Developmental Research School
at the University of Florida

Digital Classrooms Plan
2015-16

P.K. Yonge Developmental Research School
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www.pkyonge.ufl.edu

DISTRICT
DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to allow the district to provide a perspective on what it considers to be vital and critically important in relation to digital learning implementation, student performance outcome improvement and how progress in digital learning will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by ss.1011.62(12)(b), F.S. For additional assistance completing the District DCP, please use the checklist and accompanying instructions to ensure you have included all requested components. The components provided by the district will be used to monitor long-range progression of the District DCP and may impact funding relevant to digital learning improvements.

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

The district's overview component of the plan should document the district's overall focus and direction with respect to how the incorporation and integration of technology into the educational program will improve student performance outcomes.

As a Developmental Research School, P.K. Yonge works closely with members of the College of Education on a variety of projects aimed at enhancing student accomplishments at all grade levels and in all subject areas.

As legislated by the Sid Martin Bill, the student population at P.K. Yonge Developmental Research School represents Florida's racial and income demographics. This diversity is unique to P.K. Yonge and supports our belief that students learn best in a safe, respectful, and diverse environment.

Our 2014-15 student population included 52% male, 48% female, with, 48% Caucasian, 23% African-American, 18.5% Hispanic, 3.6% Asian, 0.3% American Indian, 6% Multiracial. 25% of our students qualify for free/reduced lunch. Our students reside in31 cities including Gainesville and surrounding communities. P.K. Yonge offers a core instructional program as well as inclusive, exceptional student education at all grade levels. The technology integration plan is designed to impact instruction at the core as well as extend the same rigorous high quality learning opportunities to all students regardless of race, socioeconomic status, or learning difference.

*The **general introduction/background/district technology policies** component of the plan should include, but not be limited to:*

I.1 District Team Profile

- *Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:*
  - *The digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in ss.1011.62(12)(b), F.S.;*
  - *Development of partnerships with community, business and industry; and*
  - *Integration of technology in all areas of the curriculum, English for Speakers of Other Languages (ESOL) and special needs including students with disabilities.*

Title/Role	Name:	Email:	Phone:
IT District Contact	Claire Robinson	crobinson@pky.ufl.edu	352.392.1554ext.246
Technology Integration Specialist	Leigh Anne Brewster	labrewster@pky.ufl.edu	352.392.1554ext.245
IT Operational District Contact	Joe Locke	jlocke@pky.ufl.edu	352.392.1554
Curriculum District Contact	Christy Gabbard	cgabbard@pky.ufl.edu	352.392.1554ext.280
Assessment District Contact	Lisa Tillet	ltillet@pky.ufl.edu	352.294.7294
Finance District Contact	Sherrie Sullivan	Sullivan@pky.ufl.edu	352.392.1554ext.293

District MTSS Contact	Ashley Hill	ahill@pky.ufl.edu	352.392.1554 ext.
District Academic Advisement Contact	Mary Jordan	mjordan@pky.ufl.edu	352.392.1554 ext.
Principal	Cathy Atria	catria@pky.ufl.edu	352.392.1554 ext.
Director	Lynda Hayes	lhayes@pky.ufl.edu	352.392.1554ext.223
Professor-in-Residence	Kara Dawson	dawson@coe.ufl.edu	352.392.9193
UF COE Instructional Tech Support	Domenic Durante	ddurante@coe.ufl.edu	

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.*

In order to implement a digital classrooms plan that successfully enacts the vision and mission of the district with regard to shared beliefs about student learning; specific long-term and short-term goals must be established. As an ongoing practice to inform strategic goal setting, P.K. Yonge conducts an annual needs assessment focused on professional learning, access, and infrastructure supports. The needs assessment is distributed to faculty in survey format in the late spring of each year. A needs assessment is also conducted annually through overall program evaluation, completed by the K-12 Curriculum Council, and classroom-level implementation data collected through timed walkthroughs and as well as analytics from course management systems. All needs assessment data is reviewed by a district team including the Technology Integration Specialist, Program Development and Outreach Specialists, Director of P.K. Yonge DRS, Principal of the K-12 school, and Network Administrator.

The results of the 2012-13 and 2013-14 needs assessment reflected needs in the areas of professional learning, access, and infrastructure. Faculty self-report a need for increased attention to mentorship focused on technology integration, and professional learning to be provided by peers. The training needs reported by faculty also reflect an emphasis on skill development specific to particular applications and technologies.

