

## OKALOOSA 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.

<b>Title/Role</b>	<b>Name:</b>	<b>Email:</b>	<b>Phone:</b>
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Contact			
Assessment District Contact	Beth Barnes	<a href="mailto:BarnesB@mail.okaloosa.k12.fl.us">BarnesB@mail.okaloosa.k12.fl.us</a>	850-689-7150
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District Leadership Contact	Steve Horton	<a href="mailto:HortonS@mail.okaloosa.k12.fl.us">HortonS@mail.okaloosa.k12.fl.us</a>	850-689-7184

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.

The Technology Plan Committee consists of educators, district staff, community and corporate partners. OCSD also regularly surveys parents through Parent Portal and School Climate Surveys. The committee made use of stakeholder surveys and internal analysis to develop both a Needs Assessment as well as long and short-term goals. Excerpts from the Technology Plan are included below. The entire plan can be viewed at [www.okaloosaschools.com](http://www.okaloosaschools.com).

The OCSD is currently developing a new technology plan that is slated to start January, 2016.  
EXCERPT FROM OCSD TECHNOLOGY PLAN 2013-2016

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

**Use of the Florida Innovates Technology Resource Survey**

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

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

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

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

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

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

Equipment (hardware) Servers

- OCSD currently utilizes approximately 100 file servers to support the students and staff. These servers support a variety of mission critical functions such as the email system, learning management, and web services. Over the next few years the option of server virtualization will continue to be explored and possibly implemented if funding allows. Upgrading the district's email system is also being researched. Additional servers may be needed to support LIIS or other district-wide initiatives. Having a redundant server room at an alternate location for mission critical systems should be explored.
- Desktops and laptops – Additional desktops and/or laptops will be needed to support the growing needs of online testing. OCSD will be following the Florida DOE guidelines for student to computer ratios, budget permitting. PC virtualization options will continue to be explored. Sufficient power will be needed as well.
- As peripheral use grows in classrooms, OCSD recognizes that these devices need to be managed. Projector management will be crucial in reducing maintenance costs.
- A proactive printer management program will also reduce maintenance costs. Standardizing parts and ink cartridges will show a savings through economies of scale.
- Mobile devices – In the last couple of years the Okaloosa County School District (OCSD) has been testing various mobile devices at different schools. Teachers have taken the initiative to learn how to use these devices and engage students in the classroom. Centrally configuring and managing these devices will save time and bring a standard, secured, OCSD-approved configuration to mobile devices.

We wish to:

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

#### District Technology Goals:

The Okaloosa County School District intends to be the state leader in classroom technology integration. Student devices include laptops, desktops, iPads and Chromebooks. The district operates a number of one- to-one classrooms, Chromebook labs, and supports concepts like BYOD and “flipped” classrooms. The 2015-16 Digital Classroom Plan (DCP) allocation provides an opportunity for the district to continue to address three technology goals: 1) Increase access to academic resources for both students and teachers by improving and expanding site-based infrastructure; 2) Reduce the statewide testing footprint in our classrooms; and 3) Implement a standardized technology design at K-2, 3-5, 6-8, and 9- 12 that meets the needs of students at each level.

#### Short Term Goals (2015)

1. Infrastructure to support online testing and digital instruction
  - a. Increased school internal bandwidth (wireless and wired)
  - b. Replacement of obsolete network gear
2. Computing devices to support classroom instruction and online testing
3. Teacher training in support of the K12 Technology Checklist initiative
4. TIMs tools for teachers
5. Continue the current usage of evolving Mobile Device Management (MDM) technologies and evaluation of additional MDM products and capabilities as they become available
6. Explore local WebDAV development and implementation for mini cloud services
7. Explore centralized WebDAV development and implementation for district cloud services
8. Individual Student Accounts
9. Digital Classroom Modernization including installation.
10. Continued Development or Purchase of a Learning Management System (LMS)
11. Digital Classroom Modernization
12. Printer Management System
13. Projector Management System

