# 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:

1.1 District Mission and Vision statements –

**Mission**: In collaboration with the College of Education at Florida State University, the mission of Florida State University Schools is to advance Florida's K-12 education through exemplary teaching, research, and service.

**Vision:** Instruction that MOVES, Leaders who INSPIRE, Research that MAKES A DIFFERENCE in the 21st Century.

**Technology Mission/Vision:** Increase the technological skills and proficiency of all students by allowing students a world-class digitally supportive education system that engages and prepares all students to be globally competitive for college and careers.

District Profile - Provide relevant social, economic, geographic and demographic factors influencing the district's implementation of technology.

Florida State University Schools (FSUS) is situated in the community of Southwood, located in the southwest part of Tallahassee, Florida. We are one of only four lab schools designated by the Florida Legislature to operate as a developmental research institution. As a public, K-12 charter school of Florida

State University College of Education, we act as a site for teacher training programs, innovative instructional practices, and a model school for research collaboration and development while also adhering to all state requirements, standards, and protocol set forth by our state. These efforts are evident within our vision and mission.

*Student Demographics:* Our school has a target enrollment of approximately 1700 students. As a result of our focus on research, efforts are maintained to keep a demographic representation of the public school student population of the average of the Northern Florida, or Panhandle, and the state of Florida, allowing us to provide an adequate representation for research projects. Since we draw from surrounding districts, including rural districts, our student's access and familiarity with technological or digital tools is varied. We are unable to assume that most of our student population has wireless access or digital tools at home, which can be challenging as we move forward and transition to a one-to-one learning environment.

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 | Robert Prater | rprater@fsu.edu | 850-245-3779<br>850-245-3787 |
| Curriculum District Contact<br>Instructional District Contact | Megan Brink<br>Suzanne Wilkinson | mbrink@fsu.edu<br>swilkinson@fsu.edu | 850-245-3894<br>850-245-3703 |
| Assessment District Contact | Megan Brink | mbrink@fsu.edu | 850-245-3894 |
| Finance District Contact | Sue Weathersbee | sweathersbee@fsu.edu | 850-245-3705 |
| District Leadership Contact | Dr. Stacy Chambers | slchambers@fsu.edu | 850-245-3712 |

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; Development of partnerships with community, business and industry; and

FSUS establishes multiple diverse and meaningful partnerships with our stakeholders in order to maintain communication and feedback about school improvement initiatives and needs. FSUS, under guidance of our Director, Dr. Chambers, has recently developed a Communication Plan which will guide our progress to gain more stakeholder feedback and involvement. With the adoption of our Communication Plan, the Digital Classroom Plan will be a living document that will incorporate stakeholder input regarding our move to a more supportive digital environment. In fact, our school board that has members representing Florida State University, parents, community representatives, faculty, and students will be given opportunities for input and must ultimately approve the document. In addition, we have strong relationships with FSU College of Education, FAMU/FSU College of Engineering and the Florida IT Alliance. All of these partners, including CTE teachers and the Director of our Career and Technical Education program will help inform the direction of the digital classroom plan.

- Relevant training and instruction for district leadership and support personnel;

As part of this plan, district leadership and support personnel, as well as faculty and staff, will receive professional development opportunities that support our transition to digital instruction. Given the shift to a one-to-one environment in our classrooms, we have purchased the T21 (Teaching for the 21st Century) program that will provide year-long In-service workshops, online resources, live webinars, and 1:1 coaching. Our district staff will also have access to the trainers and resources to help with implementation at a district level.

Commonsensemedia.org will be used along with support from Florida State University to develop and communicate digital citizenship policies. Training will be provided on these new policies and procedures including those surrounding FERPA and ESE/504/ELL regulations.

Annually, a needs assessment is given to all faculty and staff and is used to inform our Professional Development Plan. Florida's Department of Education, NEFEC, and PAEC provide support and training through their consortia. District staff participate in monthly NEFEC NOEL (NEFEC Organization of Educational Leaders) and Digital Content Conversation meetings to stay informed on digital best practices and issues.

- Integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

Our Digital Instruction team, comprised of administrators (principals, curriculum and instruction specialists, technology specialists, and ESE/ELL specialists), teachers, and other interested community partners (when available) help provide input for the successful implementation of a digital transition, reflected in this plan. As part of the FSUS Communication Plan, FSUS will be conducting an internal curriculum audit. Results from the audit will be used to determine gaps in

digital curriculum and curricular needs for ELL students as well as those with disabilities or varying exceptionalities.

