

SARASOTA COUNTY SCHOOLS DISTRICT DIGITAL CLASSROOM PLAN 2015 - 2016

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

I.1 District Team Profile -

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Joe Binswanger	Joe.Binswanger@sarasotacountyschools.net	941.927.9000
Curriculum District Contact	Sue Meckler	Sue.Meckler@sarasotacountyschools.net	941.927.9000
Instructional District Contact	Sue Meckler	Sue.Meckler@sarasotacountyschools.net	941.927.9000
Assessment District Contact	Denise Cantalupo	Denise.Cantalupo@sarasotacountyschools.net	941.927.9000
Finance District Contact	Al Weidner	Al.Weidner@sarasotacountyschools.net	941.927.9000
District Leadership Contact	Lori White	Lori.White@sarasotacountyschools.net	941.927.9000

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 team members listed above met to discuss the district's digital needs, along with members of the Superintendent's Cabinet and other critical staff, including the head of Research, Assessment and Evaluation (RAE) and those in Pupil

Support Services, Professional Development and Career and Technical Education. These committed staff members have strong existing relationships with community, business and industry and the district's digital needs have been discussed with them.

Technology already is a critically important part of the district's instructional plan. Teachers have access to digital Instructional Focus Guides (IFG) which are linked to Florida's standards and benchmarks as well as a multitude of digital instructional and professional development resources. These resources, along with courses created in the learning management system (LEARN) and the new components of the Instructional Improvement system (IIS), are providing teachers with the tools they need at their fingertips to improve instruction and student learning.

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

The Teacher Evaluation System has implemented a specific competency that focuses on the use of technology during instruction and within the classroom. The TIM is a point of reference for the PRIDE competency being evaluated. The TIM is also used as a basis in criteria for the development of trainings where technology is infused in the professional development for staff.

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.

As part of the project to create the IIS and its progress monitoring system, the district digitized its MTSS record-keeping and linkages to ESE components. The new MTSS is fully digital, allowing teachers to share information and appropriately collect and use data to track student interventions and progress towards improvement. A team of Pupil Support Services and RAE staff are charged with monitoring and maintaining the system and making improvements or required changes in the future. Staff training on the new system is being rolled out and district-level staff have been working on training videos and other digital resources which teachers can use for future reference.

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	Data Loss Prevention Plan found under Links on webpage	http://sarasotacountyschools.net/departments/technology/	Fall 2014
District teacher evaluation components relating to technology (if applicable)	Teacher Evaluation PRIDE Domains found on Teacher Evaluation portion of website	http://sarasotacountyschools.net/departments/professionaldevelopment/teacherevaluation.aspx	Fall 2010
BYOD (Bring Your Own Device) Policy	Sarasota County School Board Policy 5.38	http://sarasotacountyschools.net/policy.aspx	Fall 2012
Policy for refresh of devices (student and teachers)	Devices are currently refreshed every 4 years on a school campus	N/A	Summer 2009
Acceptable/Responsible Use policy (student, teachers, admin)	Sarasota County Schools Acceptable Use Policy is found under Links on webpage	http://sarasotacountyschools.net/departments/technology/	Fall 2008
Master Inservice Plan (MIP) technology components	Master In-service Plan found under Links on webpage	http://sarasotacountyschools.net/departments/professionaldevelopment/default-pd.aspx	Fall 2014
Other/Open Response	Sarasota County Schools Information Technology Guidelines and	http://sarasotacountyschools.net/departments/technology/	Fall 2013

	Procedures found under Links on webpage		
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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.

A. Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (year)
I.I.A.1.	ELA Student Achievement	TBD from school year 2014-15	TBD 2016	
I.I.A.2.	Math Student Achievement	TBD from school year 2014-15	TBD 2016	
I.I.A.3.	Science Student Achievement – 5 th Grade – Percentage Proficient	70%	73%	2016
I.I.A.3.	Science Student Achievement – 8 th Grade – Percentage Proficient	58%	62%	2016
I.I.A.4.	Science Student Achievement – Biology – Percentage Proficient	74%	76%	2016
I.I.A.5.	ELA Learning Gains	TBD from school year 2014-15	TBD 2016	
I.I.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	
I.I.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	

