WASHINGTON COUNTY SCHOOL DISTRICT

DIGITAL CLASSROOM PLAN

Innovation in Education

09/14/2015

Revision 1 Date: 10/8/2015

Washington County School District continues to push forward to provide the technology needed by the students of their district. Their proactive approach has placed them in the forefront of infrastructure technology compared to surrounding districts, but they need continued support and funding to continue their mission

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TABLE OF CONTENTS

WASHINGTON COUNTY SCHOOL DISTRICT
DIGITAL CLASSROOM PLAN

The intent of the Washington County School District Digital Classroom Plan (DCP) is to provide a perspective on what the district considers being vital and critically important in relation to digital learning implementation, the improvement of student performance outcomes, and how this progress will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by s.1011.62(12)(b), F.S.

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

I.1 District Team Profile

Title/Role	Name:	Email/Phone:
Information Technology District Contact	Sandra Coppedge	Sandra.coppedge@wcsdschools.com
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Director of Assessment	Elizabeth Arnold	Elizabeth.arnold@wcsdschools.com

I.2 Planning Process

The technology update plan committee developed guidelines for the development, implementation, monitoring and evaluation of the Washington County School District 2014-2019 Technology Plan. The committee also assisted in the implementation of the activities described in the objectives. The plan consists of a comprehensive program that effectively uses technology to help students meet or exceed the state academic content standards in all content areas.

Each school in the district has a school advisory council that assists in planning, monitoring, and evaluating each schools school improvement plan for the school year. Parental input is crucial and very important in promoting student academic achievement within the district. Both elementary schools in the district also rely on their Parent/Teacher Organization for that parent input for the school improvement.

The District's Governing Board supports the educational technology goals that provide guidance in addressing the district's technology needs. The plan also provides a clear focus to enhance the district's curricular program and improve school community technology skills needed to effectively implement the use of technology in the classroom, computer labs, and/or library media centers. Technology curricular goals are included in each school site's plan for student achievement.

Washington County School District is committed to reaching all learners, regardless of their abilities. Students with disabilities require accommodations and modifications, and our staff

is devoted to utilizing flexible ways to present information such as digital books, text-to-speech applications, and specialized software. They also provide students with various ways to express themselves in order to increase active engagement in different settings and situations. In addition, assistive technology devices are available for students with disabilities to participate, communicate, and learn more effectively in the classroom. An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The district employs a variety of assistive technology devices to augment, supplement and compliment the educational process for students with special needs. Child Study Teams and IEP Teams will identify assistive technology needs on a case-by-case basis, and teachers have access to a laptop or desktop computer in the classroom, which in many cases is connected to an interactive board. All computers have the ability to activate the "Accessibility Options" built in to the Microsoft operating system. On the higher-grade levels, students have access to a collaborative global community of learners, using tools such as online learning, podcasts, wikis, social networking, etc. Some of the most common hardware assistive technologies that you will find in the classroom include: Ipads, Touch screen displays, FM Systems, etc.

Washington County's Federal programs play an integral part in supporting the needs and learning of all students within the district. The programs have been able to provide some of the technological needs of the schools, but it has not been sufficient enough to meet the requirements set by the state.

I.3 Technology Integration Matrix (TIM)

The district began the process of using the Technology Integration Matrix (TIM) by purchasing the survey portion of the TIMs. The district was in need of baseline data based on knowledge, skills, integration, comfort, perceptions, access & support, and preparation for the use of technology in the classroom. All instructional staff members were enrolled in the survey process with a lengthy time for completion. The data was collated and used to develop and implement meaningful professional development activities to support the instructional staff.

During this process, instructional staff was given the opportunity to enroll and complete a beginning Intel Course. The district will continue to use the collated data to provide professional development activities for the instructional staff with the implementation and usage of technology as a tool in the classroom.