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

Starting in September, teachers will be given an overview on the Technology Integration Matrix (TIM) and will be asked to self-reflect on current digital instructional practices. Teachers will also take a survey that will help give them an idea of where their instructional practices may fall on the TIM. Working with the school level administrator, the teacher will identify their TIM level and identify a goal to move themselves to the next level of digital instruction on the TIM. The goal will be included on their Individual Professional Learning Plans (IPLP).

Throughout the year, differentiated trainings will be provided through Tech Tuesdays and teacher in-service days. Administrators will provide support and feedback through observation, walkthroughs, department/faculty meetings, and individual meetings as needed. Teachers will be asked to self-reflect at the end of the year to determine improvement. FSUS will also research the TIMS-O to see if that is a tool that may adequately support our teachers and administrators as we move through the digital transition.

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.

"Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention." (florida-RTI.org) Before assigning tiered support based on the RTI/MTSS model, the school must be able to ensure efficient use of resources and support (identified through trends and patterns of school-wide and grade-level data) for effective core universal instruction.

True to MTSS, we developed this plan as a guide to allocating resources proportionally according to student and school need. To do this, we based our plan on the following needs Assessments (see Part II, Step 1 for details):

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

District goals were established based on needs evident from the needs assessments. Since we are a school/district, goals were created using the Continuous School Improvement Model (provided by the state for the purposes of the School Improvement Model and other plans). Federal grants such as Title II, IDEA, Title I, and Carl Perkins all coordinate with and support this document.

Strategies were created to address challenges and capitalize on strengths inherent to our school district. All strategies were given a measurement and timeline estimation as reflected throughout the plan. In most cases, the **year 2019** was selected as a date for the target outcome to be achieved in order to be consistent with the Florida Strategic Technology Plan (2014-2019). **100%** was chosen as a target outcome, because we firmly believe that all students should show proficiency on the relevant assessments and teachers and students should be able to utilize technology in a way that facilitates higher order learning and develops workforce skills.

District staff are assigned to monitor the implementation of the plan. School staff are also charged with implementation and is reflected in the School Improvement Plan submitted to the district and approved by the school board annually.

I.5 District Policy - 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 | **FSUS uses FERPA Regulations to guide all decisions regarding student data safety, security, and privacy.** | **http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html** | **N/A** |
| District teacher evaluation components relating to technology (if applicable) | **Teacher Evaluation Plan- Overviews teacher evaluation requirements (for observation and student achievement). References Marzano Tool which includes a digital component.** | **www.fsus.fsu.edu (Teacher Evaluation Page, Teacher Evaluation Plan)** | **Annually during approval of the Collective Bargaining Agreement. Anticipated Date September, 2015** |
| BYOD (Bring Your Own Device) Policy | **Under Development** | **Once approved- www.fsus.fsu.edu (Under Board Page, Board Policies)** | **Anticipated Board Approval Date October, 2015** |
| Policy for refresh of devices (student and teachers) | **N/A – Will Develop** | **N/A** | **N/A** |
| Acceptable/Responsible Use policy (student, teachers, admin) | **Outlines Acceptable Use Restrictions and guidelines for student, teacher, admin** | **www.fsus.fsu.edu (Under Board Page, Board Policies)** | **Board Approved February, 2014** |
| Master Inservice Plan (MIP) technology components | **We use NEFEC MIP which includes professional development opportunities for technology** | **N/A** | **Board Approved August, 2015** |
| Other/Open Response | | | |

**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.

The following overarching goals have been identified for FSUS, based on state identified goals listed in each sub-section and our needs analysis.

A) Student Performance Outcomes - FSUS 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 in order to increase student performance.
B) Digital Learning and Technology Infrastructure - Increase FSUS digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software.
C) Professional Development - FSUS Instructional personnel and staff shall have access to opportunities and training to assist with the integration of technology into classroom teaching
D) Digital Tools - FSUS 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.
E) Online Assessments - FSUS shall work to reduce the amount of time used for the administration of computer-based assessments.

