CALHOUN COUNTY SCHOOL DISTRICT
DIGITAL CLASSROOM PLAN

The intent of the 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

A. District Mission and Vision statements

Our mission is to create an environment that seamlessly integrates technology into the educational experience, and provides all learners with skills to access knowledge while building a foundation for their future.

We will accomplish this vision by creating a technological environment that allows all learners equal access to interact and collaborate successfully. We believe the use of technology is an essential part of the curriculum and should focus on supporting higher-level learning, problem solving, critical thinking skills, and collaboration.

Our vision of technology is guided by the following mission statements and articulates the district's purpose and function as related to technology:

- Make technology a part of learning activities.
  Technology is most effective when integrated as one component of the learning environments and used as a tool for active construction of knowledge and skills by students. It should promote higher levels of critical and creative thinking and problem solving. In addition, computer devices need to be in classrooms and other locations where students and teachers have easy access throughout the day.
- Provide ongoing staff and curriculum development.
  Intensive staff and curriculum development are critical to realize the potential of the new learning technologies. An ongoing update of technology plans and staff skills will be needed.
- Promote the location and use of information to solve problems.
  Effective use of and improved access to technology are factors in the rapid expansion of knowledge today. Therefore, the ability to find and use information to solve meaningful problems is an essential outcome of education for today and tomorrow. Technology will enable schools, teachers, parents, and citizens to change toward helping people "learn how to learn" on a life-long basis.
- Accommodate individual learning styles for all students.
  Restructuring of information into interactive multimedia provides assistance to learn with individual styles and paces customized to our needs. It allows us to present and understand information using text, images, and sound to overcome traditional learning difficulties.
- Facilitate communication and teamwork.
  Computer networks can facilitate student, teacher, and family communication and promote teamwork through voicemail, electronic mail, electronic bulletin board systems, file-sharing, and database sharing.

B. District Profile

Calhoun County is one of the smallest counties in Florida, ranked 62 out of 67 in populations, and is located in a rural part of the Florida Panhandle. This is truly an unspoiled area of Florida with rolling hills, lush landscapes, pristine rivers and meandering trails. Like most people in the Florida Panhandle, a majority of Calhoun County's residents remain much more attached to Southern culture and lifestyle habits than is common in the Central and Southern regions of Florida. Consequently, the area holds much more in common with states such as Alabama, Georgia, or Mississippi than with the remainder of Florida. Calhoun County's population is around 14,700 and has only grown by 12.4% in the last decade.

The downturn in the economy over the past several years has had an impact in Calhoun County similar to that in other communities across the nation. Historically, Calhoun County has been a high poverty area. The number of people in Calhoun County living below the poverty level is 25% with a per capita income of $15,328 a year. The latest unemployment numbers for Calhoun County as of October 2012 were 7.5%. With a limited tax base, Calhoun County is highly dependent on state and federal funding for revenue. Up to this point, the district has been able to minimize impact on classrooms by reductions in other areas.

Calhoun County School District is comprised of 2,278 students in five distinct public schools. Altha Public School serves students in grades Pre-K-12, Blountstown Elementary School serves students in grades Pre-K-5, Blountstown Middle School serves students in grades 6-8, Blountstown High School serves students in grades 9-12, and Carr Elementary and Middle School serves students in grades Pre-K-8. The racial makeup of the students in our district is 78% White, 12% Black, 3% Hispanic, 5 % Multiracial, 1% Asian/Pacific Islander, and 1% American Indian/Alaskan. There are only a few non-English speaking students in the district. Currently, 67% of Calhoun County students are on free or reduced priced lunches. The percentage of students identified with disabilities is 25%.

Calhoun County School District employees 350 teachers and support staff members, making it the largest employer in Calhoun County. The only other major employer in Calhoun County is the state prison. Many people must travel to Tallahassee or Panama City for work, which is a two hour commute each day. On average more Calhoun County students are staying in school and graduating compared to their peers across the state. Calhoun County's graduation rate for is 80.6%; the state's average graduation rate is 75.6%.

Districts and schools in Florida are assigned a grade each year based primarily on student achievement data from the Florida Comprehensive Assessment Test (FCAT), the FCAT 2.0, end-of-course (EOC) assessments, and the Florida Alternate Assessment (FAA), which is administered to cognitively disabled students. School grades communicate to the public how well a school is performing relative to state standards. Although expectations for school performance have increased due to state requirements, Calhoun County Schools are rising to the occasion. The Calhoun County School District has demonstrated its "commitment to excellence" motto by being an "A" school district from 2004-2011. The district has been "B" school district from 2012 to present.

