FLORIDA DEPARTMENT OF EDUCATION
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PALM BEACH COUNTY SCHOOL 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.

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:

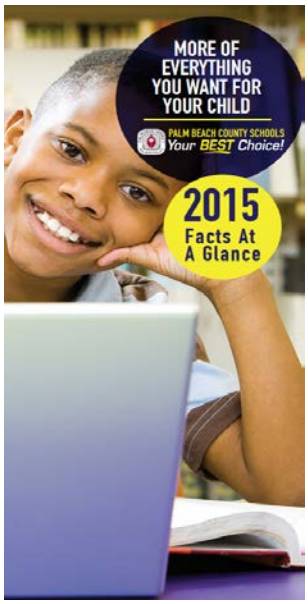
District Mission and Vision statements

Mission: The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Vision: The School District of Palm Beach envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

The SDPBC is one of the largest urban school Districts in the nation, both geographically and in terms of student population, serving more than 183,000 students.

Facts at a glance



- 187 schools, 183,000 students
- 12,898 teachers
- 21,656 regular employees
- 41,270 students in Exceptional Student Education (ESE) programs; approximately 10,291 are in gifted education programs
- 29,314 students in English Language Learners classes
- 145 languages spoken; 197 different countries and territories of birth
- After School Enrichment Programs for 22,000 students
- District schools offer instruction in several languages, including Chinese, French, Italian, Latin, Spanish, and American Sign Language
- Schools, teachers, staff, and students win dozens of state, national, and international athletic and academic competitions and awards annually
- 41,357 community volunteers serving students and schools
- 1,200 Business Partners in all industries, including banking, biotech, utilities, engineering, retail, medical, communication, hospitality, and construction

- Programs are offered through our Palm Beach Virtual School and at 28 Adult and Community Education sites, including our Adult Education Center, and 13 community satellite locations
- Fifth largest school district in Florida and 11th largest in the continental U.S.
- Total Budget - $2.3 billion
- 73,099 computers in schools; 7,700 iPads
- 852 buses transport 60,000 students daily covering approximately 13 million miles per year
- 29,394,510 meals for the year (FY 2014)

Choice Programs

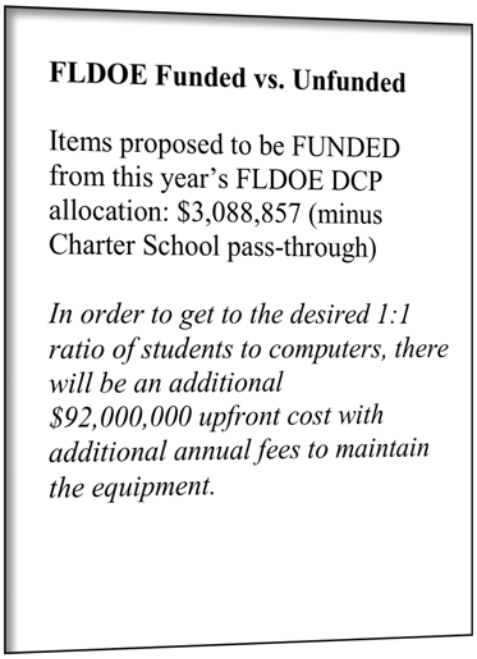
- International Baccalaureate (five elementary, four middle, six high schools)
- International Spanish Academy/Dual Language Programs
- Montessori
- Visual, Performing, and Communication Arts
- STEM (Science/Technology/Engineering/Mathematics)

Career Academies

- Sports Management
- Environmental Science and Field Research
- Digital Design
- TV and Film Production
- Multimedia, Music, & Communications
- Construction/Drafting
- Criminal Justice/Law
- Fire Science Academy
- Early Childhood Education
- Automotive Service Technology
- Medical Sciences/Biomedical Science
- Pre-Veterinary/Equine
- Biomedical Health Informatics
- Information Technology/Animation
- Culinary Arts/Hospitality and Tourism
- Engineering and Technology
- Aerospace Science
- Computer Science
- JROTC--Air Force, Army, Navy, Marines
- Business/Entrepreneurship/Marketing
- Finance
- Leadership Academies

The unique makeup of our District influences the implementation of technology because large urban Districts, such as ours, require standards to ensure equity as well as adequate scaling and support capacity. Our ESE and ESOL students are spread geographically. We have a strong need to ensure every student can see and hear while in the classroom. For this reason, we strive to place and replenish quality instructional multimedia tools in all classrooms.

Third Party Review of Inventory and Infrastructure



The District intends to use much of the portion of the DCP allocation for the technology and infrastructure needs area B, s.1011.62 (12) (b), F.S. We have met the requirement for the third-party evaluation of the results of the District's technology inventory and infrastructure needs as described below:

The third-party evaluation was held on September 9, 2015 at the monthly Technology Advisory Committee (TAC) meeting. The TAC is a Board appointed cadre of industry technology experts, serving as an advisory committee to the School Board of Palm Beach County. The Committee includes Chief Information Officers and IT Directors from: Florida Power and Light, South Florida Water Management District, Palm Beach State College, Palm Beach County Government, Capella University, as well as a retired K-12 educational administrator. School Board Policies 1.09 and 1.096 govern the committee. The mission of the TAC is to provide expert knowledge, guidance, and to bring industry best practices to decisions regarding technology infrastructure and strategy. The committee has been active more than five years and has gained an understanding of the administrative and instructional technology across the School District including administrative complexes and schools. Additionally, TAC reviews and provides feedback on technology contracts for hardware, software, consultants, and training.

