Miami-Dade County
Public Schools

MIAMI-DADE COUNTY
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the world
PUBLIC SCHOOLS

DIGITAL
CLASSROOMS
PLAN

2015-2016

C-1

DISTRICT
DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to allow the district 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 district as required by ss.1011.62(12)(b), F.S. For additional assistance completing the District DCP, please use the checklist and accompanying instructions to ensure you have included all requested components. The components provided by the district will be used to monitor long-range progression of the District DCP and may impact funding relevant to digital learning improvements.

Part I.   DIGITAL CLASSROOMS PLAN - OVERVIEW

The district's overview component of the plan should document the district'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/district technology policies** component of the plan should include, but not be limited to:

I.1   District Team Profile - Provide the following contact information for each member of the district 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 district instructional, curriculum and information technology staff as required in ss.1011.62(12)(b), F.S.;
- Development of partnerships with community, business and industry; and
- Integration of technology in all areas of the curriculum, English for Speakers of Other Languages (ESOL) and special needs including students with disabilities.

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Debbie C. Karcher	DKarcher@dadeschools.net	(305) 995-3751
Curriculum District Contact	Marie L. Izquierdo	izquierdo@dadeschools.net	(305) 995-1451
Instructional District Contact	Sylvia J. Diaz	SDiaz@dadeschools.net	(305) 995-4266
Assessment District Contact	Gisela F. Feild	GFeild@dadeschools.net	(305) 995-7512
Finance District Contact	Judith M. Marte	jmarte@dadeschools.net	(305) 995-1226
District Leadership Contact	Valtena G. Brown	vgbrown@dadeschools.net	(305) 995-2938

I.2   Planning Process - Summarize the process used to write this plan including but not limited to:

- How parents, school staff and others were involved;
- Relevant training and instruction for district leadership and support personnel;
- Development of partnerships with community, business and industry; and
- Integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

o Communicate with stakeholders to ensure transparency
  - Meet quarterly with Technology Advisory Committee which includes representation from schools, regional offices, curriculum departments, community members
  - Share district's technology initiatives through televised and regional Town Hall meetings
  - Meet with school administrators to discuss initiative, responsibilities, deployment strategies, professional development offerings, etc.
  - Meet regularly with business partners, information technology representatives and curriculum area administrators for project planning sessions

o District plan reflects:
  - Lessons learned from other large scale deployments in other districts
  - Enterprise technology from established hardware providers
  - Goals and objectives for how these technologies will be used in classrooms

o Partnered with Intel and Education Collaborators to review the district's implementation plan and provide an experienced third party review of the implementation plan and the district's overall readiness to launch a program.

I.3   Technology Integration Matrix (TIM) – Summarize the process used to train, implement and measure classrooms using the TIM.

- District staff trained principals and assistant principals on technology integration last school year and, again, during the summer.
- Additional training will take place in the 2015-16 school year.
- At the end of the school year, principals and assistant principals were asked to complete the Needs Assessment Survey administered by the Professional Development department, in which they were asked to rate the technology integration practices at their school based on the TIM.
- Technology integration is part of our teacher training focusing on the district's Digital Convergence initiative.
- Most of the trainings and dialogue regarding technology integration has centered on the SAMR (Substitution/ Augmentation/ Modification/ Redefinition) model of technology integration, which is similar to the TIM matrix. The district would like to focus on the SAMR model in its continued efforts to train educators and promote technology integration.

I.4   Multi-Tiered System of Supports (MTSS) - By using an MTSS in the planning process, the district will provide a cohesive and comprehensive approach to meeting the needs of all learners. The DCP requires districts to summarize the process used to write this plan including but not limited to:

- Describe the problem-solving process based on available district-specific data which were used for the goals and needs analysis established in the plan;
- Explain the existing system used to monitor progress of the implementation plan; and
- How the district intends to support the implementation and capacity described in the plan.

(See Appendix A: *2015 – 2016 Tiered Support*)

The overall goal of this plan is student achievement, and the plan supports the district's efforts to provide ongoing multi-tiered and multi-dimensional support and educational resources to all its schools and students. When creating the Digital Classrooms Plan, consideration was given to the needs of each school and the level of differentiated support provided to schools based on those needs. A District Support Formula (DSF) is used determine the level of support needed for each school within the district. The formula is the sum of all FSA components used to determine school grade and doubling the reading proficiency score. The District Support Formula is applied to all school levels (Elementary/K-8, Middle Schools and High Schools). Schools are ranked based on their DSF score from lowest to highest. The Office of Academics and Transformation (OAT) tiers all schools to provide appropriate levels of support.   Other factors that are considered include recent principal changes, the extent of faculty changes, attendance and school climate data, and the schools' current and prior Differentiated Accountability (DA) status. The Superintendent, Chief Academic Officer, Assistant Superintendent for Academic Support and School Improvement, Cabinet, Regional Superintendents, Principals, Florida Department of Education (FDOE), and stakeholders analyze the criteria for each intervention model and select the model that can be appropriately leveraged to ensure the school's improvement. Specific decision points for each school in regard to the intervention model include but are not limited to: the percentage of students that made learning gains by teacher, student performance over a three-year period in reading, mathematics, science, and writing.