D. District Team Profile

Title/Role	Name:	Email/Phone:
Information Technology District Contact	David Simpson	david.simpson@calhounflschools.org
Curriculum/Instructional District Contact	Kay Tipton	kay.tipton@calhounflschools.org
Finance District Contact	Elaine Barber	elaine.barber@calhounflschools.org
District Leadership Contact	Vicki Davis	vicki.davis@calhounflschools.org
School Contact-Altha Public School	Sara Kay Waldorff	sara.waldorff@calhounflschools.org
School Contact-Blountstown Elementary School	Tracie Taylor	tracie.taylor@calhounflschools.org
School Contact-Blountstown High School	Tracy Wood	tracy.wood@calhounflschools.org
School Contact-Blountstown Middle School	Stephanie Brogden	stephanie.brogden@calhounflschools.org
School Contact-Carr Elementary and Middle School	Tiffany Nichols	tiffany.nichols@calhounflschools.org

C. Planning Process

School and district representatives were charged with the task of developing a technology plan. Committee members include district staff, assistant principals, the District Technology Coach, and a media specialist.

Input based on individual needs was solicited from the school representatives. School-based needs assessment surveys, school improvement plans, technology resources inventory and student achievement were also reviewed and analyzed. Goals and objectives were identified to meet the district's technology needs.

D. Multi-Tiered System of Supports (MTSS)

Calhoun County School District uses Florida's Multi-Tiered System of Supports (MTSS) as its model to support student academic and behavior needs. The district and schools use data to problem solve and integrate academic and behavioral instruction and intervention in direct proportion to student needs.

The three levels of support are defined as follows:

Tier I
This level of support provides Interventions to all students in the classroom. Interventions may be research based, but are not necessarily prescriptive. The interventions consist of school-wide, universal core curriculum. At this level, the core curriculum should be effective with at least 80% of all students.

The teacher begins with whole class instructional strategies. Instruction is differentiated as needed with flexible small groups and other differentiation strategies. Students are monitored and student progress assessed using authentic result measures.

Tier II

This level of support is implemented when assessment data indicates a student is not making adequate progress from universal instruction alone. Students are provided generally smaller group interventions designed to meet the specific needs of a student and his/her peers with similar needs. These interventions must be evidence based strategies.

Students in general education classrooms that have not met benchmarks through whole class and differentiated instruction are provided strategic Interventions. These interventions do not replace classroom instruction but support classroom instruction by focusing on specific deficits. Strategic Interventions should be conducted by the classroom teacher or other trained individuals with groups of five or fewer students. Interventions are targeted to the identified area of need. If a significant number of students appear to be in need of Tier 2 instruction, the effectiveness of Tier I (core) instruction must be re-evaluated.

Tier III

This level of support is the most intensive. Interventions are those which offer a student highly individualized, systematic and explicit instruction in the area of assessed need. Although the programs or strategies may be similar to those offered at Tier II, the intervention is classified as "intensive" if it is individualized to meet the needs of a particular student and the duration and/or intensity of the intervention is increased to accelerate student response. Intensity is increased when instructional time is increased and group size is decreased.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

Districts will identify 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

A. Student Performance Outcomes—Needs Analysis

Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	ELA Student Achievement	64	79	2016
2.	Math Student Achievement	67	77	2016
3.	Science Student Achievement	60	70	2016
4.	ELA Learning Gains	69	75	2016
5.	Math Learning Gains	70	76	2016
6.	ELA Learning Gains of the Low 25%	64	70	2016
7.	Math Learning Gains of the Low 25%	60	66	2016
8.	Overall, 4-year Graduation Rate	81	85	2016

B. Digital Learning and Technology Infrastructure—Needs Analysis

Infrastructure Needs Analysis (Required)		Altha Baseline	BES Baseline	BMS Baseline	BHS Baseline	Carr Baseline
1.	Student to Computer Device Ratio meeting specification	1 to 13	1 to 5	1 to 4	1 to 3	1 to 6
2.	Count of student instructional desktop computers meeting specifications	50	138	69	117	47
3.	Count of student instructional mobile computers (laptops) meeting specifications	0	0	0	42	0
4.	Count of student web-thin client computers meeting specifications	0	0	0	0	0
5.	Count of student large screen tablets meeting specifications	2	3	0	0	0
6.	Percent of schools meeting recommended bandwidth standard	100%	100%	100%	100%	100%
7.	Percent of wireless classrooms (802.11n or higher)	13%	40%	60%	94%	35%
8.	Percent of classrooms with mounted Interactive projectors	32%	92%	77%	100%	100%
9.	Percent of classrooms with document cameras	63%	92%	77%	100%	100%