Short-term goals used to guide the digital classrooms planning process:

- All teachers are proficient in basic computer skills and use technology daily to support communication, administrative work, and productivity.
- All teachers are trained in the efficient use of existing computers and equipment.
- All teachers are familiar with emerging technologies relevant to their subject areas.
- All teachers can implement technology in support of instructional goals.
- All teachers understand the importance of providing educational experiences that mirror the digital environment in which their students live.

Long-term goals used to guide the digital classrooms planning process:

- All teachers use the web as an effective communication and collaboration tool
- All teachers use digital technologies for lesson presentation and planning in order to increase efficiency and relevance
- All teachers use technology to support instructional decision making
- All teachers provide robust online content and activities to support and enhance face-to-face interactions
- P.K. Yonge develops as a model for technology integration to be disseminated to other public schools
- P.K. Yonge develops and tests a functioning model of blended learning in the K12 context

The short-term and long-term goals related to changes in teacher knowledge, skills, and abilities are designed to provide a broad framework to which the professional learning supporting the digital classrooms plan is connected. The district is responsible for:

- creating a supportive context in which teachers can learn
- providing the tools to successfully integrate new knowledge and skills into their current practice

The digital classrooms plan was developed with support, feedback and direction from the technology coordinator and in collaboration with the Director, School Principal, K12 Instructional Supervisor, Curriculum Coordinators, Network Administrator, and various representatives from throughout the school and across the campus of the University of Florida. Beginning in the 2011-12 school year, P.K. Yonge began an iterative process of transforming K-12 classrooms into blended learning spaces, combining digital technologies with traditional instructional methodology, in order to respond to student needs. The continued engagement in and monitoring of the ***P.K. Yonge Waves of Innovation*** project has served as the primary mechanism for ongoing digital classrooms planning.

During the 2014-15 school year, a committee was established dedicated to monitoring and revising the digital classrooms plan and will include learning community leaders (K-1, 2-3, 4-5, 6-7, 8-9, 10/11/12), and curriculum coordinators.

As a continuation of our ongoing digital classroom work, we have created an expanded Instructional Technology Team. In previous years, the IT team consisted of one full time network administrator and one part time technician. Additional support has also been provided through our affiliation with NEFEC. While this kept basic needs taken care of, larger systemic needs and direct instructional technology support for teachers was not available. After evaluating the situation and reviewing the results from the UF COE, Snapshot of K-12 Technology Use Study, it has been determined that there is a need for additional staff resources to support this area of concern. Our new IT structure consist of two technology integration specialists, one full time network administrator and one part time technician. This team's role is integral to the support of both the back-end infrastructure, teacher training on technology resources, support for planning and integration of appropriate technology into student learning, and evaluation of physical learning spaces.

The IT Department will participate in the school on-going continuous improvement model processes to increase the positive impact of technology on learning. This group will be responsible for various tasks related to Instructional Technology. Including but not limited to:

- providing professional development and training related to technology integration;
- soliciting information and input from faculty related to technology initiatives;
- reviewing, evaluating and supporting the of the adoption of technology resources to support student learning;
- keeping an accurate inventory of all devices and technology tools;
- evaluating physical learning environments to create hindrance-free use of technology tools;
- tracking and supporting subscription web-based curriculum resources;
- maintaining network hardware, wireless services, equipment repairs and software functionality up-to-date.

The implementation of flexible, fluid focus committees will be one means of involving staff in these processes. Rather than having one standing tech committee, technology topics and meeting times will be published inviting all interested parties to be part of the discussions and solutions for creating successful projects impacted by technology.

Parties Involved:
Julie Henderson – District Technology Leadership Contact
Claire Robinson - Technology Integration Specialist
Leigh Anne Brewster – Technology Integration Specialist
Dr. Lynda Hayes – Director
Christy Gabbard – Curriculum District Contact (Secondary)
Dr. Marisa Stukey – Curriculum District Contact (Elementary)
Joe Locke – Information Technology Leadership Contact
Learning Community Leaders – K-1, 2-3, 4-5, 6-7, 8-9, 10-12
Faculty representatives: Vary depending on curricular/discipline focus

I.3 Technology Integration Matrix (TIM)

Summarize the process used to train, implement and measure classrooms using the TIM.

