DIGITAL CLASSROOM PLAN
BREVARD PUBLIC SCHOOLS

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

1.1 District Mission and Vision statements

Vision: With excellence as the standard, we prepare our students to be creative, active, knowledgeable, and ethical participants in a globally connected society.

Mission: To provide all learners—inclusive of low-income and minority students, English language learners, students with disabilities, gifted and talented students, early childhood learners, and adult learners—with engaging and empowering digital learning tools and experiences.

Brevard Public Schools (BPS) recognizes that technology skills are vital and critically important to our students' collective K-12 experience and beyond. Accordingly, our aim is to introduce and develop digital-age skills as part of a guaranteed and viable curriculum for all students. Instructional leaders within our organization feel justified in elevating technology skills to the level of "power standards" based on the criteria established by Dr. Doug Reeves and Dr. Larry Ainsworth in their seminal work focused on helping schools determine the most essential standards to teach. Technology skills endure over time, they can be leveraged across many different academic disciplines and subject areas, and they help prepare students for future success.

To improve the performance of all students, BPS intends to take advantage of the synergy that exists between the Florida Standards and contemporary digital tools. Explicit mentions of technology occur within the context of Florida's English Language Arts Standards, particularly in the strands concerned with writing, speaking and listening. Given the reciprocity of reading and writing skills, the attention being paid to writing in response to text, and the propensity for reading and writing skills to influence all other academic areas, our plan places a priority on developing those critically important skills with tools available in our digital classrooms.

1.2 District Profile

Brevard County, located on the east coast of Florida, is halfway between Jacksonville and Miami. It is 73 miles long, 26 miles at the widest point. The county has a total area of 1,556.95 square miles, of which 1,015.66 square miles or 65.40% is land and 538.76 square miles or 34.60% is water, primarily the Atlantic Ocean, St. Johns River, and the Banana and Indian River Lagoon Intracoastal Waterways. The county is nearly equal to the landmass of the state of Rhode Island.

Guided by its strategic plan vision, Brevard Public Schools (BPS) strives to serve every student with excellence as the standard. BPS serves more than 70,000 students making it the 10th largest of 67 school districts in Florida and the 48th largest district in the United States. As the single largest employer in Brevard County, the District employs more than 9,000 people, including more than 5,000 instructional personnel working in district and school facilities across 17 county municipalities. The District has 55 elementary schools, 11 middle schools, 5 combination schools, 11 high schools, 17 special centers, and 9 charter schools. Students enrolled in these schools are from a variety of ethnic backgrounds: 65.22 percent White, 15 percent Black/African American, 10.15 percent Hispanic or Latino, 7 percent two or more races, 2.44 percent Asian, and .31 percent American Indian and Alaskan, 13 percent Native Hawaiian. There are over 8,800 students enrolled in private schools and another 3,753 reported in home school education programs. Brevard County is home to the John F. Kennedy Space Center and is often referred to as the Space Coast.

According to the 2012 United States Bureau of the Census Quick Facts, Brevard County has a total population of 543,376 with an estimated 26,809 children under age 5 (4.9 percent) and 94,323 children ages 5-19 (17.34 percent) living in isolated pockets of poverty throughout Brevard County. Since 2001, the percent of students qualifying for free or reduced price lunch (FRPL) under the Richard B. Russell National School Lunch Act increased from 29 percent to over 47 percent in 2013; over 17 percent of the increase occurred in the last five years. According to Brevard's Director of Food and Nutrition Services this drastic increase in FRPL percentage reflects current economic conditions from events associated with phasing out and ending of the Space Shuttle Program in 2011. In addition to hardships caused by closing of the NASA shuttle program, the current economic slowdown created an even greater loss of jobs in the service industry, adding to the economic crisis faced by Brevard families.