- **Highest Student Achievement**

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

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

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

| ***A.*** **Student Performance Outcomes (Required)** | | **Baseline** | **Target** | **Date for Target to be Achieved** ***(year)*** |
|---|---|---|---|---|
| II.A.1. | ELA Student Achievement | TBD from school year 2014-15 | TBD 2016 | |
| II.A.2. | Math Student Achievement | TBD from school year 2014-15 | TBD 2016 | |
| II.A.3. | Science Student Achievement – 5th and 8th Grade | Percent 3 and Above 5th-68% 8th-57% | Percent 3 and Above 5th- 71% 8th-60% | School Year 2016 |
| II.A.4. | Science Student Achievement – Biology | Percent Passing 87% | Percent Passing 100% | School Year 2016 |
| II.A.5. | ELA Learning Gains | TBD from school year 2014-15 | TBD 2016 | |
| II.A.6. | Math Learning Gains | TBD from school year 2014-15 | TBD 2016 | |

| | | | | |
|---|---|---|---|---|
| | | | | |
| II.A.7. | ELA Learning Gains of the Low 25% | TBD from school year 2014-15 | TBD 2016 | |
| II.A.8. | Math Learning Gains of the Low 25% | TBD from school year 2014-15 | TBD 2016 | |
| II.A.9 | Acceleration Success Rate (Performance only) | 74% | 77% | 2016 |
| II.A.10 | Overall, 4-year Graduation Rate | 88% | 91% | 2016 |
| **A. Student Performance Outcomes (District Provided)**<br>**FSUS is a school AND special district. Our district outcomes goals are the same as above. There are no additional outcome goals.** | | **Baseline** | **Target** | **Date for Target to be Achieved** ***(year)*** |
| II.A.11. (D) | School Grade Performance Target (FL AMO1 for ESEA waiver) | A (2014) | A | Achieved (and maintain) |
| II.A.12. (D) | | | | |
| II.A.13. (D) | | | | |
| II.A.14. (D) | | | | |

## Quality Efficient Services

Technology Infrastructure:

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

All numbers are reflected in the School Spring Inventory Report 2015. The District Spring Inventory Report includes our sister school, FSU Broward (Pembroke Pines)

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 Spring 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___ Grades K-12 | ___3__:__1___ Grades K-12 | __1___:___1__ Grades K-12 = | School Year 2019 | 2:1 |
| II.B.2. | Count of student instructional desktop computers meeting specifications | 397 | 523 | 170 | School Year 2019 | 0 (phasing out desktops for chromebooks) |
| II.B.3. | Count of student instructional mobile computers (laptops) meeting specifications | 198 | 25 | 25 | School Year 2019 | 0 |
| II.B.4. | Count of student web-thin client (i.e. Chromebooks) computers meeting specifications | 0 | 880 | 1900 (extras purchased for replacements and accidental damage) | School Year 2019 | 1020 |
| II.B.5. | Count of student large screen tablets meeting specifications | 0 | 0 | 0 | 0 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| II.B.6. | Percent of schools meeting recommended bandwidth standard | 100% | 100%<br><br>(new calculation for bandwidth standard increased to 250 Mbps and purchased access points to meet target) | 100% | Achieved. Mbps is going to be annually reevaluated. | 0 |
| II.B.7. | Percent of wireless classrooms (802.11n or higher)<br><br>The 2014 and 2015 District Infrastructure summary of the TRI is inaccurate. It will be updated during the spring. . | 100%<br><br>(All classrooms had access to wireless, but the amount of available wireless access points only met the standard for the devices we had available in classrooms) | 100%<br><br>(There is a need to strengthen our wireless access points to meet increasing demand… we are in the process of load balancing, so additional access points may be necessary) | 100% | School Year 2019<br>By the time we have 1900 computers, no later than 2019 | 0 |

| 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 | Y | Y | School Year-Achieved 2015-2016 | N |

| B. Infrastructure Needs Analysis (District Provided) | | Baseline | | Target | Date for Target to be Achieved *(year)* | |
|---|---|---|---|---|---|---|
| II.B.10. (D) | N/A | | | | | |
| 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.

- **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)** **FSUS is a combination school (K12). The needs analysis below is an estimation for K12 teachers.** | | **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: 70 %<br>Adoption: 20%<br>Adaption: 10%<br>Infusion: 0%<br>Transform: 0% | Entry: 10%<br>Adoption: 10%<br>Adaption: 10%<br>Infusion: 50%<br>Transform: 20% | School Year 2019 |
| II.C. 2. | Percentage of total evaluated teacher lessons plans at each level of the TIM | Entry: 70%<br>Adoption: 20%<br>Adaption: 10%<br>Infusion: 0%<br>Transform: 0% | Entry: 10%<br>Adoption: 10%<br>Adaption: 10%<br>Infusion: 50%<br>Transform: 20% | School Year 2019 |