The TAC committee endorsed the plan with the acknowledgement that more modifications will be made to the plan.

I.1 **District Team Profile** - This plan's development was led by the SDPBC Department of District Technology Staff. It builds on the insights and recommendations of a working group of other divisions and departments. The team also incorporated information from the U.S. National Education Technology Plan, learning and assessment experts, educators, and the public and current research.

- The digital learning components were completed with collaboration between District instructional, curriculum, and information technology staff as required in s.1011.62 (12) (b), F.S.
- Development of partnerships with community, business and industry; and development of partnerships with community, business and industry; and Technology Advisory Council (TAC), Technology Clearinghouse Committee (TCC), Superintendent's Technology Committee (STC), integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.
- Integration of technology is expected in all areas of the curriculum, ESOL, and special needs - including students with disabilities.

Title/Role	Name:	Email:	Phone:
Chief Information Officer - Information Technology	Deepak Agarwal	deepak.agarwal@palmbeachschools.org	561-434-8773
Assistant Superintendent-Division of Teaching and Learning	Karen Whetsell	karen.whetsell@palmbeachschools.org	561-357-1113
Assistant Superintendent - Educational Alternatives & Interventions	Joseph Lee	Joseph.lee@palmbeachschools.org	561-434-8813
Director-Educational Technology	Gary Weidenhamer	gary.weidenhamer@palmbeachschools.org	561-434-8499
Chief Operating Officer	Mike Burke	mike.burke@palmbeachschools.org	561-434-8584
District Leadership Contact	Robert Avossa	avossa.rm@palmbeachschools.org	561-649-6833
Administrative Director-Compliance and Special Projects	Barbara Terembes	barbara.terembes@palmbeachschools.org	561-434-7346
Chief Academic Officer	Keith Oswald	keith.oswald@palmbeachschools.org	561-649-6888
Director-IT Technical Operations	Chris Persaud	chris.persaud@palmbeachschools.org	561-434-8910
Director-IT Enterprise Applications	Dawn Pumphrey	dawn.pumphrey@palmbeachschools.org	561-434-8426
Director-Elementary Education	Debbie Battles	debbie.battles@palmbeachschools.org	561-357-7541
Director-Secondary Education	Diana Fedderman	diana.fedderman@palmbeachschools.org	561-357-5989
Deputy Superintendent and Chief of Schools	David Christiansen	david.christiansen@palmbeachschools.org	561-649-6888
Director-Charter Schools	Jim Pegg	jim.pegg@palmbeachschools.org	561-434-8779
Assistant Superintendent - Director-Professional Development	Eric Lundman	eric.lundman@palmbeachschools.org	561-366-6103
Director-Exceptional Student Education	Kevin McCormick	kevin.mccormick@palmbeachschools.org	561-434-8626
Director- IT Infrastructure	Larry Padgett	larry.padgett@palmbeachschools.org	561-434-8830
Executive Director-Multicultural Education	Margarita Pinkos	margarita.pinkos@palmbeachschools.org	561-434-8010
Director-Budget Services	Heather Knust	heather.Knust@palmbeachschools.org	561-434-8837
Principal-Palm Beach Virtual School	Debra Johnson	debra.johnson.1@palmbeachschools.org	561-881-4761
Director-Accounting Services	Nancy Samuels	nancy.samuels@palmbeachschools.org	561-434-8096
Chief Performance Accountability	Mark Howard	mark.howard.1@palmbeachschools.org	561-434-8851
Director-Choice and Career Options	Peter Licata	peter.licata@palmbeachschools.org	561-969-5820
Director of Assessments	Paul Houchens	Paul.Houchens@palmbeachschools.org	561-434-8780
Director of Research and Evaluation	Sandra Raymond Roberts	Sandra.Raymond@palmbeachschools.org	561-357-7649

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.

Developing the School District of Palm Beach County (SDPBC) Digital Classroom Plan (DCP) included the participation of various stakeholders from across the District. The DCP team met as a large group to discuss and analyze the requirements of the plan and to define the appropriate development process of the DCP. Subsequent actions included requesting all Departments' staff input. Portions of the plan were assigned to departments for expertise input and later collected while conducting work sessions.

The Technology Advisory Committee (TAC) was included as the third-party review for inventory and infrastructure needs analysis.

To write this plan we consulted the results of the District Technology Strategic Plan, State Technology Inventory Survey, School Effectiveness Questionnaire, District-created technology surveys (Tech Tools), data from our District desktop management system, and other similar repositories of data. Due to the limited timeframe provided by the FLDOE, we also relied on our collective experiences, observations, and anecdotal findings to provide the best information possible.

Each part of the plan will be monitored by their respective departments utilizing appropriate tools built into their systems. As outcome data is collected and reviewed, changes to program implementation will be made as appropriate.

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

100 TIM licenses are in the purchasing process and will be used as a pilot with a representative sample of select schools in our district during the FY16 school year. Schools will be identified that represent each geographic area, instructional level, size and demographic complexity.

Training and support will be provided through Tech Ambassador, Project SMaRT, TLC, eMobilize, and MOD squad programs.

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 involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.

To ensure efficient use of resources, schools begin with the identification of trends and patterns using school wide and grade-level data (Core, Tier 1, i.e. SwPBS, Language Arts, Social Studies, Science, Math).

Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity (Supplemental, Tier 2, i.e. iii, intensive reading, mentoring, behavior contract and replacement behavior instruction, anger management group, Restorative Justice, grief counseling).