The MTSS Leadership Team utilized the 8- Step Problem Solving process to identify the goal to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

Utilizing the 8 Step Problem Solving process, the District is able to utilize its District Support Formula (DSF) to identify 3 levels of support based on the listed criteria:

Tier 3

- All schools *below* the 15 percentile rank using the DSF
- Lowest 300 Elem. Schools (L300) as identified by the state (24)
- **Implementing Schools as identified by the state (5)**
- **Planning Schools as identified by the state (21)**

These schools are supported by ETO (Education Transformation Office).
Tier 2

- Schools that are *below* the 30 percentile rank using DSF
- Schools that were Tier 3 the previous year who do not meet the Tier 3 criteria

These schools are supported by ETO.

Tier 1:

- Schools that have been identified as **scoring 61 percent proficient or higher in both Reading and Math**

These schools are supported by staff in OAT.

All schools within these tiers are assigned to their geographical Region Center.

Data Assessment and Technical Assistance Coordination of Management (DATA/COM) is a statistics-based management process used by the Superintendent and his Cabinet to monitor schools' immediate instructional and operational needs in order to deploy resources to deal with critical issues in a timely manner. Areas of concern are flagged and interventions are designed and implemented based on the data presented. Specific emphasis is placed on the Benchmark Monthly and Interim Assessment results. Data from these assessments are used to identify areas that need improvement and design interventions for the core content areas (reading, mathematics, science, and writing). Progress updates are provided at subsequent DATA/COM meetings and the effectiveness of interventions is reviewed. The implementation of the interventions and alignment with the goals are closely monitored on a monthly basis by ETO and OAT and adjustments are made when necessary to ensure student achievement.

Data from interim assessments and other diagnostic measures drive the data chat process between the Superintendent and Chief Academic Officer; the Chief Academic Officer; the Assistant Superintendent for Academic Support and School Improvement; The Assistant Superintendent for Academic Support and ETO Supervisors and Principals; the CAO and Released School Principals, Assistant Superintendent and Regional Superintendents; Principals and Instructional Coaches and teachers; and finally between teachers and students. OAT works closely with the Office of Research, Evaluation, and Planning to conduct evaluations of the implementation and impact of the chosen interventions and to report such information to schools, parents, and the community. In addition, the ETO and OAT teams conduct 2-3 Instructional Reviews (IR) of each Tier 3 and Tier 2 schools to identify areas of need and to create an action plan with strategies to address those needs. Instructional Supervisors pair up with state

representatives from the FDOE, as well as, school site representatives to create subject area teams for the review.

Each team conducts classroom walkthroughs of all teachers in their designated subject area. A one hour debrief is conducted by all parties to review findings (commendations and concerns) based on the walkthrough, as well as, discuss the strategies and recommended changes to the SIP. Additionally, the team discusses recommendations and suggestions with the school site team to begin the process of collaboratively completing the Strategic Implementation Plan. Following the debrief session the district team remains at the school site to support the assistant principal and instructional coaches with changes to the SIP and the development of the Strategic Implementation Plan. Each identified strategy is broken down into smaller, easy-to-implement steps for teachers, instructional coaches, administrators, ETO, and OAT staff to follow with a timeline to meet the goal. This process is unique in that it involves all stakeholders in the creation of the plan. These Strategic Implementation Plans will be presented and approved during the identified Strategic Planning Meetings.

Further, the District MTSS Leadership Team meets monthly in order to evaluate the development of MTSS by monitoring consensus, infrastructure, and implementation and to apply strategic problem solving processes.

Monitoring through support for each tier:

All schools within Tier 3 receive the following support:

School-Based Support
Coaches
  • Elem.: 1 Reading, 1 Math
  • K-8: 2 Reading, 1 Math, 1 Sci.
  • Middle: 2 Reading, 1 Math
  • High: 2 Reading, 1 Math, 1 Sci.

Maintain current F/P Teaching Allocations

District Support
Weekly content support
Instructional Reviews
DATA/COM
Monthly iCADs
Instructional Coaches' Academy
Professional Development for APs & Principals

All schools within Tier 2 receive the following support:

<u>**School-Based Support**</u>
Coaches
  • Elem.: 1 Reading, 1 Math
  • K-8: 1 Reading, 1 Math
  • Middle: 1 Reading, 1 Math
  • High: 1 Reading, 1 Math

Maintain current F/P Teaching Allocations

<u>**District Support**</u>
Content support based on needs identified in school action plan
Monthly content IS visits
Instructional Reviews
DATA/COM
Monthly iCADs
Monthly Principal PD

All schools within these tiers are assigned to their geographical Region Center.

The plan to support the implementation and capacity.

The Miami-Dade Leadership Team schedule meetings in order to monitor the District's MTSS plan. Through these meetings, the leadership team reviews and ensures that there are visible connections between the MTSS framework with the District and schools' mission statements and organizational improvement efforts. Through open dialogue, the leadership team ensures alignment between policies and procedures across the district, schools and at all grade levels as delineated in the Tiered support framework. On an ongoing basis, the leadership team reviews the district wide assessment data to ensure that all decisions are data driven from the individual student level to the District level. In addition, the leadership team celebrate and communicate outcomes with all stakeholders.