1.3 District Team Profile

Title/Role	Name:	Email/Phone:
Information Technology District Contact	Gino Butto Assistant Superintendent, Educational Technology	Butto.Gino@brevardschools.org (321)633-1000 x700
Curriculum District Contact	Cyndi Van Meter Associate Superintendent, Curriculum & Instruction	VanMeter.Cyndi@brevardschools.org (321)633-1000 x300
Instructional District Contact	Cyndi Van Meter Associate Superintendent, Curriculum & Instruction	VanMeter.Cyndi@brevardschools.org (321)633-1000 x300
Finance District Contact	Judy Preston Associate Superintendent, Finance	Preston.Judy@brevardschools.org (321)633-1000 x600
District Leadership Contact	Matt Frey Manager, Educational Technology	Frey.Matthew@brevardschools.org (321)633-1000 x730

1.3 Planning Process

In addition to the core district team, a representative group of district stakeholders (teachers, media specialists, technology associates and building-level administrators) contributed significantly to this plan. Together, we analyzed data, reviewed contemporary literature and reflected on our personal experiences as well as the experiences of the peer groups each of us represented. The resulting objectives are not only consistent with the inclinations of a diverse and thoughtful committee, but are also aligned with Brevard's overarching Strategic Plan (2013-2018), the State Educational Technology Directors Association (SETDA) recommendations, the Florida Standards Initiative, the International Society for Technology in Education (ISTE) Standards, and the National Educational Technology Plan.

Data collected from three different instruments did much to inform our planning effort. The Speak Up National Research Project provides participating schools, districts and nonprofit organizations with a suite of online surveys and reports to collect authentic feedback from students, educators and parents. The Florida Innovates Technology Resource Inventory solicits responses from K-12 principals and technology coordinators about how technology is used in schools and includes questions about technology planning, infrastructure, and available equipment. The BPS Strategic Plan, which embodies our idea of the future, our values and mission, and our commitment to accountability, articulates Brevard's pursuit of excellence in education by focusing on each student achieving academic success. The Strategic Plan outlines a five-year vision to support students from kindergarten through twelfth grade. Progress is measured by tracking various outcome indicators.

Annually, for the past seven years, Brevard has encouraged students, parents, teachers, and administrators to participate in the National Speak Up Research Project. Our local stakeholder groups combine to contribute approximately 9,000 survey responses per year. BPS analyzes this feedback and incorporates the results into various planning efforts. A number of significant response patterns have emerged:

- **BPS Teachers** selected "not enough computers for students to use at school" as the number one technology-related obstacle they face.

- When asked which tools or strategies they think hold the greatest potential for increasing student achievement, **BPS Teachers** selected "computer for every student to use at school" as the top answer among 28 options.

- **BPS Parents** indicate their top two technology concerns of are "not enough computers for students to use" and "technology use is very teacher-dependent with a lot of variance between classes".

- **BPS Elementary Students** report that "computers are not available or easy to get to" when asked what keeps them from using technology in school.

- **BPS Middle School Students** overwhelmingly say they "cannot use their own mobile devices at school."

Data from the 2013-2014 Florida Innovates Technology Resources Survey reveals that Brevard has more than one computer for every three enrolled students. However, very few of these computers, proportionally, are available for students to use in the context of the core classroom curriculum. In fact, the district's ratio of mobile computers has decreased in each of the last three years. At present, less than 1.4 computers out of every ten meet the standard of a modern mobile computer.

Insufficient access to computers in classrooms is arguably the greatest limiting factor as it relates to the BPS Strategic Plan Outcome Indicators associated with students' acquisition of 21st Century Skills. Indicator 1.4.4, for example, calls for 90% of students in grades 3-12 to use technology tools regularly in ELA, Math, Science, and Social Studies courses. During the 2012-2013 school year, less than 40% of Brevard's elementary and secondary students report using technology regularly in any course except science. This is especially disconcerting given the requirements of the new standards for writing, speaking and listening—standards that require students to "use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others."

1.5 Multi-Tiered System of Supports (MTSS)

Contextualized by the Digital Classroom Plan Framework, district leadership met to engage in the Four Step MTSS Problem Solving Process. Focusing first on Problem Identification, the team analyzed student achievement data, quantifiable technology infrastructure information, and qualitative technology integration evidence. Our resulting needs analysis profile was used to establish various tenets within Brevard's emerging Digital Classroom Plan. English Language Arts, and particularly writing, kept bubbling to the top of our data-infused discussions as an area of academic concern. Subsequently, the team considered possible barriers that may be contributing to our declining writing scores. Action steps were established to mitigate those barriers in order to maximize student achievement.