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

Student achievement data is essential to successful problem solving. The frequency of data collection and the kind of data collected will vary according to the type of problem, the severity of the problem and the tools available. There are four major categories of student achievement data that will be collected and reviewed:

- school-wide data that indicates the progress of students in similar interventions;

- baseline data that compares the targeted student's current level of functioning to performance standards and/or the performance of his peers;
- progress monitoring data that tells us the targeted student's rate of learning;
- diagnostic information that will provide information about specific skill acquisition and serve to answer the "why" question in relation to the targeted student's difficulty.

Teams are coordinated by the Guidance Counselor. Teams include the administration, teachers of the team, the Speech Language Therapist an ESE teacher, additional professionals as needed, and the parent. Parents are invited to attend meetings. Documentation of the meeting is shared with the parent when the parent is unable to attend. In addition, the teacher shares more frequent updates with the parents.

The team will the review student information (progress monitoring, cumulative file, developmental history, attendance history, behavior history) and use it to plan an individually-designed intervention, or to review progress monitoring from individually-designed intervention to determine if referral is appropriate. Data is monitored on a daily basis by student's teacher and recorded on intervention documentation worksheet.

Progress monitoring meetings are conducted every 4-6 weeks per grade level

The team reviews progress monitoring for all students in interventions and make decisions about whether to proceed with, discontinue, or change an intervention.

If student does not respond to interventions, the team will refer for a special education evaluation.

I.5 District Policy

Type of Policy	**Brief Summary of Policy (limit character)**	**Web Address (optional)**	**Date of Adoption**
Student data safety, security, and privacy	Student data safety, security and privacy is addressed in the District Technology Plan and the Telecommunication use policy.	www.wcsdschools.com	2012
District teacher evaluation components relating to technology (if applicable)	The District uses the Danielson Model which identifies four (4) domain for teaching for evaluation purposes.	N/A	2014
BYOD (Bring Your Own Device) Policy	Students have the right to BYOD.	www.wcsdschools.com	2012

	Procedures, guidelines and acceptance signature of the policy are placed for the BYOD		
Policy for refresh of devices (student and teachers)	The district technology plan addresses the refreshing of devices every five (5) years.	N/A	2016
Acceptable/Responsible Use policy (student, teachers, admin)	The policy establishes the use of the District's electronic system. Stakeholders must support and be consistent with District objectives.	www.wcsdschools.com	2012
Master Inservice Plan (MIP) technology components	The plan serves as the foundation upon which each member and participating district builds their professional development system to enable staff to reach their full potential and maximize their effectiveness as teachers, leaders and facilitators of learning.	www.paec.org	2012
Other/Open Response			

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis

One of the primary reasons for developing a technology plan is to find ways to effectively integrate technology into the curriculum. We believe that technology should promote higher-level learning, problem solving, critical thinking skills, and collaboration across all curricular areas. As a parallel development, Washington County School District is continuing to refine the use of the Online Assessment Reporting System and reports available through the District Website as an online repositories of classroom and district assessments.

We will continue to raise the level of technology integration in the learning experience for all students. Teachers must become more comfortable using technology to support student learning in the classroom. We want to see a measurable impact of technology on student

achievement.

Students should become a better well-rounded learner because of their interaction with classroom technology. Teachers should be using technology tools to assist them in making good instructional decisions for their students. The evaluation that we did as part of our technology planning effort has assisted us in identifying several areas of focus. The district technology plan will address how the district's technology effort will continue to support the curricular needs of students over the next five years – encompassing the 2014-2015 school year through the 2018-2019 school year.

Planning for high performance learning begins by focusing on student learning. The Florida Standards and NGSSS curriculum standards need to be aligned with student technology standards. As we continue the process of using standards-based instruction and aligning technology standards, the district will be better prepared to plan for staff development and infrastructure management.

Our curriculum goals are divided into four areas:

- Integrate technology tools/equipment to support student learning and to aid teachers in the delivery of all subject areas.
- Use assessment data to guide student learning activities and lesson plan development for all classrooms.
- Identify appropriate software and courseware to support the instructional program of the entire district.
- Continue to increase student achievement in all subject areas.