I.5 <u>District Policy</u> - The district should provide each of the policies listed below and include any additional digital technology relevant policy in the "other/open" category. If no district policy exists in a certain category, please use "N/A" to indicate that this policy is currently non-applicable. (This does not preclude the district from developing and including a relevant policy in the future.)

These policy types are suggestions, please complete as they are available or add additional if necessary.

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	• 2416 - Student Privacy and Parental Access to Information • 8330 - Student Records • 8332 - Collection of Personal Information • 8351 - Electronic Data Security Breach Notice Requirements	http://www.neola.com/miamidade-fl/	• 5/2011 • 5/2011 • 1/2014 • 1/2015
District teacher evaluation components relating to technology (if applicable)	Instructional Performance Evaluation and Growth System (IPEGS) [Included per teacher contract] • Performance Standard 4: *Instructional Delivery And Engagement*; • Performance Standard 5: *Assessment;* • Performance Standard 6: *Communication;* • Performance Standard 7: *Professionalism;* • Performance Standard 8: *Learning Environment*	http://ipegs.dadeschools.net/forms.asp	9/2015
BYOD (Bring Your Own Device) Policy	Bring Your Own Device allows students to use their own technology at specified times during the day to enhance the learning experience. Examples of the types of technology which can be used are Windows laptops/tablets, Mac laptops, Android tablets, and iPads. • BYOD Agreement – FM 7523	http://wifi.dadeschools.net/	• 12/2013 • 12/2013
Policy for refresh of devices (student and teachers)	• Mobile devices are on a five year refresh schedule • Desktop technologies not meeting state specifications are replaced annually, as funding becomes available		
Acceptable/Responsible Use policy (student, teachers, admin)	• 7540.03 - Student Responsible Use Of Technology, Social Media, And District Network Systems • 7540.04 - Staff Responsible Use Of Technology, Social Media, And District Network Systems	• http://www.neola.com/miamidade-fl/ • http://www.neola.com/miamidade-fl/	• 5/2011 • 5/2011
Master In-service Plan (MIP) technology components	Pursuant to Florida Statute 1012.98(4)(b), the District provides a master in-service plan (MIP) that is board approved. The District's MIP contains several components providing instructional technology professional development to enhance instruction and increase student achievement.	http://prodev.dadeschools.net/mip13.asp	6/2014

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

Historically, a great challenge for M-DCPS has been to simultaneously close two academic achievement gaps. One gap being that of the District's students as compared to students within Florida and also across the nation. The second is the achievement gaps among our own District's demographic groups. M-DCPS educates a great number of students who live in abject poverty and many others who come to this area from foreign countries to begin new lives. To address this challenge, the District has committed to implementing classroom practices and models for teaching and learning that can best support each student's achievement.

M-DCPS has traditionally struggled to improve student achievement in a core of persistently low performing schools. In 2010, the district created the Education Transformation Office (ETO) to oversee the school turnaround process by providing intensive support to 19 of the District's lowest-performing schools. In 2011, ETO was expanded to 26 schools and in 2012, it included 66 schools. In 2013-14, 108 schools within the District received assistance for instruction and interventions within a tiered system of support. In 2014-15, 78 schools received assistance for instruction and interventions, through ETO while 38 released (former ETO) schools were supported and monitored by the Office of Academics and Transformation (OAT). For 2015-16 school year the ETO Office has been brought back under the auspices of OAT, under the leadership of the district's Chief Academic Officer (CAO). The Assistant Superintendent for Academic Support and School Improvement, who reports to the CAO, directs the work of ETO. One-hundred tier 2 and tier 3 schools receive instructional support from ETO. The ETO strategies include intensive professional development, coaching, teacher and leader reassignments, ongoing progress monitoring and site visits by administrative and support teams, and a focus on frequent and effective data use to inform planning and decision-making.

Since 2009, the District realigned its resources based on the goal of student achievement. This has resulted in a strong record of academic improvement and progress toward narrowing the achievement gap, as evidenced across multiple measures, including the State of Florida's school grading system, student performance on college entry examinations, and graduation rates. Despite changes in the State of Florida's grading formula to include significantly more students with disabilities (SWDs) and English Language Learners (ELLs) and the application of additional metrics, M-DCPS' performance has remained relatively stable, as evidenced by

six consecutive years of the District receiving a grade of B as per the State's grading system. Sustained improvements in academic performance in a drastically poor (73% free or reduced-price lunch) and almost entirely (91%) minority urban district with one of the largest ELL populations in the nation have been attained in spite of deep funding cuts. An unwavering commitment by District leadership to protect the classroom at all costs and a fundamental conviction at the school sites that all students can learn have made this possible. The honor of being awarded The Broad Prize for Urban Education in 2012 validated this commitment and conviction for all of the District's stakeholders.