Methods for Observation and Evaluation of Technology Integration at P.K. Yonge DRS

Direct observations were used to provide a baseline description of how technology is being used at the school. Observations of individual classrooms were conducted in the middle and high school classrooms while observations in the elementary grades were conducted within learning communities (K-1, 2-3 and 4-5). The elementary grades implement a learning community model where all students and teachers interact within the same community space so observing in individual classrooms was not possible.

Two types of observations were conducted. First, forty-two (42) observations were conducted in all core content area classes (i.e Mathematics, Science, Language Arts and Social Studies) within the school. These observations were 15-minutes long and randomly scheduled within a 4-week period during the 3rd nine weeks of the school year. These observations provided information on practices that routinely occur on a day-to-day basis at the school and are referred to as untargeted observations. Second, longer observations were conducted in the classrooms (or learning communities) of teachers who invited observers to visit when they were specifically planning to use technology. These observations were prescheduled and lasted through the duration of a period or activity. All teachers/learning community teams were invited to participate in these observations and seven (7) observations were conducted. These targeted observations enabled observers to watch more in-depth uses of technology that occur at the school but likely not on a daily basis. Using a combination of targeted and untargeted observations can provide a full picture of how technology is being used within a school (Lowther, Strahl, Ross & Ying, 2007).

Observation Implementation

School-based leaders and university educational technologists collaboratively developed the observation protocol. The protocol was designed by considering the needs and goals of the school and reviewing existing instruments including the School Observation Measure (Lewis, Ross & Alberg. 1999), the Survey of Computer Use (Lowther & Ross, 2001), the ISTE Classroom Observation Tool (Bielefeldt, 2012), a TPCK protocol (Dawson & Ritzhaupt, 2014; Dawson, Ritzhaupt, Liu, Rodriquez & Frey, 2013) and others (Dirr, 2003). The protocol was field tested by four of the designers in a middle school classroom and modifications were made based on a debriefing session that occurred immediately after the field test. The revised protocol was field tested again in an elementary and middle school classroom by two of the designers and inter-rater agreement was qualitatively determined during a debriefing session immediately after the field tests. These two designers were the ones who conducted all the classroom observations.

The final protocol included the following components: (1) Basic Information, (2) Teacher and student Activities, (2) Student Materials, (3) Differentiation, (4) Universal Design for Learning, (5) Assessment, (6) Attributes of Meaningful Learning, (7) Cognitive Demand for Learning, and (8) Levels of Technology Integration.

I.4 Multi-Tiered System of Supports (MTSS)

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

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

P.K. Yonge Developmental Research School's Multi-tiered System of Supports (MTSS) uses data-based problem-solving to integrate academic and behavioral instruction and intervention. Core instruction and intervention are delivered to students through instructional tiers, characterized by varying intensity, and based on student need. Instructional decision-making seeks to ensure that district resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve proficiency.

The MTSS process is built on a foundation of quality core instruction. When educators and stakeholders consider the question "What do we want students to know and be able to do?" improved academic and behavioral outcomes result. This question is central when examining responses to Tier 1 instruction/intervention (i.e., when considering response to class or grade-level academic and/or behavioral expectations).
When examining the effects of core instruction (Tier 1) or determining the need for more intensive supports for groups or individual students (Tier 2 and Tier 3), teams engage in and follow a systematic problem-solving process. At P.K. Yonge, Student Success Team (SST) meetings are held every six weeks. In SST meetings, learning community teachers, guidance counselors, the school psychologist, the K-12 MTSS coordinator, and administrator(s) collaboratively engage in the problem-solving process. The team discusses student data and makes decisions about tiered instruction. Florida's Problem-Solving Response to Intervention (PS-RtI) model includes a four-step problem-solving process. The four steps of the problem-solving process are as follows:

- Step I: Problem Identification – What (exactly) is the problem?
- Step II: Problem Analysis – Why is the problem occurring?
- Step III: Intervention Design and Implementation – What (exactly) are we going to do about it?
- Step IV: Response to Instruction/Intervention – Is the plan working?

At P.K. Yonge the MTSS problem-solving process is collaborative. Members of the team include, but are not limited to, administration, K-12 MTSS coordinator, school counselor(s), grade-level representatives, learning community leaders, and parents. Team members are identified based on instructional relevance to the student. Problem-solving teams are identified or created and used to problem-solve at different levels (school level, grade level, class level, subgroup level, or student level) and includes various members, depending on need.