Infrastructure Needs Analysis (Required)		Altha Target/ Date to be Achieved	BES Target/ Date to be Achieved	BMS Target/ Date to be Achieved	BHS Target/ Date to be Achieved	Carr Target/ Date to be Achieved
1.	Student to Computer Device Ratio	1 to 5 2017	1 to 3 2016	1 to 3 2016	1 to 2 2016	1 to3 2017
2.	Count of student instructional desktop computers meeting specifications	80 2015	138 2015	109 2015	137 2015	67 2015
3.	Count of student instructional mobile computers (laptops) meeting specifications	60 2017	30 2017	30 2017	60 2017	30 2017
4.	Count of student web-thin client computers meeting specifications	0%	0%	0%	0%	0%
5.	Count of student large screen tablets meeting specifications	60 2018	60 2018	30 2018	60 2018	30 2018
6.	Percent of schools meeting recommended bandwidth standard	100% 2015	100% 2015	100% 2015	100% 2015	100% 2015
7.	Percent of wireless classrooms (802.11n or higher)	100% 2017	40% 2018	100% 2018	100% 2015	40% 2017
8.	Percent of classrooms with mounted Interactive projectors	100% 2017	100% 2016	100% 2017	100% 2015	100% 2015
9.	Percent of classrooms with document cameras	100% 2017	100% 2016	100% 2017	100% 2015	100% 2015

C. Professional Development—Needs Analysis

Calhoun County School District will work to provide instructional personnel and staff with access to opportunities and training to assist with the integration of technology into classroom teaching. For the 2014-2015 school year, professional development will be funded through the Professional Development for Digital Learning grant.

Calhoun County School District will use funds from the project to implement several of the approved technology professional development projects. The district will employ a teacher on special assignment to serve as a District Technology Coach. The technology coach will oversee professional development projects. The Technology Coach will work collectively and individually with teachers to provide them with the tools needed to integrate technology into their instruction.

Professional Development projects will include:

1. **Technology Integration Matrix (TIM)**
   To support the implementation and measurement of progress towards digital learning, Calhoun County School District will use the Technology Integration Matrix. TIM will be used to provide district leaders with a technology integration baseline and report current implementation of digital content and integration of technology into the classrooms. Funds from the project will be used to purchase the TIM Tools Annual Subscription for the district.

2. **Learning Links: Digital Learning Support Resources**
   The district will use Learning Links to establish a sustainable process for collaboration and coordination among classroom teachers in the use of web-based digital learning content related to state academic standards and quality instruction. The district will employ a teacher on special assignment to serve as a District Technology Coach. The technology coach will facilitate this project to create and maintain a system that enables teachers to share access to web based learning resources.

   Each school will identify a technology contact that will coordinate school level collaboration on infusion of web-based digital learning resources into the classroom environment. The Technology Coach will train school contacts and staff on how to access the Learning Links tool.

3. **Expert's Conversations on Digital Learning**
   The District Technology Coach will coordinate the use of "expert's conversations" for classroom teachers, school administrators, and district staff on use of online resources for student learning and educator development. Conversations will use a variety of presentations methods including traditional face-to-face, online courses, online tutorials, podcasts, webinars, and virtual workshops.

4. **Lesson Studies on Digital Learning**
   The District Technology Coach will work with each school to coordinate and lead a book study. School leadership and the Technology Contact will work with the Technology Coach to select a book from the approved list of resources. The District Technology Coach will work with each school to form at least one lesson study team to develop and implement lessons that make use of the learning and recommendations derived from the book study process.

5. Digital Instruction and Content Development

Professional Development will be provided by the District Technology Coach and/or through contracted services on the use and management of the district's Local Instructional Improvement System.

Calhoun County School District has worked with the Panhandle Area Education Consortium (PAEC) to update the Master In-service Plan (MIP) to include components in a variety of high quality digital learning components. The MIP is available at http://www.paec.org/MIP.pdf.

District-level professional development on a wide range of topics will be included:

- Development of digital content using instructional design techniques with interactive whiteboards and digital devices.
- Increase the level of technology integration in all subjects to promote higher level thinking skills.
- Integration of classroom instruction with resources from the Local Instructional Improvement Systems (LIIS)

The delivery of professional development will be offered in several ways including face-to-face workshops, electronic interactive, video-conferencing, study group, action research, embedded coaching, and/or independent study.

In addition, Calhoun County School District will take advantage of the support offered by Learning.com, which is provided through a legislative appropriation and contracted through PAEC/NEFEC.