MTSS is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels. School Based Team is the venue where individual student problem solving occurs as well as discussion and progress monitoring of the RtI process.

To write this plan we consulted the results of the District Technology Strategic Plan, State Technology Readiness Inventory Survey, District-created technology surveys (Tech Tools), data from our District desktop management system, and other similar repositories of data. Due to the limited timeframe provided by the FLDOE, we also relied on our collective experiences, observations, and anecdotal findings to provide the best information possible.

We met with key stakeholders and team members to discuss and analyze the requirements of the plan. Portions were assigned to departments for expertise input. We conducted work sessions to identify deliverables, combine efforts, ideas, and strategies and to discuss progress of the plan.

Each part of the plan will be monitored by their respective departments utilizing appropriate tools built into their systems. As outcome data is collected and reviewed, changes to program implementation will be made as appropriate.

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	Please refer to Information Security - Access Control Policy (2.501)	N/A	7/7/2010
District teacher evaluation components relating to technology (if applicable)	N/A	N/A	N/A

BYOD (Bring your Own Device) Policy	N/A	N/A	N/A
Policy for refresh of devices (students and teachers)	N/A	N/A	N/A
Acceptable use of Technology by Employees (3.29)	The purpose of this Policy is to set forth terms and conditions as well as standards and guidelines for the acceptable uses by District employees and School Board Members (hereinafter collectively referred to as employees) of Palm Beach County School District technology resources and other technology when conducting District business. The Policy also provides for employee use of e-signatures and electronic notarizations when authorized. This Policy does not prohibit or restrict public access to inspect data and information on publicly available District technology resources.	N/A	7/7/2010
Technology Acceptable use Policy for Students (8.123)	The purpose of this Policy is to set forth terms and conditions as well as standards and guidelines for the acceptable uses by students of Palm Beach County School District technology resources. This policy does not prohibit or restrict public access to inspect data and information on publically available District technology resources.	N/A	8/2015
Master In-service Plan (MIP) technology components	Every component in the Master In-service Plan describes how the transfer and implementation of new learning will be supported and assessed. The list of components for the MIP can be found here: http://www.palmbeachschools.org/staffdev/MIPAlpha.asp	See link	See link
Third Party Use of Technology (2.50)	The purpose of this Policy is to set forth terms and conditions as well as standards and guidelines for the acceptable uses of Palm Beach County School District technology resources and other technology by third parties when conducting District business and authorized to use District technology. The Policy also provides for third party use of e-signatures and electronic notarizations when authorized. This Policy does not prohibit or restrict public access to inspect data and information on publicly available District technology resources.	N/A	7/7/2010
Information Security - Access Control Policy (2.501)	To control access to information. Access to information systems and services should be controlled on the basis of business and information security requirements as well as to meet any requirements of state or federal law. This Policy does not prohibit or restrict public access to inspect data and information on publicly available District technology resources.	N/A	7/7/2010
Terms of Use: Wireless and	The purpose of this Policy is to set forth the terms and conditions of use for the District's Websites and Wireless Access. This Policy requires all wireless users to be	N/A	11/22/2011

Website Access (2.502)	notified and accept the Terms of Use before they can continue their wireless connection. Additionally, this Policy requires all users to comply with and be bound by the Website's Terms of Use. This Policy necessitates easy and ready access to the Website's Terms of Use for all users. This Policy does not prohibit or restrict public access to inspect data and information on publicly available District technology resources.		
Other/Open Response	N/A		

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

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.

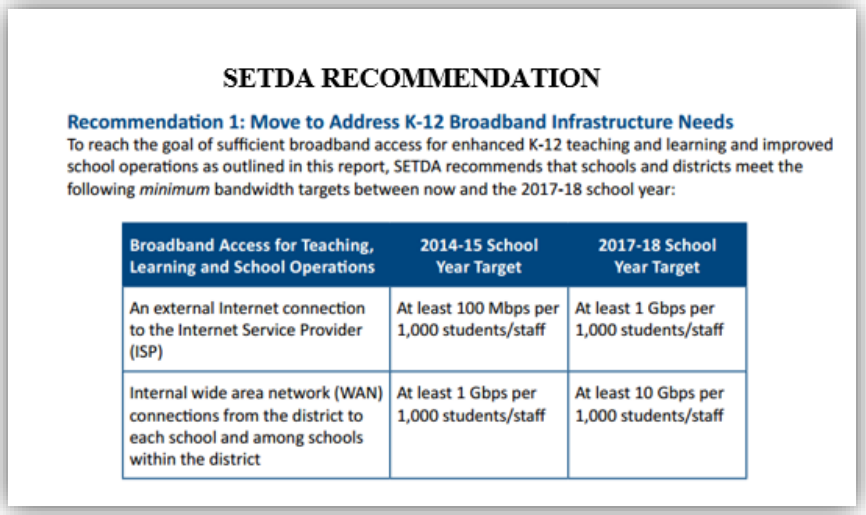
Student Performance Outcomes (Required) AMOs		**Baseline**	**Target**	**Date for Target to be Achieved (year)**
II.A.1.	ELA Student Achievement	59%	79%	2017
II.A.2.	Math Student Achievement	63%	79%	2017
II.A.3.	Science Student Achievement	60%	65%	2017
II.A.4.	ELA Learning Gains	67%	73%	2017
II.A.5.	Math Learning Gains	71%	77%	2017
II.A.6.	ELA Learning Gains of the Low 25%	66%	71%	2017
II.A.7.	Math Learning Gains of the Low 25%	63%	68%	2017
II.A.8.	Overall, 4-year Graduation Rate	78%	82%	2017
II.A.9.	Acceleration Success Rate	50%	55%	2017

Achievement data from 2015 is not yet available. Data presented here is from the 2014 school year.