In June of 2014, Miami-Dade County Public Schools earned the distinction of district-wide accreditation by AdvancEd/SACS CASI for a five-year term. The AdvancED committee visited more than 730 classrooms, spoke with 1,607 stakeholders, including students, teachers, principals, School Board members and the superintendent, and reviewed the District's work and accomplishments in three different categories: teaching and learning impact, leadership capacity and resource utilization. After the review, AdvancEd announced that M-DCPS scored well above average, receiving an overall score of 298.73, with the average score worldwide being 282.4. M-DCPS is the largest school district in the nation to achieve this accreditation.

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.

A. Student Performance Outcomes (Required)		Baseline *(2014-15)*	Target	Date for Target to be Achieved *(year)*
II.A.1.	ELA Student Achievement			
II.A.2.	Math Student Achievement			
II.A.3.	Science Student Achievement – 5th Grade	49	50	2015-2016
II.A.3.	Science Student Achievement – 8th Grade	41	42	2015-2016
II.A.4.	Science Student Achievement – Biology	63	65	2015-2016
II.A.5.	ELA Learning Gains			
II.A.6.	Math Learning Gains			
II.A.7.	ELA Learning Gains of the Low 25%			
II.A.8.	Math Learning Gains of the Low 25%			
B. Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
II.A.9.	Overall, 4-year Graduation Rate	77.2	90	2019-2020
II.A.10.	Acceleration Success Rate	81	91	2019-2020
A. Student Performance Outcomes (District		Baseline	Target	Date for

Provided)			Target to be Achieved *(year)*
II.A.11. (D)			
II.A.12. (D)			
II.A.13. (D)			
II.A.14. (D)			

For the past four (4) years, M-DCPS has been transitioning from the Next Generation Sunshine State Standards (NGSSS) to the Language Arts Florida Standards and the Mathematics Florida Standards. The 2014-15 school year served as the first year of full implementation of instruction in the new Florida Standards. As such, Florida has adopted a new assessment.

The New Florida State Assessment (FSA) provides a more authentic assessment of the Florida Standards, because it includes more than multiple-choice questions. Students are asked to create graphs, interact with test content and write and respond in different ways than on traditional tests. New question types assess students' higher-order thinking skills in keeping with the higher expectations of the Florida Standards.

In addition to a new assessment system, Florida is transitioning to a new accountability system that measures school performance. Indicators for the new accountability system include proficiency and learning gains. This new assessment was administered for the first time in spring 2015 with standard setting occurring in the summer/fall of 2015.

As such, it should be noted that the targets set on achievement and learning gains for Mathematics, English Language Arts are based on the prior historical assessment results, and they will need to be revisited once results from the new FSA are available.

- **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 Technology Readiness Inventory (TRI). The baseline should be carried forward from the 2014 plan. Please describe below if the district target has changed. Districts may choose to add any additional metrics that may be appropriate.

B. Infrastructure Needs Analysis (Required)	Baseline from 2014	Actual from Fall 2015*	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
II.B.1. Student to Computer Device Ratio	__3__:__1__	____2_:__1__	__1__:__1__	2019	__1__:__1__
II.B.2. Count of student instructional desktop computers meeting specifications	97,608	89,003	NA[2]	NA	NA
II.B.3. Count of student instructional mobile computers (laptops) meeting specifications	43,697	46,976	NA[3]	NA	NA
II.B.4. Count of student web-thin client computers meeting specifications	NA	NA	NA	NA	NA
II.B.5. Count of student large screen tablets meeting specifications	40,891	70,000[1]	262,300[4]	2019	56,321[5]
II.B.6. Percent of schools meeting recommended bandwidth standard	100%	100%	Achieved	Completed	NA
II.B.7. Percent of wireless classrooms (802.11n or higher)	100%	100%	Achieved	Completed	NA

* Staff was granted permission from the Florida Department of Education's (FDOE) Bureau of Educational Technology to use the raw data results from the Fall 2015 Technology Readiness Inventory (TRI), instead of the Spring 2015 results. Additionally, response for II.B.5 is based on school purchases, not the Fall 2015 data on the TRI.

[1] School counts via the TRI are incongruous with district purchases.

[2] The District continues to maintain and replace desktop computers as needed; however, there is no target for increasing or growing the deployment of desktop computers. The district's focus is on mobile devices and desktop computers will be gradually reduced as more mobile devices are deployed and implemented.

[3] Laptop and tablet goals are not independent of each other and therefore the district's target for row II.B.3, "student instructional mobile computers," is integrated in the response for row II.B.5, "Count of student large screen tablets meeting specifications."

[4] Currently, the district's deployment of mobile devices includes both tablets and laptops, with the ultimate goal of one device (tablet or laptop) per student; therefore, the *Target* for "large screen tablets" (Row II.B.5) includes instructional mobile computers (laptops). This target does not include desktop computers; there is no district goal to increase the number of student desktop computers beyond replacing those that have fallen into disrepair or become obsolete. The District's 2015-2016 Mobile Device survey found that the percentage of students/families opting to participate in the BYOD program is 13%. This is consistent with last year's survey results of approximately 14%. The 2014-15 target of 262,300 devices is still applicable as it reflects 87% of the student population opting for district-issued devices and includes extra devices for contingency purposes. As further surveys and needs assessments are conducted, targets will be adjusted if they reveal the need for fewer district-owned devices.