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

- **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:

| **Baseline Response:** | **Target Response:** |
|---|---|
| Fully implemented | Will continue to support and employ in classrooms |
| Partially implemented | Will work to implement and employ |
| Partially implemented | Maintain system |
| No system in place | Will work to implement and employ |
| No system in place | No plans to address at this time |

| ***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. | 100%<br><br>FULLY IMPLEMENTED (Blackboard) | 100% | 100% | School Year Achieved – 2014-2015 |
| II.D.2. (S) | A system that provides students the ability to access instructional materials and/or resources and lesson plans. | 100%<br><br>FULLY IMPLEMENTED (Blackboard, GoogleApps) | 100% | 100% | School Year Achieved – 2014-2015 |

| | | | | | |
|---|---|---|---|---|---|
| II.D.3. (S) | A system that supports student access to online assessments and personal results. | 80%<br><br>PARTIALLY IMPLEMENTED<br>, Discovery Education, FOCUS, Blackboard) | 80% | 100%<br><br>Where used by teachers, students can access. Through increased usage by teachers, students will be able to access more results. | School Year<br><br>2017-2018 |
| 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. | 80% PARTIALLY IMPLEMENTED (Available for some tools and not all. Location of information varies by vendor) | 80% | 100%<br><br>Create a one-stop page for technology and instructional tool access and policies on our website. | School Year<br><br>2016-2017 |
| II.D.5. (S) | A system that provides secure, role-based access to its features and data. | 100 %<br><br>FULLY IMPLEMENTED (FOCUS, PERFORMANCE MATTERS, BLACKBOARD, DISCOVERY ED) | 100%<br><br>Usage varies by program. Performance Matters is underutilized. | 100% | School Year<br>Achieved |

| ***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)*** |
|---|---|---|---|---|---|
| | **Teachers/Administrators Access and Utilization** (T) | **% of Teacher/ Admin access** | **% of Teacher/ Admin** | **% of Teacher/ Admin access** | |

| | | | Utilization | | |
|---|---|---|---|---|---|
| II.D.1. (T) | A system that enables access to information about benchmarks and use it to create aligned curriculum guides. | 100%<br><br>FULLY IMPLEMENTED<br><br>(CPALMS) | 80% | 100%<br><br>Communicate expectations for aligning curriculum ,maps/pacing guides, and syllabi to benchmarks/standards found on CPALMS<br><br>Monitor development of curriculum maps and conduct a curriculum audit | 2016-2017 |
| II.D.2. (T) | A system that provides the ability to create instructional materials and/or resources and lesson plans. | 100%<br>FULLY IMPLEMENTED<br><br>(CPALMS) | 100% | 100% | Achieved 2014-2015 |
| II.D.3. (T) | A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring. | 80%<br>PARTIALLY IMPLEMENTED<br><br>(FLIBTP, Blackboard Discovery Education, Curriculum company) | 60% | 100%<br><br>Continued professional development on Discovery Education and determine the role of IBTP, Blackboard, and FOCUS in assessment creation | 2019 |
| 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%<br><br>FULLY IMPLEMENTED<br><br>(NEFEC-PD System/NEFEC) | 70% | 100%<br><br>Continue to promote PD options through NEFEC | 2019 |
| 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 | 100%<br><br>PARTIALLY IMPLEMENTED<br><br>(FOCUS/ | 30% | 100%<br><br>Provide leadership training on Performance Matters | 2019 |

| | | | | | |
|---|---|---|---|---|---|
| | communicating to students and parents about classroom activities and progress. | PERFORMANCE MATTERS/Blackboard/Discovery Education) | | Develop expectations for teacher/leader use for progress monitoring | |
| 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. | 30%<br><br>PARTIALLY IMPLEMENTED<br><br>(FOCUS/ PERFORMANCE MATTERS/Blackboard/CPALMS) | 30% | Multiple systems are in place, but one system to cross analyze all this information is not available. We will continue to evaluate potential systems for effectiveness and create an in-house system that will help with additional ways to analyze data. | School Year 2019 |
| II.D.7. (T) | 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. | 80%<br>PARTIALLY IMPLEMENTED (Available for some tools and not all. Location of information varies by vendor) | 80% | 100%<br><br>Create a one-stop page for technology and instructional tool access and policies on our website. | School Year<br><br>2016-2017 |
| II.D.8. (T) | A system that includes or seamlessly shares information about students (1), district staff (2), benchmarks (3), courses (4), assessments (5) and instructional (6) to enable teachers, students, parents and district administrators to use data to inform instruction and operational practices. | PARTIALLY IMPLMEMENTED<br>Several systems are in place to provide information on students, district staff, benchmarks, courses, assessments, and instructional resources. FOCUS now | 67% | 100%<br>. | School Year 2019 |

