**CHARTER SCHOOL**

**DIGITAL CLASSROOM PLAN**

The intent of the Charter School Digital Classroom Plan (DCP) is to allow the charter school to provide a perspective on what it considers to be vital and critically important in relation to digital learning implementation, student performance outcome improvement and how progress in digital learning will be measured. The plan shall meet the unique needs of students, schools and personnel in the charter school as required by s. 1011.62(12)(b), F.S. For additional assistance completing the Charter School DCP, please use the checklist and accompanying instructions to ensure you have included all requested components. The components provided by the charter school will be used to monitor long-range progression of the Charter School DCP and may impact funding relevant to digital learning improvements.

**Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW**

The charter school’s overviewcomponent of the plan should document the charter school's overall focus and direction with respect to how the incorporation and integration of technology into the educational program will improve student performance outcomes.

The **general introduction/background/technology policies** component of the plan should include, but not be limited to:

I.1 Team Profile -Provide the following contact information for each member of the charter school team participating in the DCP planning process. The individuals that participated should include but not be limited to:

* The digital learning components should be completed with collaboration between instructional, curriculum and information technology staff as required in s.1011.62(12)(b), F.S.;
* Development of partnerships with community, business and industry; and
* ntegration of technology in all areas of the curriculum, English for Speakers of Other Languages (ESOL) and special needs including students with disabilities.

|  |  |  |  |
| --- | --- | --- | --- |
| **Title/Role** | **Name:** | **Email:** | **Phone:** |
| Information Technology Contact | Tumika Mondy  Darryl McClenton | [tmondy@firstcoastymca.org](mailto:tmondy@firstcoastymca.org)  [dmcclenton@firstcoastymca.org](mailto:dmcclenton@firstcoastymca.org) | 904-309-6840 |
| Curriculum Contact | Tonia Fuller  Jean Aikens | [tfuller@firstcoastymca.org](mailto:tfuller@firstcoastymca.org)  [jaikens@firstcoastymca.org](mailto:jaikens@firstcoastymca.org) | 904-309-6840 |
| Instructional Contact | Tumika Mondy | [tmondy@firstcoastymca.org](mailto:tmondy@firstcoastymca.org) | 904-309-6840 |
| Assessment Contact | Jennifer Tardif | [jmickle@firstcoastymca.org](mailto:jmickle@firstcoastymca.org) | 904-309-6840 |
| Finance Contact | Guerline Divra | [gdivra@firstcoastymca.org](mailto:gdivra@firstcoastymca.org) | 904-309-6840 |
| Leadership Contact | Charles McWhite | [cmcwhite@firstcoastymca.org](mailto:cmcwhite@firstcoastymca.org) | 904-309-6840 |

I.2 Planning Process –

The School Technology Team will provide the organizational leadership to produce the school technology plan and any revision to the plan. The committee will consist of broad representation of school members.

The planning process will consist of:

* Appointing members to the School Technology Team to include members of the community, business, and industry.
* Provide parents/guardians an opportunity to review and make suggestions.
* Evaluating the current plan.
* Conducting a needs assessment.
* Establishing long-term and short-term goals which will include but not be limited to integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities, administrative needs, and funding needs.
* Identifying funding sources.
* Writing the final plan.

The technology plan will be reviewed and approved by the Tiger Academy Governing Board.

1.3 Multi-Tiered System of Supports (MTSS) -

Tiger Academy MTSS framework is made up of five components:

1. Evidence based curriculum and instruction is provided at the university level
2. Universal screening through i-Ready diagnostic program shall be used three times per year
3. Evidence based instructional interventions at the targeted intensive levels shall be provided to each student who needs them through the i-Ready intervention instructional program
4. Progress monitoring data through i-Ready diagnostics shall be collected and used to guide instruction
5. Data based decision making

All students are receiving data based instruction at Tier I. Teachers collect data from i-Ready diagnostics and plan whole-group lessons. Instruction at Tier II and III is provided through i-Ready where teachers can target specific standards that students need to work on. Teachers and students meet for academic conferences where they both discuss progress being made and set academic goals.

**Part II. DIGITAL CLASSROOMS PLAN – ALLOCATION PROPOSAL**

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| **A) Student Performance Outcomes** |

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

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| --- | --- | --- | --- |
| 1. **Student Performance Outcomes** | | **Baseline** | **Target** |
| II.A.1. | Math i-Ready Grade K Tier 2 | 38% | 48% |
| II.A.2. | Math i-Ready Grade 1 Tier 2 | 26% | 36% |
| II.A.3. | Math i-Ready Grade 2 Tier 2 | 24% | 34% |
| II.A.4. | Math i-Ready Grade 3 Tier 2 | 26% | 36% |
| II.A.5. | Math i-Ready Grade 4 Tier 2 | 19% | 29% |
| II.A.6. | Math i-Ready Grade 5 Tier 2 | 24% | 34% |

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| 1. **Student Performance Outcomes** | | **Baseline** | **Target** |
| II.A.1. | Reading i-Ready Grade K Tier 2 | 54% | 64% |
| II.A.2. | Reading i-Ready Grade 1 Tier 2 | 44% | 54% |
| II.A.3. | Reading i-Ready Grade 2 Tier 2 | 29% | 39% |
| II.A.4. | Reading i-Ready Grade 3 Tier 2 | 47% | 57% |
| II.A.5. | Reading i-Ready Grade 4 Tier 2 | 8% | 25% |
| II.A.6. | Reading i-Ready Grade 5 Tier 2 | 24% | 34% |