The general role of the problem-solving team is to focus on improving academic and behavioral outcomes for students. In order to accomplish this task, the problem solving team must have certain core responsibilities. An effective problem solving team begins by reviewing student performance data (academic and/or behavioral) at the whole school, grade, class, and subgroup levels. When reviewing the data, it is important to identify any trends that may indicate areas of concern. Once an area is identified, the problem-solving team develops hypotheses as to why the problem is occurring. Once a team has verified one or more hypotheses, an intervention plan is created to improve the area of concern. It is essential to consider the resources available at the school and how they may best be used in the problem-solving process.

When allocating access to digital technology resources to classrooms P.K. Yonge DRS, the same attention to data analysis will occur. District and school data will be analyzed in order to make decisions regarding the use of resources to best meet student needs. The ways in which technology can support learners at all core and intervention tiers is an ongoing consideration of each MTSS problem solving team.

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	**Annual Notification of Parent/Student Rights Family Educational Rights and Privacy Act (FERPA) Notice for Directory Information**	http://bit.ly/1iQaYGr	November 2014
District teacher evaluation components relating to technology (if applicable)	**Teacher Evaluation Plan** ***Currently awaiting approval by FLDOE for new 2015-16 teacher evaluation plan**	http://bit.ly/1LbnlJr	June 2015
BYOD (Bring Your Own Device) Policy	**Code of Student Conduct Appendix B pg 41** **Technology AUP pg. 5**	http://bit.ly/1LbaPJT http://bit.ly/1LCKdQP	August 2015 August 2010
Policy for refresh of devices (student and teachers)	**N/A**		
Acceptable/Responsible Use policy (student, teachers, admin)	**UF AUP** **Code of Student Conduct** **Technology AUP**	http://bit.ly/1R5S5dJ http://bit.ly/1LbaPJT http://bit.ly/1LCKdQP	August 2015 August 2010
Master In-service Plan (MIP) technology components	**Master In-service Plan 2015-16**	**http://www2.nefec.org/mip/**	August 2015

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)***
II.A.1.	ELA Student Achievement	72%	80%	2017
II.A.2.	Math Student Achievement	79%	80%	2017
II.A.3.	Science Student Achievement – 5th grade	48%	60%	2017
	Science Student Achievement - 8th grade	73%	80%	2017
II.A.4.	Science Student Achievement – Biology	83%	90%	2017
II.A.5.	ELA Learning Gains	80%	80%	2017
II.A.6.	Math Learning Gains	80%	80%	2017
II.A.7.	ELA Learning Gains of the Low 25%	71%	80%	2017
II.A.8.	Math Learning Gains of the Low 25%	70%	80%	2017
***B.* Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.9.	Overall, 4-year Graduation Rate	98%	100%	2017
II.A.10.	Acceleration Success Rate	50%	100%	2017

- **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.

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	2:1	1:1	1:1 Student devices with additional instructional devices on campus to support learning	2018	1 : 1
II.B.2.	Count of student instructional desktop computers meeting specifications	186	186	186	2018	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	597	615	1155	2018	558
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	0	0	0
II.B.5.	Count of student large screen tablets meeting specifications	372	372	372	Maintain current status	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	100 %	100 %	100 %	Maintain current status	0%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100 %	100 %	100 %	Maintain current status	0%

B. Infrastructure Needs Analysis (Required)		**Baseline from 2014**	**Actual from Spring 2015**	**Target**	**Date for Target to be Achieved** ***(year)***	**Gap to be addressed** ***(Actual minus Target)***
II.B.8.	District completion and submission of security assessment *	N/A	N/A	October 2015	N/A	N/A
II.B.9.	District support of browsers in the last two versions	N/A	Y		2015-16	Y/N

B. Infrastructure Needs Analysis (District Provided) after assessment completion		Baseline		Target	Date for Target to be Achieved *(year)*	
II.B.10. (D) Refresh of aging VM server hardware		Current hardware out of warranty		Replace with new server	2015/16	
II.B.11. (D) Refresh Domain Controllers		Current hardware out of warranty		Replace domain controllers	2015/16	
II.B.12. (D) Increase digital storage for user files		Need additional storage for users.		Purchase SAN to provide storage	2015/16	

* 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*

B. 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: 29% Adoption: 57% Adaption: 14% Infusion: 0% Transform: 0%	Entry: 19% Adoption: 47% Adaption: 14% Infusion: 10% Transform: 10%	2016-17
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 50% Adoption: 0% Adaption: 0% Infusion: 0% Transform: 0%	Entry: 80% Adoption: 20% Adaption: % Infusion: % Transform: %	School Year 2017-18