A progress monitoring plan is in place designed to keep track of various implementation efforts, including targeted infrastructure and student device upgrades. Additionally, the district leadership team intends to leverage a data analytics and assessment platform to examine student achievement progress throughout the year. To build organizational capacity in the area of data-based problem solving, especially as it relates and can be applied to Digital Classroom Plans, Brevard's MTSS Trainers and the Technology Integration Team will work collaboratively with schools to ensure that the Four Step Problem Solving Process is the cornerstone of campus-based technology plans. In-process measures and outcome indicators will be reviewed at least quarterly; action steps will be adjusted as warranted by the outcomes.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

Need Analysis:

- **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.

Student Performance Outcomes (Required)		**Baseline** FCAT % Proficient	**Target** FSA % Proficient	**Date Target to be Achieved**
1.	ELA Student Achievement*	66%	70%	2016
2.	Math Student Achievement*	66%	70%	2016
3.	Science Student Achievement*	66%	70%	2016
4.	ELA Learning Gains*	70%	74%	2016
5.	Math Learning Gains*	70%	74%	2016
6.	ELA Learning Gains of the Low 25%*	66%	70%	2016
7.	Math Learning Gains of the Low 25%*	62%	65%	2016

8.	Overall, 4-year Graduation Rate	87%	90%	2016
9.	Acceleration Success Rate**	97%	98%	2016

*Based on 2014 District Grade **Average of Acceleration Points Earned by BPS High Schools

Student Performance Outcomes (District Provided)		Baseline March 2014			Target	Date for Target to be Achieved (year)
1.	1st BELAA (Brevard English Language Arts Assessment) Overall Reading and Writing	A 58%	B 73%	C 69%	79%	March 2015
2.	2nd BELAA (Brevard English Language Arts Assessment) Overall Reading and Writing	A 31%	B 51%	C 47%	57%	March 2015
3.	3rd BELAA (Brevard English Language Arts Assessment) Overall Reading and Writing	A 26%	B 54%	C 51%	61%	March 2015
4.	4th BELAA (Brevard English Language Arts Assessment) Overall Reading and Writing	A 22%	B 35%	C 48%	58%	March 2015
5.	5th BELAA (Brevard English Language Arts Assessment) Overall Reading and Writing	A 25%	B 55%	C 49%	59%	March 2015
6.	6th BELAA (Brevard English Language Arts Assessment) Overall Reading and Writing	A 29%	B 47%	C 55%	65%	March 2015

- **Quality Efficient Services**

Technology Infrastructure:
Districts shall create a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software.

Infrastructure Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
1.	Student to Computer Device Ratio	2.88:1	2:1	2017
2.	Count of student instructional desktop computers meeting specifications	21,264	21,300	2016
3.	Count of student instructional mobile computers (laptops) meeting specifications	3,386	14,200	2017
4.	Count of student web-thin client computers meeting specifications	N/A	N/A	N/A
5.	Count of student large screen tablets	1,383	N/A	N/A

	meeting specifications			
6.	Percent of schools meeting recommended bandwidth standard	84%	100%	2017
7.	Percent of wireless classrooms (802.11n or higher)	58%	100%	2017

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 Needs Analysis (Required)		**Baseline***		**Target**		**Date for Target to be Achieved *(year)***
1.	Average Teacher technology integration via the TIM	Tra	5%	Tra	10%	2018
		Inf	5%	Inf	10%	
		Ada	15%	Ada	30%	
		Ado	30%	Ado	30%	
		Ent	45%	Ent	20%	
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Tra	5%	Tra	10%	2018
		Inf	5%	Inf	10%	
		Ada	15%	Ada	30%	
		Ado	30%	Ado	30%	
		Ent	45%	Ent	20%	
3.	Average Teacher technology integration via the TIM (Middle Schools)	Tra	5%	Tra	10%	2018
		Inf	5%	Inf	10%	
		Ada	15%	Ada	30%	
		Ado	30%	Ado	30%	
		Ent	45%	Ent	20%	
4.	Average Teacher technology integration via the TIM (High Schools)	Tra	5%	Tra	10%	2018
		Inf	5%	Inf	10%	
		Ada	15%	Ada	30%	
		Ado	30%	Ado	30%	
		Ent	45%	Ent	20%	
5.	Average Teacher technology integration via the TIM (Combination Schools)	Tra	5%	Tra	10%	2018
		Inf	5%	Inf	10%	
		Ada	15%	Ada	30%	
		Ado	30%	Ado	30%	
		Ent	45%	Ent	20%	