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| **B) Digital Learning and Technology Infrastructure** |

Implementation Plan for B) Digital Learning and Technology Infrastructure:

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| ***B.* Infrastructure Implementation** | | | | | |
|  | Deliverable | Estimated Completion Mo/Year | Estimated Cost | Charter School | Gap addressed from Sect. II |
| II.B.1. | Purchase and implement 20 new laptops | January 2017 | $5000 | 3rd - 5th grade classes at Tiger Academy | II.B.1 |
| II.B.2. | Purchase headphones 80 headphones | March 2017 | $1000 | All grade K-5 at Tiger Academy | II.B.2 |
| II.B.3. | Achieve3000 | December 2016 | $6000 | 3rd – 5th Grade classes at Tiger Academy | II.B.3 |

Evaluation and Success Criteria for B) Digital Learning and Technology Infrastructure:

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| ***B.* Infrastructure Evaluation and Success Criteria** | | |
| Deliverable (from above) | Monitoring and Evaluation and Process(es) | Success Criteria |
| II.B.1. | Laptops will be stored in a laptop cart in a secured location | Fully functioning laptops during test and at the end of each school year. |
| II.B.2. | Headphones will be assigned to each laptop and computer used for testing. Replaced as needed. | Fully functioning headphones during test and at the end of each school year. |
| II.B.3. | Use of Achieve3000 will be monitored through student achievement. | Student achievement scores. |

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| **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

Implementation Plan for C) Professional Development:

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| ***C.* Professional Development Implementation** | | | | | |
|  | Deliverable | Estimated Completion Mo/Year | Estimated Cost | Charter School | Gap addressed from Sect. II |
| II.C.1. | Training in using Achieve 3000 | December 2016 | Included in the cost of purchasing the program. | 3rd – 5th Grade classes at Tiger Academy | ELA Achievement and Gains |
| II.C.2. | Basic Computer Skills Training for Staff Members | January 2017 | $3000 | All K-5 Teachers at Tiger Academy | ELA/Math/  Science Achievement and Gains |
| II.C.3. | 25 teachers participate in i-Ready technology program training | October 2016 will implement new training this year 2017. | $3000 | All K-5 Teachers at Tiger Academy | ELA/Math/  Science Achievement and Gains |
| II.C.4. | 25 teachers participate in interactive whiteboard training | October 2016 and ongoing | $1000 | All K-5 Teachers at Tiger Academy | ELA/Math/  Science Achievement and Gains |

Evaluation and Success Criteria for C) Professional Development:

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| ***C.* Professional Development Evaluation and Success Criteria** | | |
| Deliverable (from above) | Monitoring and Evaluation and Process(es) | Success Criteria |
| II.C.1. | Achieve3000 Monitoring Sysem | Continuous Data Analysis |
| II.C.2. | Track attendance and surveys | Increased use of computer programs at Tiger Academy |
| II.C.3. | i-Ready Monitoring System | Continuous Data Analysis |
| II.C.4. | Teacher observations and surveys | Increased use of computer program at Tiger Academy |

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| **D) Digital Tools** |

Implementation Plan for D) Digital Tools:

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| ***D.* Digital Tools Implementation** | | | | | |
|  | Deliverable | Estimated Completion Mo/Year | Estimated Cost | Charter School | Gap addressed from Sect. II |
| II.D.1. | Offer 1 additional CAPE digital tool certifications from approved list: Microsoft Certified Trainer | May 2017 | $1000 | Onsite Trainer for Teachers and Staff at Tiger Academy | ELA/Math/  Science Achievement and Gains |
| II.D.2. |  |  |  |  |  |
| II.D.3. |  |  |  |  |  |
| II.D.4. |  |  |  |  |  |

Evaluation and Success Criteria for D) Digital Tools:

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| ***D.* Digital Tools Evaluation and Success Criteria** | | |
| Deliverable (from above) | Monitoring and Evaluation and Process(es) | Success Criteria |
| II.D.1. |  |  |
| II.D.2. |  |  |
| II.D.3. |  |  |
| II.D.4. |  |  |

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| **E) Online Assessments** |

Section 1011.62(12)(g), F.S., indicates that each 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 district 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.

Implementation Plan for E) Online Assessments:

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| **EXAMPLES** | | | | | | |
| 1. **Online Assessment Implementation** | | | | | |
|  | Deliverable | Estimated Completion Mo/Year | Estimated Cost | Charter School | Gap addressed from Sect. II |
| II.E.X. | Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows | September 2017 | $X | Sandy Shores High School | II.E.1 |
| II.E.X. | Purchase 100 additional student devices for assessments | February 2017 | $X | Sandy Shores High School | II.E.1 and II.E.2 |

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| ***E.* Online Assessment Implementation** | | | | | |
|  | Deliverable | Estimated Completion Mo/Year | Estimated Cost | Charter School | Gap addressed from Sect. II |
| II.E.1. |  |  |  |  |  |
| II.E.2. |  |  |  |  |  |
| II.E.3. |  |  |  |  |  |
| II.E.4 |  |  |  |  |  |

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

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| ***E.* Online Assessment Implementation** | | | |
| **Brief description of other activities** | **Other funding source** | **Estimated Amount** | **Estimated Completion Date Mo/Year** | |
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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 charter school 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.

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| ***E.* Online Assessment Evaluation and Success Criteria** | | |
| Deliverable (from above) | Monitoring and Evaluation and Process(es) | Success Criteria |
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