C. Professional Development Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved *(year)*
II.C.3. (D)	Design and implementation of tool for the evaluation of physical/logistical technology equipment setup/configuration in all learning spaces used as formative assessment to support	**Not in Currently in Place**- Supports environmental design to support tech integration	Eval complete by Jan 2016	2016

	teacher professional learning.			
II.C.4	Provide job-embedded professional learning for all K-12 classrooms. Direct support to students and teachers transitioning to tech integration and blended learning methods of instruction.	N/A	Weekly professional learning provided to all K-12 faculty	2015-16

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:

C. **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.	No data	No data	25%	2016-17
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans. (Moodle & Class pages)	Approx. 80%	Approx. 80%	80%	2016-17
II.D.3. (S)	A system that supports student access to online assessments and personal results.	Approx. 80%	Approx. 80%	90%	2016-17
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.	NA	NA	Unknown	TBD
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100% (K-12)	75% (6-12)	75% (6-12)	2016-17

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 %	2016-17
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	80 %	100%	2016-17
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	80 %	100%	2016-17
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 %	2016-17
II.D.5. (T)	A system that includes comprehensive student information that is used to inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress.	100 %	100%	100 %	
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.	10 %	0 %	100%	2016-17
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 %	5 %	50 %	2016-17
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.	NA	NA	100 %	2016-17
II.D.9. (T)	A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	100%	100 %	100 %	2016-17

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 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%	2016-17

D. **Digital Tools Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved *(year)***
(IM)	**Instructional Materials**	**Baseline %**	**Target %**	**School Year**
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	50%	50%	2016
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	Approx. 50%	Approx. 50 %	2015
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	100 %	100 %	2016
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100%	100%	2015
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	100 %	100 %	2015
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.]	NA %	NA %	2016-17

- **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	579	830	2016-17
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	NA	NA	2016-17

STEP 2 – Goal Setting:

Provide goals established by the district that support the district's 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. The district may previously establish these goals.

P.K. Yonge Goals

P.K. Yonge DRS district goals are based upon the following guiding principles for digital classrooms:

- Students learn best when they are actively engaged in the learning process through a variety of meaningful activities that link new information to existing knowledge and accommodate differences in learning styles and needs.

- Students learn best when the faculty and staff maintain clear, consistent, high expectations for learning and students understand these expectations.

- Students learn best when all stakeholders work together to provide a safe, diverse, and respectful environment in which all students have equal opportunity to learn.

- Students learn best when they are embedded in an environment that reflects developments in the world around them.

- Students learn best in environments that promote high levels of social interaction with peers and expert facilitators.

The Digital Classroom Plan goals listed below support the continued development of a K-12 educational environment that reflects these principles.

Goal 1: Personal devices are essential tools for learning / Increase student access

- Move from a 1:1 classroom-based model to a 1:1 personal device model in grades 6-12
- Provide digital curricular materials in all core academic courses grades K-12
- Maintain 1:1 access in K-5 learning communities

Goal 2: Design and implement learning environments to meet the needs of twenty-first century students

- Redesign current face-to-face courses as blended courses providing increased opportunities for collaboration, flexibility in time and space, and personalization of the learning environment for all students
- Include instructional design elements in courses to include locating, evaluating, and synthesizing and presenting knowledge and ideas through independent and collaborative research activities that leverage digital tools and promote digital literacy.
- Use the online resources and materials available in the school to enable students to work more deeply with content knowledge, demonstrate what they know in a variety of ways, use different intellectual strengths, collaborate, and engage in learning in fun, motivating and meaningful ways.

- Increase the efficiency of face-to-face and blended environments by improving the physical classroom setup. Digital resources will be more consistently available and accessible through Improvements including access to shared drives, equipment placement and configuration, and the ability to maintain a personal professional device apart from instructional presentation tools.
- Include the ISTE standards for students in planning and preparing for high quality instruction.

Goal 3: Increase the use of technology for assessment and data Integration

- Implement a data management and integration platform to be used for instructional decision making among all K-12 educators at the school and district levels.
- Increase implementation of web-based assessment platforms that support balanced assessment programs in all K-12 courses.

Goal 4: Increase the use of technology in supporting effective Multi-tiered Systems of Support (MTSS) focused on meeting the individual learning needs of all students.