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.



SETDA RECOMMENDATION

Recommendation 1: Move to Address K-12 Broadband Infrastructure Needs

To reach the goal of sufficient broadband access for enhanced K-12 teaching and learning and improved school operations as outlined in this report, SETDA recommends that schools and districts meet the following *minimum* bandwidth targets between now and the 2017-18 school year:

Broadband Access for Teaching, Learning and School Operations	2014-15 School Year Target	2017-18 School Year Target
An external Internet connection to the Internet Service Provider (ISP)	At least 100 Mbps per 1,000 students/staff	At least 1 Gbps per 1,000 students/staff
Internal wide area network (WAN) connections from the district to each school and among schools within the district	At least 1 Gbps per 1,000 students/staff	At least 10 Gbps per 1,000 students/staff

Note: Funding- All below achievable target dates are dependent on available funds.

A. **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	3.19:1	3.5:1	1:1	2018	2.5:1
II.B.2.	Count of student instructional desktop computers meeting specifications	32,981	42,606	62,346	2018	19,740
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	18,500	18,500	(Grades 6-12) 96,000	2018	77,500
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	0	N/A	0
II.B.5.	Count of student large screen tablets meeting specifications	11,000	11,000	(Grades K-5) 77,000	2018	66,000

II.B.6.	Percent of schools meeting recommended bandwidth standard. Based on SETDA recommendations, no schools meet ALL bandwidth targets per student. (See graphic below.)	0%	0%	100%	2018	100%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	100%	N/A	0
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 2015	Y

* 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

To write this plan we consulted the District Technology Strategic Plan, as well as the results of the State Technology Inventory Survey, School Effectiveness Questionnaire, District-created technology surveys (Tech Tools), data from desktop management system, and other similar repositories of data. We also relied on our collective experiences, observations, and anecdotal findings to provide the best information possible.

Professional Development Needs Analysis (Required)		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved *(year)***
II.C.1.	Average Teacher technology integration via the TIM	Entry – 5% Adoption – 67% Adaptation – 20% Infusion – 5% Transformation – 3%	Entry – 2% Adoption – 10% Adaptation – 30% Infusion – 33% Transformation – 25%	2018
II.C.2.	Average Teacher technology integration via the TIM (Elementary Schools)	Entry – 5% Adoption – 67% Adaptation – 20% Infusion – 5% Transformation – 3%	Entry – 2% Adoption – 10% Adaptation – 30% Infusion – 33% Transformation – 25%	2018
II.C.3.	Average Teacher technology integration via the TIM (Middle Schools)	Entry – 5% Adoption – 67% Adaptation – 20% Infusion – 5% Transformation – 3%	Entry – 2% Adoption – 10% Adaptation – 30% Infusion – 33% Transformation – 25%	2018
II.C.4.	Average Teacher technology integration via the TIM (High Schools)	Entry – 5% Adoption – 67% Adaptation – 20% Infusion – 5% Transformation – 3%	Entry – 2% Adoption – 10% Adaptation – 30% Infusion – 33% Transformation – 25%	2018
II.C.5.	Average Teacher technology integration via the TIM (Combination Schools)	Entry – 5% Adoption – 67% Adaptation – 20% Infusion – 5% Transformation – 3%	Entry – 2% Adoption – 10% Adaptation – 30% Infusion – 33% Transformation – 25%	2018
II.C.6.	Teachers and curriculum writing teams design curricular lessons reflecting the district's vision and scalability through TIM	Entry – 5% Adoption – 67% Adaptation – 20% Infusion – 5% Transformation – 3%	Entry – 2% Adoption – 10% Adaptation – 30% Infusion – 33% Transformation – 25%	2018
II.C.7.	All teachers are a part of professional learning communities where integration, and modeling of technology, and responsible digital citizenship is key.	Entry – 5% Adoption – 67% Adaptation – 20% Infusion – 5% Transformation – 3%	Entry – 2% Adoption – 10% Adaptation – 30% Infusion – 33% Transformation – 25%	2018
II.C.8.	Teachers self-analyze their level of technology awareness and integration. Based on their individual results, teachers will design their own personalized,	Entry – 5% Adoption – 67% Adaptation – 20% Infusion – 5% Transformation – 3%	Entry – 2% Adoption – 10% Adaptation – 30% Infusion – 33% Transformation – 25%	2018

Professional Development Needs Analysis (Required)		Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
	professional learning plan.			
II.C.9.	Teachers interact, collaborate, and publish with peers, experts, or others employing a variety of media and formats.	Entry – 5% Adoption – 67% Adaptation – 20% Infusion – 5% Transformation – 3%	Entry – 2% Adoption – 10% Adaptation – 30% Infusion – 33% Transformation – 25%	2018
II.C.10.	Teachers serve as mentors in the use of technology and facilitate lessons in which students are engaged in collaborative, higher order learning activities that may not have been possible without the use of technology.	Entry – 5% Adoption – 67% Adaptation – 20% Infusion – 5% Transformation – 3%	Entry – 2% Adoption – 10% Adaptation – 30% Infusion – 33% Transformation – 25%	2018
II.C.11.	Teachers understand how to effectively use digital tools to plan, teach, and monitor.	Entry – 5% Adoption – 67% Adaptation – 20% Infusion – 5% Transformation – 3%	Entry – 2% Adoption – 10% Adaptation – 30% Infusion – 33% Transformation – 25%	2018