*From the Technology Integration Matrix: Transformation, Infusion, Adaption, Adoption and Entry

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.

Digital Tools Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
1.	Implementation status of a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Partially Implemented	Fully Implemented	2017
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Partially Implemented	Fully Implemented	2017
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially Implemented	Fully Implemented	2017
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Partially Implemented	Fully Implemented	2017
5.	Implementation status of 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.	Partially Implemented	Fully Implemented	2017
6.	Implementation status of 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.	Partially Implemented	Fully Implemented	2017
7.	Implementation status of 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.	Partially Implemented	Fully Implemented	2017
8.	Implementation status of 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.	Partially Implemented	Fully Implemented	2017
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Partially Implemented	Fully Implemented	2017

- **Quality Efficient Services**

  Online Assessment Readiness:
  Districts shall work to reduce the amount 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.

Online Assessments Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	100%	2015
2.	Computers/devices required for assessments (based on schedule constraints)	23,928	35,892	2016

District Goals

- Highest Student Achievement: All students will meet or exceed expected growth as determined by appropriate measures including, but not limited to, Florida Standards Assessments.
- Seamless Articulation and Maximum Access: All students will have access to digital learning tools as part of a guaranteed and viable curriculum.
- Skilled Workforce and Economic Development: All teachers will have opportunities to develop skills for implementing digital learning into the curriculum.
- Quality Efficient Services: BPS will create a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software.

STEP 3 – Strategy Setting:

Goal Addressed	**Strategy**	**Measurement Instrument(s)**	**Timeline**
Highest Student Achievement	Systemically adopt and implement the precepts of Florida's Technology Integration Matrix (TIM)	• Technology Integration Matrix Observation Tool (TIM-O)	FY2015 Ongoing
Highest Student Achievement	Increase opportunities for students to use computers to build writing skills	• Strategic Plan Outcome Indicator Report • School-designed instruments may include logs, utilization reports, student work products, lesson/unit plans, etc.	FY2015 Ongoing
Seamless Articulation	Expand capabilities of an	• LMS Utilization Reports	FY2015

and Maximum Access	integrated digital tool system		Ongoing
Skilled Workforce and Economic Development	Expand and develop training opportunities to assist with the integration of technology into classroom teaching	• High Quality Master In-service Plan Components • PD Records Management System • "Expert Conversations" Project Plan/Scope of Work Documents (from PD for Digital Learning Initiative)	FY2015 Ongoing
Quality Efficient Services	Create an infrastructure that supports the needs of digital learning and online assessments	• Computer Based Testing Certification Tool • FLDOE Technology Resources Inventory	FY2015 Ongoing

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

As outlined in s. 1011.62(12)(c), Brevard intends to exercise the option that allows us to provide funds to schools within our district through a competitive process. This deliberate approach is aimed at developing Model Digital Learning Campuses that will serve as exemplars for other schools in subsequent years. Selecting the first cohort of schools will be achieved through an application process that weighs cultural readiness (in the context of digital teaching and learning), technological readiness, pedagogical readiness, and the applicants' ability to articulate a comprehensive plan that is steeped in MTSS problem-solving methodologies.