[5] The "Gap to be addressed" for student large screen tablets (row II.B.5) takes into account the quantities of desktops, laptops, and tablets currently deployed in the District. (See below.) Because the District is focusing on the deployment of mobile technology and not on desktop computers and since the targets for tablets and laptops are combined as one goal, gaps in the deployment of devices are not differentiated by device type.

Student Instructional Desktops	89,003
Student instructional mobile computers (laptops)	46,976
Student large screen tablets	70,000
Total *(Actual from Spring 2015)*	**205,979**
Target	262,300
Gap to be Addressed	**56,321**

B. Infrastructure Needs Analysis (Required)		Baseline from 2014	Actual from Spring 2015	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
II.B.8.	District completion and submission of security assessment *	N/A	N/A	N/A	N/A	N/A
II.B.9.	District support of browsers in the last two versions	N/A	Yes	Yes	Completed[1] (2015-2016)	NA

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved *(year)*	
II.B.10. (D)	Increase the number of wireless access points in schools	20,000		30,000	2016	
II.B.11. (D)						
II.B.12. (D)						

* 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.

[1] District supports all the browsers identified in the *District Digital Classrooms Plan Guidance 2015-16,* pg. 14: Internet Explorer v. 10 or v.11; Mozilla Firefox v. 33 or v. 34; Google Chrome v.31 or v.32; and Safari v.6+ or v.7+. However, it must be noted that not all software is compatible with these versions.

■ **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

C. Professional Development Needs Analysis (Required)		Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 26% Adoption: 22% Adaptation: 22% Infusion: 17% Transform: 13%	Entry: 20% Adoption: 19% Adaptation: 25% Infusion: 20% Transform: 16%	2016-2017
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 21% Adoption: 24% Adaptation: 23% Infusion: 23% Transform: 9%	Entry: 15% Adoption: 21% Adaptation: 25% Infusion: 27% Transform: 12%	2016-2017

C. Professional Development Needs Analysis (District Provided)	Baseline	Target	Date for Target to be Achieved *(year)*
II.C.3. (D)			
II.C.4. (D)			

* In the spring of 2015, questions addressing the Technology Integration Matrix (TIM) indicators were added to the *Teacher and Instructional Staff Professional Development Needs Assessment Survey* administered by the PD Department. Teachers and administrators were asked to evaluate and rank their teaching practices and technology integration levels according to the TIM. The chart below shows the survey results breakdown, based on teacher responses

reflecting on their own teaching practices and administrator responses based on observations of teaching practices at their schools.

The 2015 baselines for the "Average teacher technology integration" are based on the teacher responses to the PD survey, but they are also indicative of the level of technology integration seen during school site visits, professional development sessions, instructional reviews, etc.

The 2015 baselines for the "Percentage of total evaluated teacher lessons plans" are based on the administrator responses on the survey. As part of their administrative and professional duties, principals routinely observe teachers in their classrooms and review teacher lesson plans; therefore, their responses reflect not only what they may be witnessing in classrooms, but also reflect the technology integration activities and strategies included in teacher-created lesson plans. Teacher lesson plans may also be reviewed as part of district staff visits, district instructional reviews, and departmental collaborative planning sessions and meetings.

Going forward, the District will use the SAMR model of technology integration, instead of the TIM, as part of its professional development offerings and professional development needs analysis. District staff has trained on the SAMR model in the past and teachers and administrators are familiar with the SAMR model. Maintaining a tool with which teachers are familiar and comfortable will facilitate the integration of technology into classroom practices and the evaluation of teacher lesson plans without the need to train teachers or administrators on a new tool.

- **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.

A key component to digital tools is the implementation and integration of a digital tool system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance. Districts may also add metrics for the measurement of CAPE (Career and Professional Education) digital tools. For the required metrics of the digital tool system need analysis, please use the following responses:

D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
	Student Access and Utilization (S)*	% of student access	% of student utilization	% of student access	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	83	83	83	2015-2016
		Applicable to students in grades K-10 through district-provided assessment software programs. All students in the designated grade levels have to access the system for assessments and results; therefore, Target coincides with the population. Target will change as the population in the designated grade levels changes.			
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100	100	Will continue to support and employ	Completed
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100	100	Will continue to support and employ	Completed
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	100	100	Will continue to support and employ	Completed
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100	100	Will continue to support and employ	Completed
D. Digital Tools Needs Analysis		Baseline (to be	Baseline (to be	Target	Date for

(Required)		established in 2015)	established in 2015)		Target to be Achieved *(year)*
	Teachers/Administrators Access and Utilization (T)*	**% of Teacher/ Admin access**	**% of Teacher/ Admin Utilization**	**% of Teacher/ Admin access**	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100	100	Will continue to support and employ	Completed
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100	100	Will continue to support and employ	Completed
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100	100	Will continue to support and employ	Completed
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100	100	Will continue to support and employ	Completed
II.D.5. (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	Will continue to support and employ	Completed
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	100	100	Will continue to support and employ	Completed
II.D.7. (T)	A system that houses documents, videos and	100	100	Will continue to support	Completed