The School District of Palm Beach County provides ongoing training to instructional, administrative, and non-instructional staff in classroom technology. These trainings must contain elements that align to the Florida Professional Development System Evaluation Protocol Standards and adhere to specific statutory requirements. All proposed technology trainings undergo an evaluation process at each stage of the program. The planning process, delivery of content, classroom implementation and monitoring, and impact of the training program are the stages that are examined to determine success of the technology-training program. This process ensures that all technology training conducted within the District includes best practices for adult learning and classroom technology integration, as well as identifying areas of strength and weakness that must be targeted for future growth.

There are several Master In-service Plan (MIP) components that address integration of technology into classroom teaching. These components contain specific courses that are conducted to address the technology training needs of administrators, teachers, non- instructional staff, and students. These components include:

- ESE Technology
- Instructional Software
- Instructional Technology Tools
- Integrated Classroom Technology
- Productivity Software
- Technology: Leadership & Vision
- Library/Media Instructional Programming

- Library/Media Technology Skills

Classroom implementation is required in order for in-service credit to be awarded. This implementation process is monitored and supported at both the school and District level. All instructional technology trainings are required to show evidence of 1) changes in teacher practices as it pertains to integration of technology and 2) changes in student achievement as it pertains to use of technology and levels of academic engagement.

Each technology-training program is evaluated for impact at the conclusion of the program. This program evaluation is called a Component Evaluation and encompasses data collected by the trainer during all four phases of their program: planning, delivery, implementation, and evaluation. The planning phase is evaluated to ensure that the appropriate content was targeted based upon a variety of data from district needs assessments, teacher observation data, disaggregated student data, school improvement plans, and other district and state initiatives. The delivery phase is evaluated to ensure that adult learning strategies and hands-on practices were utilized during the training to enhance cognition. The trainers' delivery and the format of the training are also evaluated for high quality using participant feedback. During the delivery phase, a measure of mastery is also used to gauge participants' level of knowledge/skill and readiness to begin the implementation phase. The implementation phase involves selecting appropriate formative evidence that best demonstrates 1) teacher use and 2) student improvement. Once this has been selected, trainers provide a rubric, scale, or other measure of what is quality and fidelity of implementation is expected. The evaluation phase involves examining the teacher and student evidence. This examination yields the level of classroom integration and level of student impact. By examining the four phases we are better able to identify the strengths and weaknesses of the program and determine modifications to the training program as well as content that need to be addressed in future training.

In addition to this process, technology training needs are also determined via the District's Learning Management System (LMS). This internal system allows managers to identify and target specific training opportunities for individual employees. The system houses all training offered district-wide, and allows employees and their managers to build specific professional growth plans that target key learning for each individual employee. This system provides the district with a single source for identifying, advertising, delivering, and monitoring professional development programs.

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:

B. **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.	0%	0%	100%	2017
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100%	75%	100%	2017
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100%	35%	100%	2017
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%	2017
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	50%	35%	100%	2017

Note: Edline for administrators, teachers, parents, and students, blender for teachers with students' access under development. Performance Matters for teachers, administrators, and students.

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 Utilization**	**% of Teacher/ Admin access**	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	70%	60%	100%	School Year 2017
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	10%	10%	100%	School Year 2017
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	15%	100%	School Year 2017
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	20%	20%	30%	School Year 2017
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%	70%	100%	School Year 2017
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%	80%	100%	School Year 2017
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.	50%	40%	80%	School Year 2017
II.D.8. (T)	A system that includes or seamlessly shares information about students, district staff,	100%	80%	100%	School Year 2017

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 Utilization**	**% of Teacher/ Admin access**	
	benchmarks, courses, assessments and instructional resources to enable teachers, students, parents and district administrators to use data to inform instruction and operational practices.				
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%	80%	100%	School Year 2017

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.	30%	20%	70%	School Year 2018

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	80%	100%	School Year 2017

	digital format (purchases for 2015-16)			
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	80%	100%	School Year 2017
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	75%	100%	School Year 2017
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	80%	100%	School Year 2017
II.D.5. (IM)	Percentage of the materials in answer number two that are accessible and utilized by students	70%	100%	School Year 2017
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%	100%	School Year 2018

- **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.

D. **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	59,000	183,000	School Year 2018
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	0%	40%	School Year 2018

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.

Enter district goals below:

GOAL 1
Student First Philosophy

- Implement research-based fully enriched instructional models that enable students to develop the critical thinking and analytical skills necessary to succeed academically.
- Support each student, not as a collective unit, but with individualized educational plans.
- Provide meaningful follow-up, monitoring, and mentorships that provide support necessary to succeed.
- Develop age-appropriate life skills training programs for students and families that cultivate soft skills including self-determination and self-advocacy.
- Develop age-appropriate life skills training programs for students and families that cultivate soft skills including self-determination and self-advocacy.
- Seek equitable outcomes for all student groups that help each student achieve the greatest success possible.
- Continue and strengthen choice programs, career academies, and other career/technical curricula that meet the needs of our students while supporting the economic development goals of the community.
- Implement methods to identify learning styles and match them with appropriate teaching methods and measurable performance goals.