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

Professional Development Needs Analysis		Baseline	Target	Date/Target To Be Achieved (Year)
1.	Average Teacher technology integration via the Technology Integration Matrix (TIMS)	Entry – 50% Adopt. – 40% Adapt. – 10% Infus. – Trans. –	Entry – 20% Adopt. – 50% Adapt. – 15% Infus. – 10% Trans. –	2017
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Entry – 50% Adopt. – 40% Adapt. – 10% Infus. – Trans. –	Entry – 20% Adopt. – 50% Adapt. – 15% Infus. – 10% Trans. –	2017
3.	Average Teacher technology integration via the TIM (Middle Schools)	Entry – 40% Adopt. – 45% Adapt. – 15% Infus. – Trans. –	Entry – 20% Adopt. – 50% Adapt. – 15% Infus. – 10% Trans. –	2017
4.	Average Teacher technology integration via the TIM (High Schools)	Entry – 30% Adopt. – 30% Adapt. – 20% Infus. – 20% Trans. –	Entry – 25% Adopt. – 20% Adapt. – 30% Infus. – 20% Trans. – 5%	2017
5.	Average Teacher technology integration via the TIM (Combination Schools)	Entry – 40% Adopt. – 45% Adapt. – 15% Infus. – Trans. –	Entry – 20% Adopt. – 50% Adapt. – 15% Infus. – 10% Trans. –	2017

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

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.

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

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

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

Digital Progress Monitoring Plans are in place for struggling students.

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

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

- Technology is embedded in secondary Intensive Reading and Intensive Math classrooms. Teachers in these classrooms receive ongoing professional development in the use of software designed to assist these students in achieving the Florida Standards.

- Lower student/teacher ratios for intensive reading and math students allow teachers to better attend to individual and small group needs. While more costly from the standpoint of teacher salary, smaller classes require fewer devices.
- Tablets, used primarily in elementary schools to date, can individualize practice and learning for students.
- Administrators closely monitor the success of struggling students through reports that can be generated at the classroom and student level. Parents can closely monitor the performance of their student through Parent Portal.
- In 2015-2016, a direct link between the teacher's gradebook and the Progress Monitoring Plan has been established. Grades entered by the teacher on designated assessments will provide real-time information in the form of graphs and reports. Teachers and school-based PMP committees will be able to review individual student results over time as well as student results compared to class results, which will further refine the process of monitoring and adjusting strategies.
- In 2015, a digital Communication Log was developed in our SIS platform that allows teachers to seamlessly document communication with parents. Guidance and Administration at the school level can access this log based on assigned authorities. This improved communication mechanism will support the MTSS process.

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	Policy will be added to Employee AUP in 2015	None	January 2016 (Tentative)
District teacher evaluation components relating to technology (if applicable)	<p>Component 1d of OCSD Teacher Evaluation Rubric:</p> <p>The teacher seeks out resources and technology (may include assistive technology) in and beyond the school or district in professional organizations, on the Internet, and/or in the community to enhance own knowledge, to use in teaching, and for students who need them.</p>	<a href="http://www.okaloosaschools.com/content/teacher-professional-services-teacher-evaluation-handbook">http://www.okaloosaschools.com/content/teacher-professional-services-teacher-evaluation-handbook</a>	Annual
BYOD (Bring Your Own Device) Policy	Requires teacher training to participate in the program.	<a href="http://www.okaloosaschools.com/district/instructional-technology-mobile-learning">http://www.okaloosaschools.com/district/instructional-technology-mobile-learning</a>	May, 2012



Policy for refresh of devices (student and teachers)	<b>Seat Management Contract requires refresh of all Seat Managed devices every 3 years.</b>	<a href="http://www.okaloosaschools.com/district/seat-management">http://www.okaloosaschools.com/district/ seat-management</a>	<b>Contract Approved 2014</b>
Acceptable/Responsible Use policy (student, teachers, admin)	<b>There is a policy for students and one for employees. Both policies are being revised at this time for adoption during this school year.</b>	<a href="http://www.okaloosaschools.com/district/documents-policies">http://www.okaloosaschools.com/district/ documents-policies</a>	<b>June 2012</b>
Master Inservice Plan (MIP) technology components	The Master In-service Plan (MIP) is a legal document required by Florida Statute 1012.98 and Administrative Rule 6A-5.071. The plan serves as the district's comprehensive in-service program designed to meet the professional growth needs of Okaloosa County School District (OCSD) personnel.	<a href="http://www.okaloosaschools.com/district/documents-policies">http://www.okaloosaschools.com/district/ documents-policies</a>	<b>August 2014</b>
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.

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

#### **■ High 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**

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

grades information can be found at <http://schoolgrades.fldoe.org/>.

NOTE: FSA Data from the 2014-2015 is not available at the time of submission of this document.