II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
B. Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (year)
II.A.9.	Overall, 4-year Graduation Rate	81.3%	82%	2016
II.A.10.	Acceleration Success Rate	92 %	94 %	2016
A. Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
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. 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	__1.32_:_1__	_1.27_:_1__	_1.25_:_1__	2017	___.02_:_1__
II.B.2. Count of student instructional desktop computers meeting specifications	13,481	12,828	8,000	2017	(4,828)
II.B.3. Count of student instructional mobile computers (laptops) meeting specifications	13,200	15,350	22,000	2017	6,650
II.B.4. Count of student web-thin client computers meeting specifications	200	201	0	N/A	0
II.B.5. Count of student large screen tablets meeting specifications	754	1,128	1,500	2017	372
II.B.6. Percent of schools meeting recommended bandwidth standard	71.11%	44.44%	100%	2017	29%
II.B.7. Percent of wireless classrooms (802.11n or higher)	90.86%	84.18%	95%	2017	5%

B. Infrastructure Needs Analysis (Required)		Baseline from 2014	Actual from Spring 2015	Target	Date for Target to be Achieved (year)	Gap to be addressed (Actual minus Target)
II.B.8.	District completion and submission of security assessment *	N/A	N/A	N/A	N/A	N/A
II.B.9.	District support of browsers in the last two versions	N/A	Y	Y	2017	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

C. Professional Development Needs Analysis (Required)		Baseline (to be established in 2015)	Target	Date for Target to be Achieved (year)
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 20% Adoption: 30% Adaption: 30% Infusion: 15% Transform: 5%	Entry: 10% Adoption: 25% Adaption: 30% Infusion: 25% Transform: 10%	2017
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 20% Adoption: 30% Adaption: 30% Infusion: 15% Transform: 5%	Entry: 10% Adoption: 25% Adaption: 30% Infusion: 25% Transform: 10%	2017

■ **Seamless Articulation and Maximum Access**

Digital Tools:

Districts shall continue to implement and support a digital tools system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

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

D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	Date for Target to be Achieved (year)
	Student Access and Utilization (S)	% of student access	% of student utilization	% of student access	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100%	70%	100%	2016
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100%	70%	100%	2016
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100%	70%	100%	2016
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	100%	20%	100%	2016
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100%	70%	100%	2016

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.	100%	80%	100%	2016
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	80%	100%	2016
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	80%	100%	2016
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100%	80%	100%	2016
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%	80%	100%	2016
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and	100%	80%	100%	2016

	instructional resources to provide new ways of viewing and analyzing data.				
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.	100%	20%	100%	2016
II.D.8. (T)	A system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents and district administrators to use data to inform instruction and operational practices.	100%	80%	100%	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%	80%	100%	2016

D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	Date for Target to be Achieved (year)
	Parent Access and Utilization (P)	% of parent access	% of parent utilization	% of parent access	
II.D.1. (P)	A system that includes comprehensive student information which is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	100%	70%	100%	2016

D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Target	Date for Target to be Achieved (year)
(IM)	Instructional Materials	Baseline %	Target %	School Year
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	60%	75%	2017
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	75%	85%	2017
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	80%	85%	2017
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	65%	85%	2017
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	60%	85%	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.]	70%	90%	2017
D. Digital Tools Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
II.D.7. (IM)				
II.D.8. (IM)				
II.D.9. (IM)				

■ **Quality Efficient Services**

Online Assessment Readiness:

Districts shall work to reduce the amount of time used for the administration of computer-based assessments.

Online assessment (or computer-based testing) will be measured by the computer-based testing certification tool and the number of devices available and used for each assessment window.

E. Online Assessments Needs Analysis (Required)		Baseline (to be established in 2015)	Target	Date for Target to be Achieved (year)
I.I.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	15,000	20,000	2018
I.I.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	20%	40%	2018
E. Online Assessments Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
I.I.E.3. (D)				
I.I.E.4. (D)				
I.I.E.5. (D)				

STEP 2 – Goal Setting:

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

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

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

Goals Examples:

EXAMPLES

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

Enter district goals below:

- **High Student Achievement:** All schools will meet at least 90% of federal 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.