GOAL 2
Family Matters

- Create policies and programs that proactively engage all parents, caregivers, and families as the primary partners in the education of students.
- Implement new policies, procedures, and processes to make schools more family friendly so that the school encourages parent/caregiver participation by providing: an inviting campus, a welcoming atmosphere and mutually beneficial opportunities to interact with teachers and administrators.
- Train principals and teachers how to maximize interactive opportunities with families/caregivers via face-to-face meetings as well as communication through technology.
- Engage partners to empower families/caregivers.
- Create, recruit, and implement on campus volunteer opportunities in all aspects of school life for families caregivers and community partners.
- Examine opportunities to improve adult literacy skills, and career/technical training offered to families/caregivers.
- Encourage parental accountability for school readiness with support mechanisms that bolster families/caregivers.

GOAL 3
Qualified and Highly Effective Workforce

- Cultivate a fluid leadership development succession planning program that keeps good teachers teaching, strengthens classroom management efforts, and produces highly-effective academic leaders, assistant principals, principals, and administrators.

- Conduct a resource allocation study evaluating socio-economic factors in the School District to identify shortfalls and inconsistencies between schools within the District, and reassign resources, including the workforce, to address equity in a Student-First Philosophy.
- Enact a professional development program that is coupled with a system that ensures adequate pay for a well-trained workforce.
- Ensure that professional development supports and strengthens choice programs, career academies, and other career/technical curricula to meet the needs of our students while supporting the economic development goals of the community.
- Provide intrinsic incentives to encourage the reassignment of the best teachers—as measured by student performance and acceleration data—to underperforming classes, schools, and student populations as demonstrated by need.

GOAL 4
Efficiency and Accountability

- Streamline and reduce the levels of bureaucracy.
- Redistribute savings and maximize limited financial resources to be applied to a Student-First Philosophy.
- Conduct a functional audit of the District to enable the implementation of the Student-First Philosophy and Family Matters initiatives. Assess each department and its purpose, expenses, and how it serves and meets student needs.
- Strengthen the balance between academic achievement and a robust student services program that will support the social, emotional, and career/technical/vocational needs of students through guidance programs following the National School Counseling Model.
- Develop and report on efforts to provide students and teachers with up-to-date technology and wireless connectivity at each school campus to ensure the ability to perform and compete successfully in the global knowledge economy.
- Enhance the learning environment of each campus to ensure top-notch facilities that are safe and encourage increased learning opportunities which will lead to achievement. • Seek parity in funding and resources among schools throughout the District with a focus on strengthening schools.
- Develop a School Facilities Improvement Plan that will outline campus improvements, renovations, upgrades, and more.
- Create a transparent, online reporting tool that tracks districtwide and school expenditures and performances measures.

GOAL 5
Community Engagement

- Develop a robust Community Engagement and Empowerment effort that provides meaningful opportunities for volunteers from stakeholder groups—including business, civic, and social organizations—to support the Student-First Philosophy and Family Matters efforts.
- Create a multi-year, multi-faceted campaign to engage partners in creating a world class education system - demonstrate the return-on-investment economically and socially to partner organizations.
- Regularly acknowledge and reward the participation of volunteers and partner organizations.
- Ensure that there are role models and mentors who represent the diverse student body and relate to the students and families with whom they are working.
- Ensure that principals, administrators, and teachers have professional support from the community to assist with professional development, management skills, and the Student-First Philosophy.

- Continually reach out to community organizations—social, civic, business, faith-based, and others—to inform and recruit assistance for students and school personnel.
- Explore ways to develop mutually beneficial opportunities that support community efforts such as the 6 Pillars of Florida's Future Economy from the Economic Council of Palm Beach County.
- Create and maintain an advisory council to provide advice and counsel in support of choice programs, career academies, and other career/technical curricula that meet the needs of our students while supporting the economic development goals of the community.

GOAL 6
Communications Campaign

- Commence with a communications strategy that targets students and families, the District workforce, external stakeholder groups, and the public.
- Outline the efforts underway to create a Student-First Philosophy and Family Matters initiative and the resources available to students and families.
- Highlight the best managerial practices implemented and reward staff in order to help build morale and demonstrate a commitment to the new initiatives.
- Illustrate the successes of the District as well as recognize the performance gap and unmet needs within the District.
- Promote a message of success and continued efforts to achieve the District's mission to attain its vision.
- Ensure that the campaign includes efforts for principals, teachers, administrators, and others to become regularly engaged in social, civic, business, and faith-based organizations.

STEP 3 – Strategy Setting:

Districts will outline high-level digital learning and technology strategies that will help achieve the goals of the district. Each strategy will outline the districts theory-of-action for how the goals in Step 2 will be addressed. Each strategy should have a measurement and timeline estimation.

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Goal 1 – Student First Philosophy	Implement teacher->parent and teacher->student texting system. (one way texting)	Yearly via system analytics to determine usage	2017 and ongoing
Goal 1 – Student First Philosophy	Create an infrastructure that supports Bring Your Own Device (BYOD) technology, assessment demands, and productivity requirements, at all school District buildings.	Real-time analytics	2017 and ongoing
Goal 3 – Qualified and Highly Effective Workforce	Provide online, self-paced Professional Development that will include interactive multimedia.	Yearly tracking in existing (LMS) will enable to us measure participation	2016 and ongoing
Goal 3 – Qualified and Highly Effective Workforce	Supply teachers and students with high quality digital tools for instruction.	Yearly inventory	2016 and ongoing

Goal 3 – Qualified and Highly Effective Workforce	Provide ongoing, face to-face, technology integration professional learning opportunities for all teachers.	Yearly via our Learning Management System	2015 and ongoing
Goal 3 – Qualified and Highly Effective Workforce	Implement modern system for curricular lesson plans.	Yearly via system analytics to determine usage	2015 and ongoing
Goal 3 – Qualified and Highly Effective Workforce	Continue to implement mentor programs and other existing professional learning communities. Expand programs to include more participants.	Monthly via reports, PD attendance, and mentor documentation	2016 and ongoing
Goal 3 – Qualified and Highly Effective Workforce	Implement TIM (or other survey tool) for teachers to self-analyze their level of technology integration in the classroom.	2x yearly	2016 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 an individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP allocation for the 2015-16 school year.