<b>A. Student Performance Outcomes (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.A.1.	ELA Student Achievement	68%	85% (AMO)	2017
II.A.2.	Math Student Achievement	68%	84% (AMO)	2017
II.A.3.	Science Student Achievement – 5 <sup>th</sup> and 8 <sup>th</sup> Grade	63%/63%	68%/68%	2017
II.A.4.	Science Student Achievement – Biology	72%	78%	2017
II.A.5.	ELA Learning Gains	70%	76%	2017
II.A.6.	Math Learning Gains	72%	78%	2017
II.A.7.	ELA Learning Gains of the Low 25%	70%	76%	2017
II.A.8.	Math Learning Gains of the Low 25%	68%	74%	2017
<b>B. Student Performance Outcomes (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.A.9.	Overall, 4-year Graduation Rate	82.7%	86%	2017
II.A.10.	Acceleration Success Rate	83%	88%	2017
<b>A. Student Performance Outcomes (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.A.11. (D)				
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.

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>B. Infrastructure (Required)</b>	<b>Needs Analysis</b>	<b>Baseline from 2014</b>	<b>Actual from Spring 2015</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>	<b>Gap to be addressed (Actual minus Target)</b>
II.B.1.	Student to Computer Device Ratio	4.37:1	2.43:1	3:1*	2017	On Target
II.B.2.	Count of student instructional desktop computers meeting specifications	5676	4317	4676	2017	1000**
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	1113	4582	2113***	2017	On Target
II.B.4.	Count of student web-thin client computers meeting specifications	0	26	0	0	On Target
II.B.5.	Count of student large screen tablets meeting specifications	1211	2850	3500	2016	650
II.B.6.	Percent of schools meeting recommended bandwidth standard	60%	60%	80%	2017	20% Primary gap is now in the area of internal connections
II.B.7.	Percent of wireless classrooms (802.11n or higher)	60%	100%****	100%****	2017	Gap is in getting to 1 AP per classroom.

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

\*\* Desktops are being reduced and replaced with laptops. As this number goes down, laptops will go up.

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

\*\*\*\* \*100% of classrooms have wireless signal, but may not have a dedicated access point as recommended by DOE.

<b>B. Infrastructure Needs Analysis (Required)</b>		<b>Baseline from 2014</b>	<b>Actual from Spring 2015</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>	<b>Gap to be addressed (Actual minus Target)</b>
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	2003	On Target

<b>B. Infrastructure Needs Analysis (District Provided) (Attached)</b>		<b>Baseline</b>		<b>Target</b>	<b>Date for Target to be Achieved (year)</b>	
II.B.10. (D)						
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 Security

The SANS security critical controls worksheet has been submitted to the FLDOE as required. This information is not for public information and has been intentionally left off this plan at the request of the FLDOE.

2. District Supported Browsers

The Okaloosa County School District is a IT Outsourced school district with L-3 communications as our vendor for that support. We support the most current versions of:

- Internet Explorer
- Mozilla Firefox
- Google Chrome
- Safari

## ■ Skilled Workforce and Economic Development

Professional Development:

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

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

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

### **B. Professional Development**

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

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

### **EXCERPT FROM OCSD TECHNOLOGY PLAN 2013-2016**

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

<b>Okaloosa County Tech Lab Offerings</b>	
Targeted Trainings: Direct Classroom Application	<b>The 4 C's and 21<sup>st</sup> Century Learning</b>
Online Learning Tools	<b>MOOCs and other non-Traditional Environments</b>
Opening the World of eBooks	<b>Method and Mode Delivery: Skills Development</b>
Engaged Learning through Social Literacy	<b>BYOD (Devices and Applications)</b>
Multiple Literacies for Student Learners	<b>Chromebook 101</b>
TIMS/NET*S, NET*T, NET*A, NET*C	

### **Okaloosa County Professional Development through Curricular Connections**

- Development and acquisition of new programs and software that promote the integration of technology into everyday curricular needs

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

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

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

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

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

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

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

<b>C. Professional Development Needs Analysis (Required)</b>		<b>Baseline (to be established in 2015)</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry – 50% Adopt. – 40% Adapt. – 10% Infus. – Trans. –	Entry – 25% Adopt. – 50% Adapt. – 15% Infus. – 10% Trans. –	2017
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry – 50% Adopt. – 40% Adapt. – 10% Infus. – Trans. –	Entry – 25% Adopt. – 50% Adapt. – 15% Infus. – 10% Trans. –	2017
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:

**D. Digital Tools**

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

<b>D. Digital Tools Needs Analysis (Required)</b>		<b>Baseline (to be established in 2015)</b>	<b>Baseline (to be established in 2015)</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
	<b>Student Access and Utilization (S)</b>	<b>% of student access</b>	<b>% of student utilization</b>	<b>% of student access</b>	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100%	100%	100%	2018
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100%*	100%	10%	2017

II.D.3. (S)	A system that supports student access to online assessments and personal results.	100%	100%	100%	2014
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.	0%	0%	100%	2018
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100%	100%	100%	2014

\*Students will have access to Floridastandards.org through the PAWS system and Parent Portal by Nov 1.