Washington County School District teachers use data on student academic performance to inform instructional decisions in their classrooms. For currently, teachers are using Focus and Performance Matters to track data in their classrooms, in addition to generating reports and monitoring student achievement. The district collects performance data on students continuously over the course of the school year. Many teachers also use the Performance Matters test item banks to generate classroom developed assessments to further monitor students' progress.

All schools have access to the following software: Focus, Performance Matters, Discovery Education Assessment, Single Sign-on (PMRN, IBTP, Cpalms), and Teachscape. In addition to the program titles listed, every school has a myriad of digital resources that are part of the instructional materials adoptions that have taken place over the past several years. These resources include: Microsoft, Textbook resources, School in Sites, etc.

A. Student Performance Outcomes (Required)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.A.1.	ELA Student Achievement	TBD from School year 2014-15	TBD 2016	
II.A.2.	Math Student Achievement	TBD from School Year 2014-15	TBD 2016	
II.A.3.	Science Student Achievement-5th and 8th Grade	46%	90%	2017
II.A.4	Science Student Achievement-Biology	58%	90%	2017
II.A.5.	ELA Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
B. Student Performance Outcomes (Required)		**Baseline**	**Target**	**Date for Target to be Achieved (year)**
II.A.9.	Overall, 4-year Graduation Rate	66.2%	90%	2017
II.A.10.	Acceleration Success Rate	168 pts.	200 pts	2017
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

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	8	2	1	2019	7
II.B.2.	Count of student instructional desktop computers meeting	224	224	200	2017	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting	193	393	3000	2019	2607
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	0	N/A	N/A
II.B.5.	Count of student large screen tablets meeting specifications	0	0	0	N/A	N/A
II.B.6.	Percent of schools meeting recommended bandwidth standard	0	50%	100%	2019	50%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	0	75%	100%	2019	25%
II.B.8.	District completion and submission of security assessment*	N/A	N/A	N/A	N/A	N/A
II.B.9.	District support of browsers in the last two versions	N/A	Y	Y	School year 2014	Y
B. Infrastructure Needs Analysis (District Provided)		**Baseline**		**Target**	**Date for Target to be Achieved *(year)***	
II.B.10. (D)						
II.B.11. (D)						
II.B.12. (D)						

Skilled Workforce and Economic Development
Professional Development

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: 34% Adoption: % Adaption: % Infusion: % Transform: %	Entry: 100% Adoption: 100% Adaption: 100% Infusion: 100% Transform:100 %	2019
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 34% Adoption: % Adaption: % Infusion: % Transform: %	Entry: 100% Adoption: 100% Adaption: 100% Infusion: 100% Transform:100 %	2019
C. Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.C.3. (D)				
II.C.4. (D)				

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

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**	**100% of student access**	
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	30	10	75	2019
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100	10	75	2019

II.D.3. (S)	A system that supports student access to online assessments and personal results.	100	25	75	2019
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.	N/A	N/A	75	2019
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100	100	100	2014
D. Digital Tools Needs Analysis (District Provided)		**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	85	100	2019
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100	85	100	2019
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	5	1	100	2019
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100	100	100	2019

II.D.5. (T)	A system that includes comprehensive student information that is used to inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress.	100	40	100	2019
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	100	40	100	2019
II.D.7. (T)	A system that houses documents, videos and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	0	0	100	2019
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	15	100	2019

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	50	100	2019

E. 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	50	100	2019

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)	30	60	2019
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	30	60	2019
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	30	60	2019

II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	30	60	2019
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	15	75	2019
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students instructional materials [ss. 1006.283(2)(b)11, F.S.]	100	50	2019
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

E. Online Assessments Needs Analysis (Required)		**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved *(year)***
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	1920	3000	2019
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	43%	100%	2019
E. Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
II.E.3. (D)				
II.E.4. (D)				
II.E.5. (D)				

STEP 2 – Goal Setting

The district and site strategic and master plans call for addressing the needs of all stakeholders to provide an efficient, safe, and effective education for the success of our students.