- Adopt and implement tools to support students in executive functioning processes in academic settings K- 12, including post secondary planning.
- Increase the use of digital technologies to support tiered academic and behavioral interventions in K-12, including but not limited to goal setting, self-regulation, and self-efficacy.
- Increase the use of online resources and digital tools to reduce barriers associated with accessing and comprehending content in order to meet the needs of individual learners.

Goal 5: Increase the use of technology to support assessment, communication, and reporting of student outcomes aligned to Florida standards for college and career readiness

- Implement the district-wide use of a single web-based assessment platform in order to support a balanced and integrated assessment system.
- Design and implement a district-wide policy for web-based reporting and communication of standards-aligned reporting of student progress.
- Implement a district-wide system for monitoring post-secondary readiness and supporting students with the transition from K-12 to post-secondary educational environments.

Goal 6: Provide ongoing professional learning and outreach to faculty, parents, and community stakeholders

- Design and implement a professional learning system to support peer mentoring and the development of communities of practice within the school.
- Provide professional learning to increase content knowledge and skill in twenty-first century pedagogy.
- Provide outreach services and opportunities to parents and other stakeholders to facilitate increased use of technologies in the home and community environments to support communication and extension of the learning environment beyond the school day.

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 district's theory-of-action for how the goals in Step 2 will be addressed. Each strategy should have measurement and timeline estimation.

P.K Yonge district strategies below:

Goal 1: Personal devices are essential tools for learning / increase student access.
Increases the numbers of personal devices allocated to students and develop a policy and strategy for maintaining quality personal professional device access for faculty.

P.K. Yonge DRS Digital Classrooms Plan is designed to support improvements in the school's ability to efficiently respond to student learning needs. The impact of technology on the ways in which teachers and students interact in the presence of curriculum provides evidence of the positive contributions technology makes to supporting student learning. Understanding this impact and designing processes informed by technology-supported teaching and learning implementations at P.K. Yonge allows the school to take on a leadership role in designing effective technology-supported learning environments for K12 education. The district technology plan provides for long-term sustainability as well as maximum flexibility to respond to a changing context and changing needs among our students and students beyond the gates of our campus.

P.K. Yonge DRS is planning for a three-year multi-phased approach to achieve our one-to-one personal device goal. Beginning spring 2015 allocated one personal computing device to each sixth and ninth grade student. These devices were assigned to students rather than being maintained on campus. All student-generated digital content will be housed in a cloud-based system thereby making all schoolwork accessible from multiple devices on and off campus. In the three subsequent years following 2015-16, the sixth and ninth grade student cohorts will be allocated personal computing devices, creating a three-year cycle of individual device use prior to the need for replacement.

During the 2015-16 school year, devices currently allocated to classrooms serving student cohorts will be shifted into areas of greatest need based on curriculum and instructional demands across the K-12 campus. This shift will be effective in promoting technology integration in classrooms where technology use has been, until now, somewhat limited. Following the initial 1:1 deployment to 6th and 9th grades during the 2015-16 school year, we will consider areas of greatest need and deploy personal devices to students in two additional secondary grade levels. Beginning in fall of 2016, we will have personal 1:1 devices deployed at all secondary grade levels grades 6-12.

P.K. Yonge will maintain current allocations of iPads in 6-12 mathematics and science courses, as well as K-1 classrooms. Any additional iPads will be reallocated to other courses as needed to support specific learning goals and/or curricular programs.

Goal Addressed	Strategy	Measurement	Timeline
Goal 1	Deploy additional personal student devices in secondary grade levels	1:1 personal access	2015-16 and Fall 2016
Goal 1	Refresh instructional devices to support development of blended courses and increased content to support MTSS	Appropriate devices available for instructional support that are up-to-date and functional	Spring 2016
Goal 1	Increase availability of technical and professional development support for successful implementation of 1:1	2 additional faculty members with a focus on supporting instructional technology practices and back-end digital resource management	Fall 2015

Goal 2: Design and implement learning environments to meet the needs of twenty-first century students.

P.K. Yonge's Professional Development for Digital Learning plan is organized as a cyclical model--learning opportunities are immediately followed by explorations of how, when, and why technologies can be used in the learning environment. The learning experience is designed as a practitioner-led course, which provides the most authentic context for the learning and ensures the duration of engagement with technology is dramatically increased. The professional learning plan is aligned with the P.K. Yonge Digital Classrooms Plan and is now reaching phase four of the P.K. Yonge Waves of Innovation initiative.