<b>D. Digital Tools Needs Analysis (Required)</b>		<b>Baseline (to be established in 2015)</b>	<b>Baseline (to be established in 2015)</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
	<b>Teachers/Administrators Access and Utilization (T)</b>	<b>% of Teacher/Admin access</b>	<b>% of Teacher/Admin Utilization</b>	<b>% of Teacher/Admin access</b>	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100 %	100%	100%	2014
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	100%	100%	2014
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	30%	30%	100%	2017
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage	100%	100%	100%	2013

	professional development offerings and plans.				
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%	100%	2014
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%	100%	2014
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.	0%	0%	100%	2018
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.	0%	0%	50%	2016
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%	100%	2014

<b>D. Digital Tools Needs Analysis (Required)</b>		<b>Baseline (to be established in 2015)</b>	<b>Baseline (to be established in 2015)</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
	<b>Parent Access and Utilization (P)</b>	<b>% of parent access</b>	<b>% of parent utilization</b>	<b>% of parent access</b>	
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%	100%	2002

<b>D. Digital Tools Needs Analysis (Required)</b>		<b>Baseline (to be established in 2015)</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
(IM)	<b>Instructional Materials</b>	<b>Baseline %</b>	<b>Target %</b>	<b>School Year</b>
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	100%	100%	2016
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	50%	80%	2018
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	60%	100%	2018
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100%	100%	2018
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	100%	100%	2018
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.]	0%	60%	2017
<b>D. Digital Tools Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.D.7. (IM)				
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.

<b>E. Online Assessments Needs Analysis (Required)</b>		<b>Baseline (to be established in 2015)</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	11,115	15,000*	2018
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	50%	100%	2016
<b>E. Online Assessments Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
II.E.3. (D)				
II.E.4. (D)				
II.E.5. (D)				

\*Includes tablets already in place in the district

## 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:

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

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

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

**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:

<b>EXAMPLES</b>			
<b>Goal Addressed</b>	<b>Strategy</b>	<b>Measurement</b>	<b>Timeline</b>
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	<ul style="list-style-type: none"> <li>• Purchase Instructional Materials in digital format</li> </ul>	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.	<ul style="list-style-type: none"> <li>• Fully implement system across nine components</li> <li>• Integrate instructional materials into system</li> </ul>	2014 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	<ul style="list-style-type: none"> <li>• Bandwidth amount</li> <li>• Wireless access for all classrooms</li> </ul>	2014-2019

**Enter the district strategies below:**

<b>Goal Addressed</b>	<b>Strategy</b>	<b>Measurement</b>	<b>Timeline</b>
Highest Student Achievement	Continue to add resources to ensure the least restrictive learning and testing environment for all students in a way that is financially feasible.	Standardized technology plan for K-2, 3-5, 6-8 and 9-12 classrooms	2014-2017
Highest Student Achievement	OCSD will increase the supply of devices in schools on which to access digital	Improved student/computer ratio going forward and replacement of	2014 and ongoing

	content to support students in achieving the Florida Standards through instruction and assessment. Infrastructure will be enhanced to support additional devices.	network infrastructure	
Seamless Articulation and Maximum Access	OCSD will continue to be a leader in the state in industry certification funding per 9-12 FTE or other metric as determined by DOE by providing appropriate access to students to earn Digital Tools Certificates and industry certifications in pre-k –12, including students with disabilities as required by law.	Identified opportunities for students in K-8 to earn Digital Tools Certificates and/or industry certifications	2014 and ongoing
Skilled Workforce	OCSD has created digital Curriculum Maps and provided training to teachers on their use. These resources will enhance instruction at the classroom level and increase educator pedagogy in methods that align digital learning and student engagement.	Continued development of digital Curriculum Maps	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.

<b>EXAMPLES</b>			
<b>A. Student Performance Outcomes</b>		<b>Baseline</b>	<b>Target</b>
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:

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

## 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](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>B. Infrastructure Implementation</b>					
	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>B. Infrastructure Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.B.1.	Replace obsolete technology infrastructure, including, but not limited to, 100 wireless access points, 5 routers, 140 switches, a controller, and cabling.	2015-16	\$500,000.00	District based on identified needs	II.A.1-II.A.10
III.B.2.	Additional 150 Chromebooks/Laptops to Support Digital Classrooms and Online Testing	2015-2016	\$0.00	Schools	II.A.1-II.A.10
III.B.3.	Support for 150 Devices in section III.B.2 Support provided under contract By L-3 Communications.	2015-2018	\$0.00	Schools	II.A.1-II.A.10