A) Student Performance Outcomes

Student Performance Outcomes		Baseline	Target
A.1	Increase percentage of students achieving proficiency levels reading and writing on the FSA for grades 3-12	70%	73%
A.2	Strategic Plan Outcome Indicator 1.4.4: BPS students in grades 4-6 will use technology regularly in ELA courses	38%	51%
A.3	Strategic Plan Outcome Indicator 1.4.4: BPS students in grades 7-12 will use technology regularly in ELA courses	32%	51%

B) Digital Learning and Technology Infrastructure

The wireless infrastructure at each of Brevard's high schools was recently upgraded to a level capable of supporting a variety of 1:1, mobile cart and Bring Your Own Technology (BYOT) initiatives. Most middle schools have received similar enhancements, but our elementary schools (PK-6) are collectively lagging behind the recommended standards. While our elementary campuses have been provided with the requisite 10 GB switched network backbone, they have not received the corresponding Wireless Access Points (WAPs). Accordingly, our competitively awarded DCP distributions will be differentiated based on the elementary schools' collective and specific need for additional WAPs. Schools at every grade configuration, however, have a need for additional student devices and storage/charging capabilities.

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	Deploy between six and ten mobile computer labs* to each of four elementary schools.	12/2014	$360,00.00	To be determined based on competitive process.	A1, A2, A3
B.2.	Deploy between six and ten mobile computer labs* to each of two middle schools.	12/2014	$180,000.00	To be determined based on competitive process.	A1, A2, A3
B.3.	Deploy between six and ten mobile computer labs* to each of two high schools.	12/2014	$180,000.00	To be determined based on competitive process.	A1, A2, A3
B.4.	Deploy between six and ten Wireless Access Points (WAPs) to each of four elementary schools.	12/2014	$26,000.00	To be determined based on competitive process.	A1, A2, A3

**Mobile computer labs include 25-30 student devices and a wheeled charging/storage cart.*

Infrastructure Evaluation and Success Criteria		
Deliverable	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.	Standard Procurement Process (Tracking Requisition Approvals, Purchase Orders, Shipments, Property Controls, etc).	All items are received in verifiably good working order. They are unpacked, configured and deployed as intended by the DCP.
B.2.	Standard Procurement Process (Tracking Requisition Approvals, Purchase Orders, Shipments, Property Controls, etc).	All items are received in verifiably good working order. They are unpacked, configured and deployed as intended by the DCP.
B.3.	Standard Procurement Process (Tracking Requisition Approvals, Purchase Orders, Shipments, Property Controls, etc).	All items are received in verifiably good working order. They are unpacked, configured and deployed as intended by the DCP.
B.4.	Standard Procurement Process (Tracking Requisition Approvals, Purchase Orders, Shipments, Property Controls, etc).	All items are received in verifiably good working order. They are unpacked, configured and deployed as intended by the DCP.

Following a competitive process to select schools targeted for infrastructure and/or student device enhancements, a Local IT Oversight Committee (LITOC) will attest that all identified equipment is appropriate given the schools' current device inventory, infrastructure needs, and the associated goals and objectives of the Digital Classroom Plan (DCP). Moreover, the LITOC will verify that all components have been delivered, configured, and implemented commensurate with the stated purposes of the DCP.

C) Professional Development

Brevard's professional development efforts will include, but not be limited to, developing and facilitating High Quality Master In-service Plan (MIP) Components that address:

- School leadership "look-fors" on quality digital learning processes in the classroom
- Educator capacity for using available technology
- Instructional lesson planning using digital resources
- Student digital learning practices

These MIP components will include participant implementation agreements that incorporate strategic use of the TIM Tools to capture pre and post measurements related to teachers' utilization and perception of digital tools.

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.	High Quality Master In-Service Plan Components	12/2014	N/A	District	A2, A3
C.2.	TIM Tools Summary Reports	11/2014	N/A	District	A2, A3

All other professional development activities and deliverables will be funded through the recently announced Professional Development for Digital Learning Grant (TAPS Number 15T63).