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

Student Performance Outcomes		**Baseline**	**Target**
III.A.1	Grade 3-5 ELA Achievement	TBD	+2%
III.A.2	Grade 3-5 ELA Learning Gains	TBD	+2%

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:

Infrastructure Implementation					
	Deliverable	**Estimated Completion Date**	**Estimated Cost**	**School/District**	**Gap addressed from Sect. II**
III.B.1.	MDM*	2016	$154.400	District	N/A
III.B.2.	Computers for each Elementary School based on FTE**	2016	$2,637,512.32	Elementary Schools	II

*MDM will provide consistent user (student and teacher) experience, allowing for more instructional time. It will also limited the amount of resources needed. Estimated cost includes maintenance.
**Estimated cost includes maintenance and headphones

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**
Refresh approximately 24,000 obsolete/aged computers, in goal to get to a 2:1 student to device ratio.	Needed: $14,280,000 No funding currently available.
To meet the 2014-2015 SEDTA recommendations, the District needs to increase Internal Wide Area Connection from 250Mbps to 1Gbps.	Annual Needs: $1,536,000 No funding currently available.
To meet the 2014-2015 SEDTA recommendations, the District is increasing its Internet Connection Speeds from 4Gbps to 8Gbps toward the SEDTA goal of 19Gbps.	Annual Needs: $420,000 No funding currently available.
To meet the 2014-2015 SEDTA recommendations, the District needs to improve the infrastructure to include Packet Shaping Appliances.	Needed: $250,000 No funding currently available.
To meet the 2014-2015 SEDTA recommendations, the District needs to improve the infrastructure to include additional Internet Proxy Devices. (Without proper funding the District was forced to redesign its proxy solution with open-source products.)	Needed: $500,000 No funding currently available.

To meet the 2017-2018 SEDTA recommendations, the District will require substantial funding beyond what is currently available for both WAN connections and ISP Internet connections. Additionally, the network infrastructure will need to be upgraded to support the required increased connection speeds which will be an even greater expense.

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.

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	New devices will show up on the network and verified through a desktop management system.	Newer technology will be leveraged for instruction and assessment
III.B.2.	New devices will show up on the network and verified through a desktop management system.	Newer technology will be leveraged for instruction and assessment
III.B.3.	New devices will show up on the network and verified through a desktop management system.	Newer technology will be leveraged for instruction and assessment.
III.B.4.	Monitor the wide area networks utilization electronically.	Measurements and criteria set for optimal performance.
III.B.5.	Monitor the utilization of Internet connections electronically.	Measurements and criteria set for optimal performance.
III.B.6.	Monitor the packets during the assessment windows.	Packets will be shaped to allow optimal performance during assessment windows.
III.B.7.	Monitor and restrict the type of Internet usage during the assessment windows.	Packets will be shaped to allow optimal performance during assessment windows.

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

The third-party evaluation will be held at the regularly scheduled Technology Advisory Committee (TAC) meetings. The TAC is a Board-appointed cadre of industry technology experts, serving as an advisory committee to the School Board of Palm Beach County. The Committee includes Chief Information Officers and IT Directors from: Florida Power and Light, South Florida Water Management District, Palm Beach State College, Palm Beach County Government, Capella University, as well as a retired K-12 educational administrator. School Board Policies 1.09 and 1.096 govern the committee. The mission of the TAC is to provide expert knowledge, guidance, and to bring industry best practices to decisions regarding technology infrastructure and strategy. The committee has been active more than five years and has gained an understanding of the administrative and instructional technology across the School District including administrative complexes and schools. Additionally, TAC reviews and provides feedback on technology contracts for hardware, software, consultants, and training.

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.

District Master In-Service Plan:
http://www.palmbeachschools.org/staffdev/MIPAlpha.asp

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.

The School District of Palm Beach County is working toward effective use of digital technologies to perform job functions, improve teaching and learning, and support student achievement goals. Through sustained professional development that utilizes hands-on experiential adult learning practices and online learning formats, the District seeks to build the potential of its human capital to impact student achievement at the highest levels.

All employees (administrators, teachers, and non-instructional staff) are charged with maximizing the use of technology in every facet of their professional practices. Administrators need to be able to communicate a shared vision for 21st century learning, utilize technology to analyze data and make informed decisions, model and promote the use of technology, and monitor teacher and student technology integration and digital literacy. Teachers need to be able to effectively use technology to plan and deliver instruction to students on a daily basis, track student progress, and collaborate with colleagues and other professionals in the field. Non-instructional staff needs to be able to use technology in a manner that improves their job performance and workplace efficiency. With the recent addition of our LMS, the District seeks to expand access to District-wide professional development services for all employees. Our LMS is accessible anytime/anywhere and allows for personalization and customization of employee learning. This system allows employees to view individual in-service records, view all learning that is available District-wide, engage in targeted online content learning, view electronic resources, track their progress through targeted learning experiences, and develop and monitor individual growth plans. This system will require District department program planners, trainers, and participants to be digitally literate in order to navigate the system successfully. The Department of Professional Development is providing ongoing training for departments and schools in use of the new system.

