoing)*

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	Improve ability to access benchmark information and create interactive curriculum guides	Ongoing	$10,000	District	A.1 – A.3
D.2.	Install and track assets acquired through program for easy software and program deployment.	January 30, 2015	Included in Device cost (See B1)	District	A.1 – A.3
D.3.	Continue to develop a system to support the assessment lifecycle for District assessments	Ongoing	$32,000	District	A.1 – A.3
D.4.	CAPE Digital Tools Development	Ongoing	$20,000	District	A.1 – A.3

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
Improve ability to access benchmark information and create interactive curriculum guides	General Revenue (Curriculum and Instruction) funds may also support this process.

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	Curriculum will measure quantity of interactive curriculum guides created.	Interactive curriculum guides developed for all core content areas.
D.2.	System installed with equipment purchase.	Purchase of equipment with included tracing software.
D.3.	Timeline developed for review/ revision / creation of district assessments.	Appropriate assessments for all required courses.
D.4.	Schools chosen and training completed	Digital Tools Certificates earned in 2015-2016

E. Online Assessments

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Purchase and implement 500 new student devices for secondary schools	December 2014	Cost included in section (B)	Secondary Schools	A.1, A.2
E.2.	Purchase and install 20 Access Points	December 2014	Cost included in section (B)	School District	A.1, A.2

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Each school participates in the Testing Certification Tool.	Successful completion of the Testing Certification Tool (Test Ready)
E.1.	Support devices supplied as needed.	"No Wait "measured for testing environments by L-3 Communications.