| | | | | | |
|---|---|---|---|---|---|
| | | provides seamless information on student information, courses, and assessments CPALMS provides information on benchmarks, courses, and instructional resources. If we were to say that FOCUS would act as a single sign on, then (4/6 components are met) 67% | | | |
| 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 %<br><br>FULLY IMPLEMENTED (FOCUS, BLACKBOARD, DISCOVERY ED) | 100% | 100% | School Year Achieved 2010-2011 |

| ***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%<br><br>FULLY IMPLEMENTED (FOCUS) | 100% | 100% | Achieved 2010-2011 |

| *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 % | 50 % | ACHIEVED 2015-2016 |
| II.D.2. (IM) | Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years) | At least 50 % | At least 50% | Achieved 2015-2016 |
| II.D.3. (IM) | Percentage of instructional materials integrated into the district Digital Tools System | 30 % "Digital Tools System" is not available. However, all instructional materials with a digital component are placed on Blackboard for students to access. | 100 % | 2019 |
| II.D.4. (IM) | Percentage of the materials in answer 2 above that are accessible and utilized by teachers | Where available, 100 % | 100% | Achieved |
| II.D.5. (IM) | Percentage of the materials in answer two that are accessible and utilized by students | Where available, 100 % | Where available, 100% | Achieved |
| 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 % of parents have access to Blackboard | 100% | Achieved |
| *D.* **Digital Tools Needs Analysis (District Provided)** | | **Baseline** | **Target** | **Date for Target to be Achieved** |

| | | | | *(year)* |
|---|---|---|---|---|
| II.D.7. (IM) | Implementation status of CAPE digital tools | 100% (Adobe Photoshop certification available to HS) | 100%<br>1 additional CAPE Digital Tool. | 2015-2016 |
| II.D.8. (IM) | | | | |
| II.D.9. (IM) | | | | |

- **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 | 579 (per School TRI) | 1900 (chromebooks) ) This includes extra computers for replacements or unanticipated need. | 2019 |
| II.E.2. | Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments | 100% | 100% | Achieved |
| **E. Online Assessments Needs Analysis (District Provided)** | | **Baseline** | **Target** | **Date for Target to be Achieved** ***(year)*** |
| II.E.3. (D) | Wireless Upgrade | 1250 active users | 10000 active users | 2019 (achieved ) |
| II.E.4. (D) | Bandwidth Upgrade | 100Mbps | 1700Mbps or 2 Gbps (1 per student) | 2019 |
| 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.

Districts should provide goals focused on improving education for all students, including those with disabilities. These goals may be previously established by the district.

Goals Examples:

| **EXAMPLES** |
|---|

- Highest Student Achievement: All schools will meet AMO benchmarks and meet expected growth on state assessments.
- Seamless Articulation and Maximum Access: All students will have opportunities for industry certifications and are prepared to enter postsecondary with the skills necessary to succeed.
- Skilled Workforce and Economic Development: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.
- Quality Efficient Services: All school sites will be safe and effective environments to support developing students.

Enter district goals below:

**Goals based on Needs Assessments**

1. Seamless Articulation and Maximum Access- All students will have opportunities for industry certifications and are prepared to enter postsecondary with the skills necessary to succeed by the time they graduate.
2. Skilled Workforce and Economic Development- All teachers will have opportunities for professional development to develop skills for implementing transformative digital learning into the curriculum that reflects the rigor of Florida's standards and assessments.

**Maintenance Goals**

1. Quality Efficient Services: FSUS will be a safe and effective environment to support developing students. FSUS will maximize efficiency and streamline technology support services as we increase the demands for technology maintenance and troubleshooting needs on a 1:1 K12 campus. FSUS will develop policies for and provide training on social media, student data security and privacy, and BYOD.
2. Highest Student Achievement- FSUS will continue to be an 'A' school per the Florida School Grades Accountability system.