The following professional development deliverables are required to ensure marked progress toward integrating technology into the classroom and improving digital literacy and competency.

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	Professional Development*	2016	$72,004	District	Partially

* Professional Development will be provided to support instructional applications and site based management for classroom usage technology.

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**
By May 2018, sustained professional development on classroom integration of technology and digital literacy and competency will be available to 100% of instructional staff.	Existing Funds - Operating
By May 2018, 100% of professional development programs conducted school-wide for impact to teacher practice and student achievement will be monitored and evaluated by a team of school level personnel.	$100,000 - Operating

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.

Professional Development Evaluation and Success Criteria
The monitoring process for each deliverable will ensure that the deliverable was successful in achieving its intended outcome. Successful implementation of the deliverable listed above will be measured through the Monitoring & Evaluation Process. Each of these steps has targeted Criteria for Successful Completion, which is indicated by a numeric measure in the table below.

C. **Professional Development Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	Expand the use of lesson study and teach communities to support implementation of technology best practices.	By May 2018, 100% of schools will utilize lesson study and/or teach communities to support teacher implementation of best practice.
III.C.1.	Expand the use of virtual, blended, and digitally delivered professional development experiences/content.	By May 2018, 100% of courses offered will utilize virtual, blended, and/or digitally delivered professional development experiences/content.
III.C.2.	Create a team of designated program evaluators at the District level that monitor and evaluate professional development programs.	By May 2018, 100% of District level program evaluations will be conducted by a team of designated program evaluators at the District level that monitor and evaluate professional development programs.
III.C.2.	Expand the use of data in the evaluation process by creating and utilizing our LMS query reports.	By May 2018, 100% of data used in the District level evaluation process will be generated via our LMS query reports.
III.C.2.	Expand the needs assessment process and communication of results regarding professional	By May 2018, 100% of the needs assessment and communication of results will be conducted via a

	development efforts Districtwide via a series of leadership teams and advisory boards at the District level.	series of leadership teams and advisory boards at the District level.
III.C.3.	Restructure the school-based Professional Development Team to include a Professional Development Policy Contact, our LMS Contact, and Marzano Teacher Evaluation Liaison that collectively monitor and evaluate professional development programs at the school level.	By May 2018, 100% of school level program evaluations will be conducted by a restructured school-based team that collectively monitors and evaluates professional development programs at the school level.
III.C.3.	Expand the use of data in the evaluation process by creating and utilizing District-standardized school tools and templates in our LMS.	By May 2018, 100% of data used in the school level evaluation process will be generated via District standardized school tools and templates in our LMS.
III.C.3.	Expand the needs assessment process and communication of results regarding professional development efforts school wide via a series of leadership teams and advisory boards at the school level.	By May 2018, 100% of the needs assessment and communication of results will be conducted via a series of leadership teams and advisory boards at the school level.

D) Digital Tools

Digital Tools should include a comprehensive digital tool system for the improvement of digital learning. Districts will be required to maintain a digital tools system that is intended to support and assist district and school instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

Digital tools may also include purchases and activities to support CAPE digital tools opportunities and courses. A list of currently recommended certificates and credentials can be found at: http://www.fldoe.org/workforce/fcpea/default.asp. Devices that meet or exceed minimum requirements and protocols established by the department may also be included here.

Implementation Plan for D) Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	None	N/A	N/A	N/A	N/A

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**
Additional devices for computer based prescriptive reading instruction and assessment	$2,500,000 Partial funding currently available.
Student Information System	$8,500,000 Capital
Mobile Device Management (MDM) system	$350,000 No funding currently available.
Offering Certification through Certified Internet Web (CIW): Industry Certification: 5,000 Internet Business Associate Exams & Curriculum. Digital Tool Certificates: 3,200 Student Licenses of ICT Essentials that include 5 cape funded tests, Data, Gaming, Multimedia, Programming & Logic, and Web Design.	$125,000 Capital
Modern system for lesson plans and resources.	$600,000 Operating

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.

The Committee will monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e., midyear) 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.	• We will monitor purchase and deployment of computers • Data results will be monitored for student learning gains in reading and math.	• 100% deployed at schools • 75% of students will increase one tier following the prescribed guidelines.
III.D.2.	Student Information System (SIS)	Full implementation of an SIS
III.D.3.	Mobile Device Management system	Policy will be pushed to all District-owned mobile devices.
III.D.4.	CIW products are web-based and module driven. Each module presents new content, which is assessed by a quiz. Progress is monitored and assessed by the teacher/administrator. Each module scaffolds knowledge towards the exam.	Success will be determined by the pass rate for each of the CIW products.

III.D.5.	Teachers will have a modern system for District and publisher created lesson plans and resources.	All teachers will have access to a modern system for District and publisher created lesson plans and resources.

E) Online Assessments

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

Implementation Plan for E) Online Assessments:

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.	No DCP-funded deliverable. Elementary computers that are being purchased on section III.B. 2 will be used for online assessments.	2016	See section III.B.2	Elementary Schools	III.B.2

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.	Purchase of computers for Elementary Schools	Additional students can utilize computers for online testing.