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>B. Infrastructure Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	<p>Infrastructure improvements will be accomplished through a bid process that is E-rate eligible. If approved, OCSD will purchase \$1,250,000 of infrastructure power based on expenditure of \$500,000 of DCP funds.</p> <p>Infrastructure will be purchased as soon as permitted within E-rate funding guidelines.</p>	Purchased and installed infrastructure with 566 Classrooms impacted.
III.B.2.- III.B.3	<p>Devices will be purchased by November 1</p> <p>Computers will be delivered by December 15</p> <p>Computers are imaged and prepared for delivery (Seat Management Vendor)</p>	These devices will result in a decreased testing window in schools at which they are deployed.
III.B.4.	Instructional Technology will allocate devices as outlined by the technology plan	Acquisition of equipment - TIMS survey results of impacted classrooms

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.

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.

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

<b>C. Professional Development Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.C.1.	Identify and provide training for elementary/middle instructors that would like to develop Digital Tools Certificate programs	June 2016	\$0.00	District	II.A.1-8
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

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.

<b>C. Professional Development Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	List of schools and completed training	Digital Tools Certificates earned in 2015-2106
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:

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)

As a key requirement for full digital learning implementation, districts will be required to continue to implement a digital tools system. Districts will be required to maintain a digital tools system that is intended to support and assist district and school instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

As noted in the DCP Guidance provided by DOE:

- The system will enable teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides (*ongoing*)
- The system will provide teachers and administrators the ability to create instructional materials and/or resources and lesson plans (*ongoing and supported by the Professional Development for Digital Learning grant*)
- The system will support the assessment lifecycle from item creation, to assessment authoring and administration, and scoring (*Legislation requiring end-of-course assessments in all courses not assessed by statewide exam was removed. The 2015-2016 DCP allocation will not be used for this purpose.*)
- The system will include district staff information combined with the ability to create and manage professional development offerings and plans (*MyLearningPlan*)

- The system will include comprehensive student information that is used to inform instructional decisions in the classroom, for analysis, and for communicating to students and parents about classroom activities and progress.*(Dashboard, Parent Portal)*
- The system will leverage the availability of data about students, district staff, benchmarks, courses, assessments, and instructional resources to provide new ways of viewing and analyzing data.*(Dashboard and Data Reports developed for each school on student and teacher performance)*
- The system will house documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.*(Ongoing)*

<b>D. Digital Tools Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.D.1	Purchase and install equipment standardized by the 2016 OCSD technology plan. (Mimio Interactive Whiteboards, iPads, Apple TVs, Viewsonic Projectors, iRespond Clicker systems) Exact numbers of devices are pending the completion of a site survey due to be completed Spring 2016.	Ongoing	\$57,620.00	District	II.A.1-10
III.D.2	Employee technology training including, but not limited to, devices, programs and applications, and security. This includes substitutes for teachers.	Ongoing	\$10,000	District	II.A.1-10
III.D.3	Materials for elementary and/or middle school including, but not limited to, certification exams, practice exams and related curriculum material to provide students an opportunity to earn Digital Tools Certificates	2015-16	\$20,000	Elementary and Middle Schools	II.A.1-8
III.D.4	TIMS	2015-2016	\$0.00	District	II.A.1-8
III.D.5	Single Sign-on Portal	2015-2016	\$106,020	District	II.D.2-3, II.D.5



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
Development to include a spring pilot of an OCSD portal system	No funding required at this time. Staff Salaries for the development of the tool are not funded from DCP funds.
Deployment of an OCSD SSO portal system for fall deployment.	TBD

#### Evaluation and Success Criteria for D) Digital Tools:

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

<b>D. Digital Tools Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Instructional Technology will monitor training programs for participation	80% evaluation score from training performance evaluation
III.D.2.	Purchase of materials	Digital Tools Certificates earned in 2015-2016
III.D.3.		

#### **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](http://www.FLAssessments.com/TestNav8) and [www.FSAssessments.com/](http://www.FSAssessments.com/)) and schedule information distributed from the K-12 Student Assessment bureau when determining potential deliverables.

Implementation Plan for E) Online Assessments:

<b>EXAMPLES</b>					
<b>E. Online Assessment Implementation</b>					
	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

<b>E. Online Assessment Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.E.1.	Infrastructure improvements to support expanded online assessment schedule	2015-2016	Included in Section III.B.1-3	Included in Section III.B.1-3	II.A.1-II.A.8
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.

<b>E. Online Assessment Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Each school participates in the Testing Certification Tool.	Successful completion of the Testing Certification Tool (Test Ready)
E.2.		