Goals:

- Seamless Articulation and Maximum Access: Equip and assist students with the academic skills and content knowledge needed to succeed in postsecondary education and careers-without the need for remediation.
- Student Academic Achievement: Create an environment where instructional and non-instructional staff know the needs, interests, and aspirations of each student well; closely monitor each student's progress; and provide the support each student needs to succeed.
- Technology Infrastructure: Educators and students will attain the skills and knowledge necessary to effectively use educational technology to create more rigorous learning environments to assist student's academic achievement.
- Technology Infrastructure: Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings and will use district technology in a safe, responsible and ethical manner.
- Quality Efficient Services: The district will provide access to technology for all stakeholders' usage in an effective and safe manner.

STEP 3 – Strategy Setting

District's curricular goals that are supported by the technology plan

We know that simply adding technology to a learning environment does not ensure that it will be integrated effectively. We believe that the use of technology in the curriculum should support higher-level learning, problem solving and critical thinking skills and directly support the student's mastery of Florida Standards and NGSS standards across all content areas. Washington County School District uses FOCUS as a data management/reporting system for the classroom, the reporting functions of other software programs used in the district, and the district's data base, where teachers and principals can access and generate additional reports.

We will continue to raise the level of technology integration in the student learning experience for all students. Using educational technology tools will become a regular part of how students and teachers work on core curriculum learning. We want to see a measurable impact of technology on student achievement. Students should become better readers, writers and mathematicians because of their interaction with classroom technology. Teachers will use technology tools to assist them in making targeted instructional decisions for their students. The evaluation that we did as part of our technology planning effort has assisted us in identifying several areas of focus that will serve as the cornerstone of the technology plan for the district.

This plan will address how the district's technology effort will continue to support the

curricular needs of students over the next five years – encompassing the 2014-2015 school year through the 2018-2019 school years.

Planning for high performance learning begins by focusing on student learning. Florida Standards must be aligned with student technology standards. The Washington County School District Technology Plan supports the district's curriculum goals.

District strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Highest Student Achievement	• Promote a higher standard of learning with the use of technology	• Integrating technology into the classrooms.	2014 and ongoing
Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings.	• Purchase technology for staff and students • Continuous support for educational technology in the learning environment	• Purchasing of hardware • District directed support	~~13% of purchase in 2014-15~~
Building an effective infrastructure for the LEA.	• Create an infrastructure that supports the needs of digital learning and online assessments.	• Bandwidth amount • Wireless access for all classrooms. • Number of 1:1 devices in K-12	2014-2019
Seamless Articulation and Maximum Access	• Create instructions based on Florida Standards • Incorporate postsecondary ready courses •	• Increase in State Assessment scores • Increase in number of students enrolling in a postsecondary institution	Ongoing

Part III. DIGITAL CLASSROOMS PLAN-ALLOCATION PROPOSAL

A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP allocation. These outcomes can be specific to an individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP allocation for the 2015-16 school year.

Student Performance Outcomes		Baseline	Target
III.A.1.	Districts will determine specific student performance outcomes based on district needs	55%	90%
III.A.2.	Increase percent of all students in grades 3-11 reading performing at all LEA schools.	56%	90%
III.A.3.	Increase graduation rates at Chipley High School and Vernon High School.	71%	90%
III.A.4.	Implement Subject Area Exams in all none state assessed courses.	0	100%
III.A.5.	Build a Technology Framework for staff and student usage within the LEA.	0	100%

B) Digital Learning and Technology Infrastructure

Implementation Plan for B) Digital Learning and Technology Infrastructure:

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II A)
III.B.1.	Purchase and implement 324 new student laptop devices	May, 2016	$191,197.70	Thirteen (13) classes at Chipley and Vernon High School	II.B.3.

III.B.2.	Purchase and implement 15 new teacher laptop devices.	May 2016	$8,802.30	Remaining teachers in all LEA schools who did not receive a new computer during the beginning of the school year	II.C.2.
III.B.3.	Purchase and implement 56 student laptop devices.	May 2016	$49,773.00	Two classes at Chipley and Vernon High School	II.B.3.
III.B.4.					