**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.

Examples of Strategies:

| EXAMPLES | | | |
|---|---|---|---|
| **Goal Addressed** | **Strategy** | **Measurement** | **Timeline** |
| Highest student achievement | Supply teachers and students with high quality digital content aligned to the Florida Standards | • Purchase Instructional Materials in digital format | 50% of purchases in 2015-16 |
| Highest student achievement | Continue support of an integrated digital tool system to aid teachers in providing the best education for each student. | • Fully implement system across nine components<br>• Integrate instructional materials into system | 2014 and ongoing |
| Highest student achievement | Create an infrastructure that supports the needs of digital learning and online assessments | • Bandwidth amount<br>• Wireless access for all classrooms | 2014-2019 |

**Enter the district strategies below:**

| Goal Addressed | Strategy | Measurement | Timeline |
|---|---|---|---|
| Needs Assessment Goals | | | |
| Seamless Articulation and Maximum Access | Develop Post-Secondary Articulations and partnerships with local colleges and institutions<br><br>Add digital design and/or technology | • Count of articulation agreements<br>Count of post-secondary and industry partnership opportunities | 2014-2015 (Achieved-Articulation with FSU, FAMU, TCC and Keiser) |

| | | | |
|---|---|---|---|
| | programs that align to post-secondary pathways | | |
| Skilled Workforce and Economic Development | Purchase Instructional Materials that have digital components or are digital<br><br>Purchase digital devices for every classroom | • % of instructional materials that are digital or have digital components<br><br>• % of classrooms with access to digital devices | 50% of purchased instructional materials will be digital in 2014 -2015 (Achieved)<br><br>(2014-2015- 4 elementary classrooms and all secondary classrooms have devices. Grades 2-5 will have devices by the end of 2015-2016) |
| Skilled Workforce and Economic Development | Align current CTE programs to post-secondary pathways<br><br>Add digital design and/or technology programs that align to post-secondary pathways<br><br>Integrate digital tools into existing classroom curriculum | • Count of CTE programs aligned to postsecondary pathways, including digital design and/or IT<br><br>Count of courses that integrate digital tools and/or count of digital tool certifications available | 2014-2015 Digital Design will be added to CTE offerings (Achieved)<br><br>2015-2019 and ongoing- Digital tools will be available in some courses. |
| Maintenance Goals | | | |
| Highest Student Achievement | Hire, retain, and support high quality and effective teachers (Domain 2) | Count of Effective and Highly Effective teachers per FSUS Teacher Evaluation Plan (Domain 2) | 2014 and Ongoing |
| Highest Student Achievement | Instructional personnel and staff shall continue to have access to opportunities and | Number of professional development opportunities for | 2014 and Ongoing |

| | | | |
|---|---|---|---|
| | training to assist with the integration of technology into classroom teaching | technology and digital tools | |
| Quality Efficient Services | Maintain a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software. | Technology Resources Survey Results | 2014 and Ongoing |
| Quality Efficient Services | 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. | Technology Resources Survey Results<br><br>% Digital tools/programs available to students, staff, and parents that help with management, assessment, and monitoring of student learning and performance | 2014 and Ongoing |
| Quality Efficient Services | Continue to reduce the amount time used for the administration of computer-based assessments. | Count of days devoted to computer-based assessments | 2014 and Ongoing<br>2015-2016 (Testing reduced to approximately 22 state-wide testing in Spring due to increased availability of computers for both teachers and students) |
| Quality Efficient Services | FSUS will maximize efficiency and streamline technology support services as we increase the demands for technology maintenance and troubleshooting needs on a 1:1 K12 campus by conducting an | Ticket completion rate<br><br>Administrator Feedback | Audit in 2015-2016 |

| | | | |
|---|---|---|---|
| | audit of workflow and staffing needs. . | | |
| Quality Efficient Services | FSUS will develop policies for and provide training on social media, student data security and privacy, and BYOD. | Count/check off of policy development<br><br>% of teachers attending training | 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.

**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:

- Implementation Plan – Provide details on the planned deliverables and/or milestones for the implementation of each activity for the component area. This should be specific to the deliverables that will be funded from the DCP Allocation.
- Evaluation and Success Criteria – For each step of the implementation plan, describe the process for evaluating the status of the implementation and 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 a 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.

| EXAMPLES | | | |
|---|---|---|---|
| ***A.*** **Student Performance Outcomes** | | **Baseline** | **Target** |
| III.A.1 | Increase percent of fourth grade mathematics students performing at Sunshine Elementary school. | 45% | 48% |
| III.A.2 | Improve graduation rates at Sandy Shores High school. | 78% | 80% |