STEP 3 – Strategy Setting:

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

Examples of Strategies:

EXAMPLES			
Goal Addressed	Strategy	Measurement	Timeline
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	<ul style="list-style-type: none"> • Purchase Instructional Materials in digital format 	50% of purchases in 2015-16
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	<ul style="list-style-type: none"> • Fully implement system across nine components • Integrate instructional materials into system 	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"> • Bandwidth amount • Wireless access for all classrooms 	2014-2019

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
High Student Achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	Purchase Instructional Materials in digital format	2015-2016 and ongoing
Seamless Articulation and Maximum Access	Supply teachers and students access to instructional materials and test materials aligned to	Purchase industry certification instructional materials and test preparatory	2015-2016 and ongoing

	identified industry certifications.	materials aligned to industry certifications.	
Skilled Workforce and Economic Development	Provide high-quality professional development in a variety of delivery methods to move teachers along the Technology Integration Matrix	Percentage of professional development offerings filled to capacity.	2015-2016 and ongoing
Quality Efficient Services	Create an infrastructure that supports the needs of digital learning and online assessments	Bandwidth amount Wireless access for all classrooms	2015-2016 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 a individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP allocation for the 2015-16 school year.

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

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

A. Student Performance Outcomes		Baseline	Target
III.A.3.	Increase overall ELA Student Achievement	71%	84%
III.A.4.	Increase overall Math Student Achievement	71%	83%
III.A.5.	Increase overall Science Student Achievement	68%	78%
III.A.6.	Improve ELA Learning Gains	71%	73%
III.A.7.	Improve Math Learning Gains	75%	77%

B) Digital Learning and Technology Infrastructure

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

Implementation Plan for B) Digital Learning and Technology Infrastructure:

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

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

Brief description of other activities	Other funding source
Network infrastructure upgrades will take place on the equipment at our network hub sites and primary data center.	Budgeted Capital funds are allocated for this 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.

B. Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.		
III.B.2.		
III.B.3.		
III.B.4.		

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

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.

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

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

Brief description of other activities	Other funding source
Professional Development activities that align the MIP along with instructional technology resources will be offered to staff.	Budgeted operating funds are used for these activities.

Evaluation and Success Criteria for C) Professional Development:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress

toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

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

D) Digital Tools

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

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

Implementation Plan for D) Digital Tools:

D. Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.D. 1.	Further develop the Learning Management System for delivery of digital tools	On-going	\$285,000	All schools	II.D.1.(S)(T), II.D.2.(S)(T), II.D.3.(S)(T), II.D.5.(S)
III.D. 2.	Further develop Individualized Learning System access	On-going	\$45,000	All schools	II.D.1.(S)(T), II.D.2.(S)(T), II.D.3.(S)(T), II.D.5.(S)(T), II.D.6.(T)
III.D. 3.	On-demand Digital Video Streaming access to instructional materials	On-going	\$105,000	All schools	II.D.1.(S)(T), II.D.2.(S), II.D.4.(S), II.D.5.(S)
III.D. 4.	Provide Enterprise Software licensing access to Industry Certification level software programs.	2016-17	\$372,000	All schools	II.D.2.(S)(T), II.D.5.(S)
III.D. 5.	Provide adaptive curriculum materials focusing on math and science Florida Standards.	2016-17	\$90,000	All Middle/High Schools	II.D.1.(S)(T), II.D.2.(S), II.D.3.(S), II.D.4.(S), II.D.5.(S)

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 D) Digital Tools:

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

D. Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Manager of School Support Services will work with Director of Information Technology and Director of Curriculum will monitor digital tools deployment in alignment with Instructional Focus Guides.	Usage Report
III.D.2.	Instructional Technology Specialist will work with Curriculum Specialists to ensure identified students have access to Individualized Learning System.	Evaluation feedback from school leaders.
III.D.3.	Instructional Technology Specialist and System Administrator will work with Instructional Materials staff to assign digital video resources to appropriate staff and students at all school levels.	Usage reports by school, subject area, and curriculum standard.
III.D.4.	System Administration staff will work with CTE (Career and Technical Education) Specialists to enable students to be prepared for and take Industry Certification level exams.	Industry Certification exam attempt and pass reports.
III.D.5	Instructional Technology staff will work with Curriculum Specialists to grant access to adaptive curriculum materials in the areas science and math.	Evaluation feedback from curriculum and school leaders.

E) Online Assessments

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

Implementation Plan for E) Online Assessments:

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

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

Brief description of other activities	Other funding source
Bandwidth utilization is monitored to provide priority to assessments during testing windows.	Budgets Capital and Operating funds.

Evaluation and Success Criteria for E) Online Assessments:

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

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