		Baseline	Baseline	Target	Date for Target to be Achieved
	information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.			and employ	
II.D.8. (T)	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.	100	100	Will continue to support and employ	Completed
II.D.9. (T)	A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	100	100	Will continue to support and employ	Completed

D. **Digital Tools Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** *(year)*
	Parent Access and Utilization (P) *	**% of parent access**	**% of parent utilization**	**% of parent access**	
II.D.1. (P)	A system that includes comprehensive student information which 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	Will continue to support and employ	Completed

* Access to district systems is based on role and granted, through the District portal, to all students, teachers/administrators, and parents. The district does not track utilization by unique users; however, because the portal is the gateway for all District systems regarding student information, student achievement data, instructional materials, professional development, digital resources, lesson plans, collaboration tools, email, tutorials, etc. all users with access must log into the portal to retrieve the desired information.

D. **Digital Tools Needs Analysis (Required)**	**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** *(year)*

(IM)	Instructional Materials*	Baseline %	Target %	School Year
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	50	100	2020
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	80	100	2020
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	80	100	2020
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100	100	Completed
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	100	100	Completed
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students instructional materials [ss. 1006.283(2)(b)11, F.S.]	100	100	Completed
D. **Digital Tools Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.D.7. (IM)				
II.D.8. (IM)				
II.D.9. (IM)				

* Notes:
- Percentages indicated above relate to the core materials purchases.
- Fifty percent (50%) of the purchases made in 2015-16 were for print companions to those materials purchased in digital format, while overall 80% of district core instructional materials are available in digital format. This ensures access to materials for those students who may not have access to technology at home. As the District increases its purchase and deployment of mobile devices and student access to computers increases - both at school and at home - print expenditures will decrease.
- All materials that are purchased in digital format are accessible to all the students and parents through the District's portal.

- **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.

| *E.* **Online Assessments Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** *(year)*
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	62,121	68,121	2018-2019
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	0	5	2015-2016
E. Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.E.3. (D)				
II.E.4. (D)				
II.E.5. (D)				

STEP 2 – Goal Setting:

Provide goals established by the district that support the districts mission and vision. These goals may be the same as goals or guiding principles the district has already established or adopted.

These should be long-term goals that focus on the needs of the district identified in step one. The goals should be focused on improving education for all students including those with disabilities. These goals may be already established goals of the district and strategies in step three will be identified for how digital learning can help achieve these goals.

Enter district goals below:

The District has one singular, overriding goal – student achievement. This goal is reflected in the district's Strategic Blueprint (see below) and forms the core of any plan, project, or initiative that the District implements. A further explanation of the Strategic Blueprint is included below the graphic.
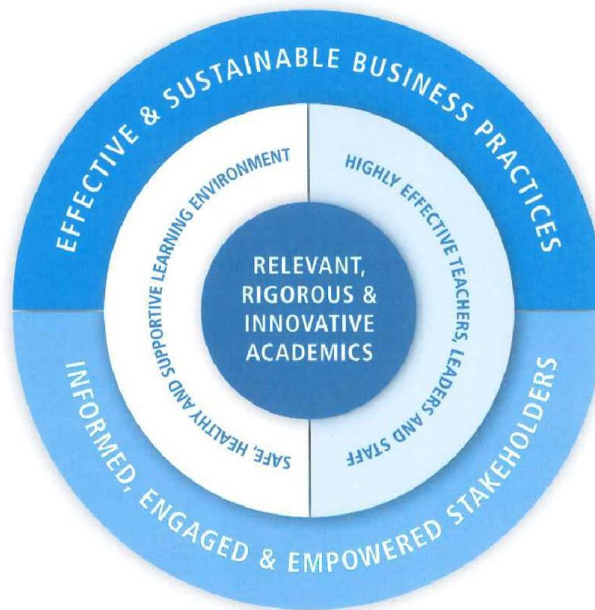
The pillars for the 2015-2020 Strategic Blueprint have evolved from the successful implementation of the 2009-2014 Strategic Framework. Over the next five years, the District's work will be centered on Relevant, Rigorous and Innovative Academics targeting the singular goal of Student Achievement. This central pillar will be supported by four others. Highly Effective Teachers, Leaders and Staff and a Safe, Healthy and Supportive Learning Environment will envelope and facilitate the academics at M-DCPS school sites; while Informed, Engaged and Empowered Stakeholders and Effective and Sustainable Business Practices will strengthen external support systems and resources that will enable student achievement. The pillars identified in the graphic above guide the District's work and decision-making process through 2020 and are aligned directly to improving the academic outcomes of the District's 300,000+ students.