Evaluation and Success Criteria for B) Digital Learning and Technology Infrastructure:

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	The LEA will evaluate the number of student to computer device ratio through the physical inventory process for each year.	.The LEA will: • Be able to identify the need for increasing the number of student computers.
III.B.2.	The LEA will evaluate the percent of schools meeting recommended bandwidth standard by industry standards.	The LEA will: • Continue to provide and increase the amount of bandwidth needed for the LEA.
III.B.3.	The LEA will evaluate and monitor the percent of wireless classrooms.	The LEA will: • Continuously work to provide wireless access to every facility.
III.B.4.	The District will use the technology readiness survey as its third-party review of inventory and infrastructure.	The LEA will: • Identify the continuous need of the District for a sound infrastructure.

C) Professional Development

Implementation Plan for C) Professional Development:

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	Implementation of digital instruction and content development	2015-16	$14,000.00	Washington	II.C.1.
III.C.2.	Completion of Master Inservice Plan (MIP) components supporting digital learning.	2018-19	$14,000.00	Washington	II.C.1.
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**
The LEA will use the funds from Title I and II Grants to provide professional development activities.	Title I, Part A: Improving the Academic Achievement of the Disadvantaged Title II: Teacher & Principal Training

Evaluation and Success Criteria for C) Professional Development:

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	The LEA will conduct monitoring and evaluations on a monthly basis for professional development activities in reference to technology and use of technology in the classroom through the Panhandle Area Educational Consortium (PAEC).	The LEA will: • Be able to evaluate Professional Development activities every month. • See completers, non-completers, or staff that hasn't started the process.
C.2.		
C.3.		
C.4.		

D) Digital Tools

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.	Microsoft District License to support standardization of licensing (annually).	May, 2016	$22,000.00	District	II.D.2
III.D.2.					
III.D.3.					
III.D.4.					

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

Brief description of other activities	**Other funding source**
The LEA will not be using the DCP Allocation funding during this phase of the project. The LEA will continue to implement digital tools within the classrooms as necessary.	Title I, Part A Local Funds

Evaluation and Success Criteria for D) Digital Tools:

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	The monitoring and evaluation for Digital Tools will be conducted every month to make an assessment of the continuous needs of the LEA.	The LEA will: • Have a needs list of digital tools. • Design a plan for purchasing and implementing digital tools.
III.D.2.	The LEA will use Florida Innovates Technology Resources Inventory on a yearly basis to evaluation the status of Digital Learning and Technology Infrastructure.	The LEA will: • Know the status of technology equipment. • Know the status of the infrastructure
III.D.3.		
III.D.4.		

E) Online Assessments

Implementation Plan for E) Online Assessments:

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap adddressed from Sect. II
III.E.1.	Continuous implementation of Performance Matters for Subject Area Exams.	2018-19	0	Every school within the LEA.	II.D.3. (T)
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
This is addressed in Section B: Digital Learning and Technology Infrastructure. Existing updated equipment will also be used to assist with online assessments in grades 3-11 with scheduling.	RTTT Digital Classroom Funds Title I, Part A Title II

Evaluation and Success Criteria for E) Online Assessments:

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.E.1.	The LEA will use the Computer Based Testing Certification Tool for monitoring and evaluating the success of the plan for online assessment. Monitoring will be conducted at least once a year.	The LEA will: • Complete the Computer Based Testing Certification Tool. • Be able to continuously monitor online assessments needs. • Move from partial implementation to full implementation in grade levels for readiness.

III.E.2.	The LEA will use the Infrastructure Readiness Guide to prepare for online assessments.	The LEA will: • Be able to monitor the LEA's infrastructure for online assessments. • Be able to monitor the LEA's infrastructure for Digital Learning.
III.E.3.	The LEA will monitor on a monthly basis the access and use of Performance Matters.	The LEA is: • Actively using Performance Matters to provide online assessments.
III.E.4.		