Brief description of other activities	**Other funding source**
Select experts to lead conversations among classroom teachers, school administrators and district supervisors about effective digital learning.	PD for Digital Learning Grant (TAPS Number 15T63)

Professional Development Evaluation and Success Criteria		
Deliverable	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	Facilitators will monitor compliance with the Implementation Agreements	90% of the targeted adult learners will comply with all requirements of the Implementation Agreements that correspond to Digital

	that accompany new Digital Learning Professional Development High Quality Master In-service Plan Components.	Learning HQ MIP Components.
C.2.	Using the reporting functions available through TIM Tools (TUPS, TIM-O), district and school-level administrators will monitor participation and growth measures.	At least 90% of the teachers identified to participate in the DCP project will complete both a pre and post Technology Uses and Perceptions Survey. At least 90% of the teachers identified to participate in the DCP project will receive feedback from an administrator based on the Technology Integration Matrix Observation Tool (TIM-O).

D) Digital Tools

Digital Tools Implementation

As a Florida school district participating in the Race to the Top initiative, Brevard Public Schools (BPS) already invests significant time, effort and dollars developing a Local Instructional Improvement System (LIIS). At its core, our LIIS is a collection of powerful Digital Tools, all of which are joined together under a unified Single Sign On umbrella. At each of our stakeholders' collective fingertips, we have tools to analyze a wealth of student data, to aggregate searchable, standards-aligned instructional resources, to create and deliver digital content, and to manage the assessment lifecycle from item creation to assessment administration. Within our LIIS, BPS also has tools designed to communicate grades, assignment information and attendance data to students and their parents. We leverage both the Google Apps for Education Program and the Microsoft Student Advantage Program to make professional-grade productivity and collaboration tools available to all students and teachers. Brevard incorporates streaming video collections, premium reference libraries, and an array of digital text book materials within the unified Single Sign On environment of our LIIS.

Brevard's Career and Technical Education (CTE) Program, a source of great pride in our community, provides extraordinary Digital Tool opportunities to many in our district. In 2009, 55% of the 1850 BPS students that sat for industry certification exams passed them. In 2012, the number of industry certification exams administered to Brevard students was 3513; the pass rate was an impressive 76%. Just last year, our students participated in 4140 industry certification exams. Even with that significant increase in test takers, our students' pass rate continued to climb with 77% passing the most recently administered exams.

As we look forward, especially given the context of Florida Statute 1003.4203 (Digital materials, recognitions, certificates, and technical assistance), BPS intends to expand an

already successful program by making the skills and resources associated with Career and Professional Education (CAPE) Digital Tool Certificates accessible to students in all grade levels. A representative focus group has been established and will meet regularly throughout the school year to make decisions and recommendations about the direction(s) we will choose to specifically address this new legislation.

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	TIM Tools Implementation	2015	$7500.00	Schools	A2, A3

Brief description of other activities	**Other funding source**
Sustain and enhance all components of Brevard's LIIS.	Operating Fund

Digital Tools Evaluation and Success Criteria		
Deliverable	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	Using the reporting functions available through TIM Tools (TUPS, TIM-O), district and school-level administrators will monitor participation and growth measures. Using the reporting functions available through Florida Inventory of Technology Resources, district and school-level administrators will monitor infrastructure and device inventory and growth measures.	At least 90% of the teachers identified to participate in the DCP project will complete both a pre and post Technology Uses and Perceptions Survey. At least 90% of the teachers identified to participate in the DCP project will receive feedback from an administrator based on the Technology Integration Matrix Observation Tool (TIM-O). Improve the ratio of students to modern mobile computers.

E) Online Assessments

To the extent feasible, BPS converted many instructional spaces into wired computer labs capable of supporting the requirements of computer-based testing (CBT). Now we are turning our attention toward creating mobile digital learning labs that can serve the dual purpose of being ad-hoc CBT environments. In so doing, we continue to bolster the density of our local wireless capabilities by upgrading infrastructure and adding portable student devices that meet or exceed the minimum requirements as specified by the FLDE.

The costs for increasing the capacity of our wireless networks and adding student devices were factored into the Digital Classroom Plan Part B (Digital Learning and Technology Infrastructure). To streamline, we have decided not to include those same amounts in this section. It should be noted, however, that we fervently believe those expenditures will directly impact our ability to successfully navigate the CBT landscape.

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Computer-based Testing Readiness Certification	Winter Spring 2015	N/A	District	A1

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100% Participation and 100% Readiness