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
Student Achievement: Prepare students for success in the third millennium	Supply teachers and students with high quality digital content aligned to the Florida Standards	Purchase Instructional Materials in digital format	50% of purchases in 2014-2015 and ongoing
Student Achievement: Prepare students for success in the third millennium	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	Fully implement My Big Campus Fully implement G2D for teacher and district assessment and data collection	2014 and ongoing
Student Achievement: Prepare students for success in the third millennium	Create an infrastructure that supports the needs of digital learning and online assessments	Continue purchase and deployment of mobile devices	2014 and ongoing

In addition, if the district participates in federal technology initiatives and grant programs, please describe below a plan for meeting requirements of such initiatives and grant programs.
Funded by a Race to the Top-District grant, iPrep Math learning centers were implemented in 49 middle schools in the Miami-Dade County Public Schools beginning with the 2013-2014 school year. The centers are designed to address three issues of concern to the school district: a lull in mathematics achievement during the middle school years; high rates of failure in Algebra 1; and a high number of overage students resulting from the State of Florida's mandatory third grade retention policy.

Expectations are that the iPrep Math program, including re-designed classroom space and technology resources, coupled with content-expert teachers, address the variability in the prior math preparation of incoming students and the need to remediate over-aged students, as well as the need to provide mastery-based acceleration options for students.

A multi-method evaluation design was formulated to evaluate the effectiveness of the iPrep Math program. The design involves the collection of both qualitative and quantitative data to provide formative and summative evaluation reports throughout each year of the grant.

The qualitative component includes school site visits consisting of classroom observations, teacher and principal interviews, and student focus groups. The quantitative component includes student, teacher, and parent surveys for students enrolled in iPrep Math courses, principal surveys, and analyses of district data on FCAT Math and Algebra End-of-Course standardized test performance, academic content, effort, and conduct grades, and absences and suspensions.

On-line surveys are administered to key stakeholders of the iPrep Math program: classroom teachers, students, parents/guardians, and principals of the middle school where the learning centers were located.

The evaluation team also uses a quasi-experimental design to analyze academic and non-academic outcomes for students in the iPrep Math program compared to students in the 49 middle schools who were enrolled in equivalent non-iPrep math courses. Academic outcomes include FCAT Math and Algebra End-of-Course exams. Non-academic outcomes are absences and suspensions.

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by ss.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:

- <u>Implementation Plan</u> – 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.
- <u>Evaluation and Success Criteria</u> – For each step of the implementation plan, describe the process for evaluating the status of the implementation and once complete, how successful implementation will be determined. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.

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

Districts may also choose to provide funds to schools within the school district through a competitive process as outlined in ss. 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 2015-16 school year.

Enter the district student performance outcomes for 2015-16 that will be directly impacted by the DCP Allocation below:

A. Student Performance Outcomes		Baseline	Target
III.A.3.	Increase graduation rate at district high schools	77.2%	78%
III.A.4.	Increase % of 7th grade students scoring at or above proficiency on the Civics End-of-course (EOC) Exam	61%	63%
III.A.5.	Increase % of 10th grade students passing the ELA Florida Standards Assessments (FSA)	52%	53%
III.A.6.			
III.A.7.			

B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at
http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf. These
specifications are recommendations that will accommodate the requirements of state
supported applications and assessments.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

B. Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	Purchase and implement 20,700 mobile devices (tablets) in 10th grade English Language Arts (ELA) classrooms	Sept 2015	$11,403,728*	All schools servicing 10th grade students	II.B.3
III.B.2.					
III.B.3.					
III.B.4.					

M-DCPS total allocation, including charter schools, is $5,610,274. The District non-charter allocation will be used to offset the cost of mobile devices for 10th grade ELA classrooms purchased through the Banc of America Technology lease.

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
Purchase and implement 5,400 mobile devices (tablets) for 8th grade students and students enrolled in 8th grade U.S. History	Banc of America Lease
Purchase and implement 5,600 mobile devices (laptops) for elementary schools to lower the student to computer ratio and assist with computer-based testing	Banc of America Lease
Purchase and implement 1,221 mobile devices (laptops/tablets) for 6th grade ELA blended learning	Banc of America Lease
Purchase and implement 500 mobile devices (laptops/tablets) for self-contained Autism units	Banc of America Lease
Purchase and implement 3,000 mobile devices (laptops) for middle and senior high schools to assist with computer-based testing and other instructional needs	Banc of America Lease
Purchase and implement 3,800 mobile devices (laptops) for Intensive Math classrooms	Banc of America Lease

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

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. Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	• Tablets will be purchased by July 2015 - (Instructional Technology) • Tablets will be delivered by August 2015 - United Data Technologies (UDT) • Deliveries and request for additional quantities will be monitored by Instructional Technology (IT)	After the successful distribution of the devices, student use of the technology in the 10th grade ELA classes will be measured by student performance on the 10th grade Florida Standards Assessment (FSA) in ELA
III.B.2.		
III.B.3.		
III.B.4.		

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, ss.1011.62(12)(b), F.S., requires districts to submit a third-party evaluation of the results of the district's technology inventory and infrastructure needs. Please describe the process used for the evaluation and submit the evaluation results with the DCP.

The *Year Two:One-to-One/BYOD Implementation Plan Review* for Miami-Dade County Public Schools' Digital Convergence initiative was funded by Intel and was designed to assist Miami-Dade County Public Schools with the design and deployment for its continued expansion of a 21st Century learning initiative which features a mobile device program. This inventory and evaluation documents the district's accomplishments from its second phase of the Digital Convergence initiative. United Data Technologies lead this inventory and review, utilizing interviews of Miami-Dade staff and service partners. These interviews, along with a recommendation report provided in the fall of 2015 by Education Collaborators, served as the basis of information gathering and benchmarks for the findings.