Goal Addressed	Strategy	Measurement	Timeline
Goal 2	Include ISTE standards in curriculum planning	Evidence of ISTE Standards for Students being met through authentic learning projects in learning communities and classrooms K-12	2015-16 2016-17
Goal 2	Provide presentation stations with appropriate configurations of both furniture and equipment to create learning environments that best support technology integration	Annual physical and virtual classroom environment assessment (tool to be determined)	2015-16 2016-17
Goal 2	Redesign current face-to-face courses as blended courses to increase opportunities for collaboration, flexibility in time and space, and personalization of the learning environment for all students.	Annual evaluation of number, breadth, and depth of blended courses based on Waves of Innovation rubric. Phase 1 Inventory of devices available for instructional blended learning project support that are up-to-date and functional.	Ongoing
Goal 2	Continue to develop the blended instructional design of courses housed in the learning management system.	Annual evaluation of number, breadth, and depth of blended courses based on Waves of Innovation rubric Phase 1 Inventory of functional devices available for continued support of instructional blended learning project.	Ongoing
Goal 2	Increase technology integration in face-to-face classrooms through increased access to quality digital curriculum resources.	Annual Technology Integration Evaluation- P.K. Yonge DRS in partnership with UF COE	Spring 2016
Goal 2	Increase availability of technical and professional development support for successful implementation of 1:1	Additional faculty members with a focus on supporting instructional technology practices and back-end digital resource management, maintain access and functionality 24/7 to Moodle/Canvas LMS supporting blended courses.	Fall 2015

Goal 3: Increase the use of technology for assessment and data Integration

P.K. Yonge faculty and staff engage in data-driven decision-making in order to plan for and provide high quality instruction. As we continue to engage in best practices for data-driven decision-making, we are transitioning to a data management and integration platform that will provide data across multiple domains for a single student or groups of students in a secure and efficiently accessible interface. We will begin using the Florida Code Platform supported by the Skyward Student Data Management System in order to accomplish our goal related to accessing student data for instructional and program decisions.

Goal Addressed	Strategy	Measurement	Timeline
Goal 3	Implement a data management and integration platform to be used for instructional decision making among all K-12 educators	Florida Code Implementation	Spring 2016
Goal 3	Increase access to supplemental digital tools used for classroom assessments	# of Quia subscriptions active (Secondary Science teachers) # of assessments deployed through LMS # of assessments deployed through skyward	2015-16
Goal 3	Increase availability of technical and professional development support for successful implementation of 1:1	2 additional faculty members with a focus on supporting instructional technology practices and back-end digital resource management	Fall 2015

Goal 4: Increase the use of technology in supporting effective Multi-tiered Systems of Support (MTSS) focused on meeting the individual learning needs of all students.

Goal Addressed	Strategy	Measurement	Timeline
Goal 4	Adopt and implement tools to support students in executive functioning processes in academic settings K- 12, including post secondary planning	Implementation of digital system in school counseling utilized by 80% of all high school students and 60% of all middle school students.	Spring 2016
Goal 4	Increase the use of digital technologies to support tiered academic and behavioral interventions in K-12, including but not limited to goal setting, self-regulation, and self-efficacy.	20% of students accessing and utilizing digital support tools	2017-18
Goal 4	Increase the use of online resources and digital tools to reduce barriers associated with accessing and comprehending content in order to meet the needs of individual learners.	100% of ELA courses including reading courses in elementary will use digital resources to support students in accessing high quality content related to course materials and published texts	2016-17
Goal 4	Increase availability of technical and professional development support for successful implementation of 1:1	2 additional faculty members with a focus on supporting instructional technology practices and back-end digital resource management	Fall 2015

Goal 5: Increase the use of technology to support assessment, communication, and reporting of student outcomes aligned to Florida standards for college and career readiness.

Goal Addressed	Strategy	Measurement	Timeline
Goal 5	Implement the district-wide use of a single web-based assessment platform in order to support a balanced and integrated assessment system	Access @ 100% Utilization @ 50%Florida Code	Spring 2016
Goal 5	Design and implement a district-wide policy for web-based reporting and communication of	Standards-based reporting in Skyward K-12 100% of courses	2017-18

	standards-aligned reporting of student progress.		
Goal 5	Implement a district-wide system for monitoring post-secondary readiness and supporting students with the transition from K-12 to post-secondary educational environments.	100% of Class of 2017 will have access to a digital system supporting post-secondary transition	2016-17
Goal 5	Increase availability of technical and professional development support for successful implementation of 1:1	2 additional faculty members with a focus on supporting instructional technology practices and back-end digital resource management	Fall 2015