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

| ***A.*** **Student Performance Outcomes** ***Please see school improvement plan 2014-2015. These goals will be tied to the school improvement plan for 2015-2016 once board approved and statewide testing data is released.*** | | **Baseline (2013-2014 DATA)** | **Target (2013-2014 DATA)** |
|---|---|---|---|
| III.A.3. | Improve Student Achievement Proficiency on Algebra End of Course exam by 3% | 75 % PASSING | 78% PASSING |
| III.A.4. | Improve Student Achievement Proficiency on Geometry End of Course exam by 3% | 88% PASSING | 91% PASSING |
| III.A.5. | Improve School-Wide Student Achievement Proficiency in Writing by 5% | 67% PASSING | 72% PASSING |
| III.A.6. | Improve School-Wide Student Achievement Proficiency on Advance Placement exams 3% in all content areas | 60% PASSING | 63% PASSING |
| III.A.7. | Increase School-Wide Student Achievement Proficiency in Reading by 3% | 79% PASSING | 82% PASSING |

| | | | |
|---|---|---|---|
| III.A.8 | Increase School-Wide Student Achievement Proficiency in Science by 3% | Percent 3 and Above<br>5th-68%<br>8th-57% | Percent 3 and Above<br>5th- 71%<br>8th- 60% |

## 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:

| EXAMPLES | | | | | |
|---|---|---|---|---|---|
| ***B.*** **Infrastructure Implementation** | | | | | |
| | Deliverable | Estimated Completion Date | Estimated Cost | School/ District | Gap addressed from Sect. II |
| III.B.X. | Purchase and implement wireless access points | May 2015 | $4,000 | All fourth grade classes at Sunshine Elementary school. | II.B.7 |
| III.B.X. | Purchase and implement 100 new student laptop devices | February 2015 | $6,000 | All fourth grade classes at Sunshine Elementary school. | II.B.3 |

| ***B.*** **Infrastructure Implementation** | | | | | |
|---|---|---|---|---|---|
| | Deliverable | Estimated Completion Date | Estimated Cost | School/ District | Gap addressed from Sect. II |
| III.B.1. | Purchase and implement 400 new student Tablet/Hybrid devices (completed- could purchase additional devices by switching to Chromebooks. Purchased **880** devices by the end of spring 2014) | March 2014 | 263,553.00 | FSUS | II.B.3 |

| | | | | | |
|---|---|---|---|---|---|
| III.B.2. | Purchase and implement new devices to finish out 1:1. (812 additional devices) | October 31, 2015 | 204916.96 | FSUS | II.B.3<br>III.B.3. |
| III.B.3. | | | | | |
| III.B.4. | | | | | |

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

| **Brief description of other activities** | **Other funding source** |
|---|---|
| Supplemental purchase of laptops | Title I/General Technology Budget-90,000.00 |
| Purchase and implement wireless controllers | Technology Budget -$6638.93 |
| Purchase software and licensures for Classroom Digital Tools-<br>Certification training and exams for Digital Tools Teacher- | CTE Budget<br>Title II |
| | |

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. | Purchase and implement 400 new student Tablet/Hybrid devices | completed |
| III.B.2. | Purchase and implement new devices to finish out 1:1. | The Technology Director will monitor to ensure all devices are ordered and implemented by the estimated completion date. A status update will be given to the Director by September 30th.<br>Purchase of the Devices |
| III.B.3. | Purchase and implement wireless access points for gap areas | The Technology Director will monitor to ensure all devices are ordered and implemented by the estimated completion date. A status update will be given to the Director by September 30th.<br>Purchase of the Devices |
| 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.

## 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.

| FSUS MIP:<br>http://www.nefec.org/mip/ |
|---|

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.

| **EXAMPLES** | | | | | |
|---|---|---|---|---|---|
| ***C.*** **Professional Development Implementation** | | | | | |
| | Deliverable | Estimated Completion Date | Estimated Cost | School/ District | Gap addressed from Sect. II |
| III.C.X. | X# high school teachers participate in professional development aligned with MIP. | May 2015 | $X | Sandy Shores High School | II.C.1. |
| III.C.X. | X# teachers participate in book study and lesson studies on digital learning | May 2015 | $X | Sandy Shores High School | II.C.2. |

| ***C.*** **Professional Development Implementation** | | | | | |
|---|---|---|---|---|---|
| | Deliverable | Estimated Completion Date | Estimated Cost | School/ District | Gap addressed from Sect. II |

| | | | | | |
|---|---|---|---|---|---|
| III.C.1. T21 Program | Curriculum maps that build in opportunities for student learning resulting from use of digital tools, specifically including tools related to Google Classroom. | August 2017 | 55,000.00 (from DCP) | FSUS | II.C.1- (TIMS Classroom Implementation)<br>II.C.2- (TIMS Imbedded in Lesson Plans)<br>III.C.2. CAPE Digital Tools |