Goals of the Inventory and Evaluation
• Significantly reduce costly implementation challenges
• Provide for continued formal documentation of the overall plan
• Increase efficacy and efficiencies in its Digital Convergence initiative

The *Year Two: One-to-One/BYOD Implementation Plan Review* provided by Intel can be accessed via the following link:
http://it.dadeschools.net/dcp/One-to-OnePlanningReportYear2.pdf

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

These MIP components should include participant implementation agreements that address issues arising in needs analyses and be supported by school level monitoring and feedback processes supporting educator growth related to digital learning.

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

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.

Miami-Dade County Schools (M-DCPS) has launched an initiative to bring together different technologies – mobile devices, interactive whiteboards, streaming media, and digital content – to enhance student learning, by increasing student engagement and student technology literacy. The District's Digital Convergence Plan (DCP) is a fundamental evolution of the structure and environment of education in our schools. The goals of the district's Digital Convergence Professional Development Plan are to help teachers:
- Become technologically proficient,
- Shift from teacher-centered learning environments to student-centered learning environments,
- Effectively use technology tools to redefine teaching and instruction to support the individual needs of student learners, and to
- Develop good digital citizens by promoting safe and responsible technology use.

Each summer beginning in 2014, Digital Convergence Professional Development Institutes are held for teachers in targeted grade levels and subject areas. Topics include: blended learning, the SAMR model, ritual and routines in a technology rich classroom, OneNote, Class Notebook, Miracast, LanSchool, digital citizenship, best practices in content areas, etc. These multi-day professional development opportunities provide teachers with training on district provided technology tools and resources while allowing teachers time to explore and collaborate with peers in order to leave the workshops with lesson plans in hand ready for implementation in their classrooms.

In addition to summer PD institutes, there are a variety of technology-based PD opportunities available to teachers throughout the school year as part of the Digital Convergence Plan. Professional development is provided by district staff and vendor partners such as Discovery Learning, Promethean, and United Data Technologies. Additionally, beginning in the 2015-16 school year the district has expanded the PD offerings under the DCP to include in-class coaching and modeling. Five *Digital Convergence Facilitators* have been hired at the district level to help teachers implement the new technologies in their classrooms by providing in-class support through coaching and modeling.

As part of the DCP, 11,500 classrooms across M-DCPS feature Promethean's ActivBoard interactive whiteboards, prioritizing the need for highly engaging, interactive digital content. Through funding provided by the 2014 FDOE *Professional Development for Digital Learning* grant, a selection of high-quality digital learning resources, Promethean ActivBoard Flipcharts, were developed through a partnership with Discovery Education, an industry leader in the development of digital content for education. These resources were aligned to current state standards in the core content areas of English/Language Arts, Mathematics, and Social Sciences for students.

In order to ensure that teachers understand how to embed the Promethean ActivBoard Flipcharts within classroom instruction and maximize their benefit for student learning, the District provides professional develop on their use. Discovery Education's trainers deliver face-to-face-training for teachers, building professional knowledge that will enable them to complement core instructional materials with digital learning in whole-class or small-group instructional settings.

C. Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.					
III.C.2.					
III.C.3.					
III.C.4.					

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

Brief description of other activities	Other funding source
Five (5) District Digital Convergence facilitators will provide coaching and job-embedded professional development to teachers	Title II

Evaluation and Success Criteria for C) Professional Development:

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.

C. **Professional Development Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.		
III.C.2.		
III.C.3.		
III.C.4.		

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 department may also be included here.

Implementation Plan for D) Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.					
III.D.2.					
III.D.3.					
III.D.4.					

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

Brief description of other activities	**Other funding source**
Integrate additional instructional materials into the digital tools system for grades K-12	Instructional Materials Allocation
Integrate digital resources into the digital tools system for 10th grade English Language Arts (ELA)	Qualified Zone Academy Bonds (QZAB)
Integrate Industry Certification instructional materials and assessments into the 9-12 CTE curriculum	Carl Perkins M-DCPS Added Bonus FTE funding

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.

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

E) Online Assessments

Technology infrastructure and devices required for successful implementation of local and statewide assessments should be considered in this section. In your analysis of readiness for computer-based testing, also examine network, bandwidth, and wireless needs that coincide with an increased number of workstations and devices. Districts should review current technology specifications for statewide assessments (available at www.FLAssessments.com/TestNav8 and www.FSAssessments.com/) and schedule information distributed from the K-12 Student Assessment bureau when determining potential deliverables.

Implementation Plan for E) Online Assessments:

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.					
III.E.2.					
III.E.3.					
III.E.4					

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

Brief description of other activities	**Other funding source**
Purchase and implement 5,600 mobile devices (laptops) for elementary schools to lower the student to computer ratio and assist with computer-based testing	Banc of America Lease
Purchase and implement 3,000 mobile devices (laptops) for middle and senior high schools to assist with computer-based testing and other instructional needs	Banc of America Lease

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.

E. **Online Assessment Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.		
E.2.		