Goal 6: Provide ongoing professional learning and outreach to faculty, parents, and community stakeholders

Goal Addressed	Strategy	Measurement	Timeline
Goal 6	Design and implement a professional learning system to support peer mentoring and the development of communities of practice within the school	Attendance at "just in time" and formal training provided by Technology Integration Specialist in support of instructional technology integration into classroom learning activities.	Spring 2016
Goal 6	Provide professional learning to increase content knowledge and skill in twenty-first century pedagogy	Attendance at "just in time" and formal training provided by Technology Integration Specialist in support of instructional technology integration into classroom learning activities.	2015-16
Goal 6	Training and implementation for the use of Local Area Storage and VPN (virtual private network) access capabilities for access to documents for all staff.	Sign in sheets and documentation from trainings.	2016-17
Goal 6	Provide outreach services and opportunities to parents and other stakeholders to facilitate increased use of technologies in the home and community environments to support communication and extension of the learning environment beyond the school day.	Documentation of stakeholder training, 1:1 rollout and student issued inventory Present of online resources available to support home use of digital tools	2016-17
Goal 6	Increase availability of technical and professional development support for successful implementation of 1:1	2 additional faculty members with a focus on supporting instructional technology practices and back-end digital resource management	Fall 2015

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.

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 the number of 4th grade students demonstrating satisfactory performance on the 4th grade FSA ELA and Mathematics Assessments	NA	70%
III.A.4.	Increase the number of 4th grade students demonstrating satisfactory performance on the 5th grade FSA ELA and Mathematics Assessments	NA	70%
III.A.5.	Increase the number of 4th grade students demonstrating satisfactory performance on the 6th grade FSA ELA and Mathematics Assessments	NA	80%
III.A.6.	Increase the number of 4th grade students demonstrating satisfactory performance on the 7th grade FSA ELA and Mathematics Assessments	NA	90%
III.A.7.	Increase the number of 8th grade students demonstrating satisfactory performance on the Algebra 1 EOC	NA	80%
III.A.8	Increase the number of 10th grade students demonstrating satisfactory performance on the FSA ELA	84%	85%
III.A.9	Increase the number of 5th grade students demonstrating satisfactory performance on the FCAT Science Test	48%	65%
III.A.10	Increase the number of 8th grade students demonstrating satisfactory performance on the FCAT Science Test	74%	75%

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.2.	Refresh aging network hardware, i.e servers, storage devices	Jan 2016	$25,000	P.K. Yonge UF Lab School	II.B10 IIB11 II.B12
III.B.3.	OPS Support for infrastructure development	August 2015	$16,000	P.K. Yonge UF Lab School	II.B10 IIB11 II.B12

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 student devices and cases as needed to complete 1:1 initiative.	General Fund
Refresh classroom technology tools to support blended learning environments	General Fund

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.	Third-Party Evaluation NEFEC consortium supported	Satisfactory access and utilization for faculty, students, and parents
III.B.2.	Annual PK Yonge Technology Integration Evaluation	See TIM reported in DCP

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 ongoing 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.	Technology Integration Specialist - Elementary	August 2015	67, 878.00	P.K. Yonge UF Lab School	II.C.1 II.C.2 II.C.3 II.C.4
III.C.2.	Technology Integration Specialist- Secondary	August 2015	56,187.90	P.K. Yonge UF Lab School	II.C.1 II.C.2 II.C.3 II.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**
Implementation of new LMS (Canvas)	General Fund
Continued Professional Learning provided	General Fund and Endowments

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.	Annual PK Yonge Technology Integration Evaluation	Entry: 19% Adoption: 47% Adaption: 14% Infusion: 10% Transform: 10%
III.C.2.	Quarterly professional learning surveys administered to faculty	50% response rate on survey Evaluation of responses quarterly to address and provide professional learning needs K-12

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: N/A

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	Refresh instructional devices to support blended learning environment	Jan 2016	$102,492.10	P.K. Yonge UF Lab School	II.C.1 II.C.2 II.C.3 II.C.4

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

Brief description of other activities	**Other funding source**

Evaluation and Success Criteria for D) Digital Tools: N/A
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. Refresh instructional devices to support blended learning environment	Annual P.K. Yonge Technology Integration Evaluation	Outcomes measured through TIM Matrix

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: N/A

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

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

Brief description of other activities	Other funding source

Evaluation and Success Criteria for E) Online Assessments: N/A

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