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** |
|---|---|
| III.C.2.<br>Digital Tools<br><br>Digital Tools teacher will receive training to earn digital tools certificate<br>II.C.1- (TIMS Classroom Implementation)<br>II.C.2- (TIMS Imbedded in Lesson Plans)<br>II.D.7 (CAPE Digital Tools) | PD/CTE fund |
| III.C.3. Performance Matters<br>Administrators will utilize Performance Matters to analyze student data for instructional effectiveness and to make programmatic decisions at the school and district level.<br><br>II.D.5 (Digital Tool)<br>II.D.6 (Digital Tool)<br>II.D.8 (Digital Tool) | Title II |
| III.C.4. Discovery Education<br>Teachers of courses assigned to a Discovery Education Assessment will receive training on Discovery Education usage and reporting. Administrators will explore | Title I |

| | |
|---|---|
| using FOCUS and IBTP to address gap areas.<br><br>II.D.3 (Assessment Creation) | |
| III.C.5CommonSenseMedia and Policy Teachers and Administrators will receive training on digital footprint, BYOD, and Social Media policies. | $0.00 no expense |

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. | The Professional Development Director will work with the T21 trainers to implement effective training that meets the various needs of our teachers. A PD survey will be taken after each PD to determine effectiveness of the training. | % of teachers attending training<br>% of teacher meeting their TIM goals on their IPDP. |
| III.C.2. | The Professional Development Director and CTE Director will identify a training program for the identified digital tool and send the teacher. | % of teachers passing digital tools certificate |
| III.C.3. | The Professional Development Director will work with the trainers to implement effective training that meets the various needs of our administrators. A PD survey will be taken after each PD to determine effectiveness of the training. | % of teachers attending training<br>% of administrators using Performance Matters as indicated on a usage report. Data should be incorporated into school-wide plans for school improvement. |

| | | |
|---|---|---|
| III.C.4. | The Professional Development Director will work with the trainers to implement effective training that meets the various needs of our teachers. A PD survey will be taken after each PD to determine effectiveness of the training. | % of teachers attending training<br>% of students successfully administered the Discovery Education assessment. |
| | | |

## 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:

| **EXAMPLES** | | | | | |
|---|---|---|---|---|---|
| ***D.*** **Digital Tools Implementation** | | | | | |
| | Deliverable | Estimated Completion Date | Estimated Cost | School/ District | Gap addressed from Sect. II |
| III.D.X. | Integrate X sets of instructional materials into the digital tools system | September 2014 | $X | Sunshine Elementary school | II.D.2 (S) |
| III.D.X. | Offer X additional CAPE digital tool certifications from approved list | 2014-15 | $X | Sandy Shores High School | II.D.1 (D) |

| ***D.*** **Digital Tools Implementation** | | | | | |
|---|---|---|---|---|---|
| | Deliverable | Estimated Completion Date | Estimated Cost | School/ District | Gap addressed from Sect. II |

| | | | | | |
|---|---|---|---|---|---|
| III.D.1. | Offer 1 additional CAPE Digital tool certificate from the approved list | August 2016 | $5000 (not out of DCP) | FSUS | II.D.7 (CAPE Digital Tools) |
| 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 |
|---|---|
| Offer 1 additional CAPE Digital tool certificate from the approved list | CTE Fund |
| | |

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. | Offer 1 additional CAPE Digital tool certificate from the approved list | The CTE Director will monitor the purchase of the CAPE Digital Tools curriculum and teacher certificate. The Principal(s) will ensure the CAPE Digital Tool is implemented in the classroom through monitoring (observations/walkthroughs/review of lesson plans or curriculum maps). The Principals will report the status of digital tool certificates earned by students. Programatic changes or professional development will be provided as needed.<br>By the end of 5th grade, all students should be certified in the Digital Tool. |
| 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:

| **EXAMPLES** | | | | | |
|---|---|---|---|---|---|
| ***E.*** **Online Assessment Implementation** | | | | | |
| | Deliverable | Estimated Completion Date | Estimated Cost | School/ District | Gap addressed from Sect. II |
| III.E.X. | Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows | September 2014 | $X | Sandy Shores High School | II.E.1 |
| III.E.X. | Purchase 100 additional student devices for assessments | February 2015 | $X | Sandy Shores High School | II.E.1 and II.E.2 |

| ***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** |
|---|---|
| | |
| | |

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. | | |