Getting Started: Foundations of Blended Learning

This hands-on workshop will provide an in-depth introduction to the products and tools in the Learning.com platform. Participants will learn how to set up classes, assign content, and become comfortable with the products, platform, and teacher management functions. This session will also provide instructions on how to use My Curriculum tools to create interactive, media-rich content that can be customized in order to engage students and address instructional goals. This workshop series will be offered through PAEC and will include training on Easy Tech, Curriculum Foundry, and Inquiry building tools that were built into the legislative appropriation.

Professional Development Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
1.	Average Teacher technology integration via the TIM	40%	95%	2018
2.	Average Teacher technology integration via the TIM (Elementary Schools)	40%	95%	2018
3.	Average Teacher technology integration via the TIM (Middle Schools)	40%	95%	2018
4.	Average Teacher technology integration via the TIM (High Schools)	30%	95%	2018
5.	Average Teacher technology integration via the TIM (Combination Schools)	20%	95%	2018

D. Digital Tools—Needs Analysis

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.

Digital Tools Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Implementation status-- A system that enables teachers and administrators to access information about benchmarks and uses it to create aligned curriculum guides.	Partially Implemented	Will work to implement and employ	2015
2.	Implementation status— A system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	No system in place	Will work to implement and employ	2016
3.	Implementation status— A system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially Implemented	Maintain system	2016
4.	Implementation status— A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Fully Implemented	Will continue to support and employ in classrooms	2015
5.	Implementation status— 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	Maintain system	2015
6.	Implementation status— 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	Maintain system	2015
7.	Implementation status— 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.	No system in place	No plans to address at this time	2016

8.	Implementation status – 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	Will work to implement and employ	2016
9.	Implementation status – A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Partially Implemented	Will work to implement and employ	2015
Digital Tools Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
10.	CAPE Digital Tools Implementation status— The District will determine the grade level for CAPE digital tool certifications. Purchases and implementation activities will be support CAPE digital tool opportunities and courses.	No system in place	Will work to implement and employ	2016

E. Online Assessments—Need Analysis

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 required for assessments (based on schedule constraints)	100%	100%	2015

STEP 2 – Goal Setting:

Calhoun County School District has identified goals for integrating technology into all aspects of the educational system. These goals are focused on improving education for all students including those with disabilities.

1. Students will maintain high levels of academic achievement and be prepared to enter postsecondary with the skills necessary to succeed.

2. Infrastructure will support digital learning and technology learning for all students.

3. All teachers will have opportunities for professional development allowing for the implementation, integration and use of digital learning into the curriculum.

4. A digital tool system will assist district instructional personnel and staff in the management, assessment, and monitoring of student learning and performance.

5. Online assessment will seamlessly integrate into the school day with minimal loss of instructional time.

STEP 3 – Strategy Setting:

Calhoun County School District knows that simply adding technology to a learning environment does not ensure that it will be integrated effectively. 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 the Florida Standards and NGSS standards across all content areas.

As the District continues to raise the level of technology integration, the use of educational technology tools will become a regular part of how students and teachers work on core curriculum learning. The District wants to see the 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.

Goal Addressed	Strategy	Measurement	Timeline
Students will maintain high levels of academic achievement and be prepared to enter postsecondary with the skills necessary to succeed.	Increase access for ALL students to digital learning devices and tools in classrooms and other locations allowing easy access throughout the day.	• Purchase student digital learning devices • Purchase and/or update Microsoft Office products to allow for increased student opportunity for writing	2015 and ongoing
Students will maintain high levels of academic achievement and be prepared to enter postsecondary with the skills necessary to succeed.	Integrate technology into the curriculum aligned with the Florida Standards.	• Employ a teacher on special assignment to serve as a District Technology Coach to work with teachers as they integrate technology into their curriculum • Continue to train teachers on the use of cPalm to enable them to access information to align curriculum.	2014
Infrastructure will support digital learning and technology learning for all students.	Upgrade infrastructure to district established standards	• Purchase student digital learning devices • Upgrade access points • Upgrade network equipment	2015 and ongoing
All teachers will have opportunities for professional development allowing for the	Employ a teacher on special assignment to serve as a District Technology Coach to oversee the	• Training for teachers to align with the parameters of TIM • Provide a Technology Coach to allow	2015 and ongoing

implementation, integration and use of digital learning into the curriculum.	implementation of the Professional Development for Digital Learning grant while providing embedded professional development.	embedded professional development and coaching during the school day.	
A digital tool system will assist district instructional personnel and staff in the management, assessment, and monitoring of student learning and performance.	Train teachers and staff in appropriate use of the digital tool system.	• Provide training on the use of the district's LIIS-Performance Matters to ensure the effective and efficient use of instructional strategies that improve student achievement and drive instructional decisions.	2015 and ongoing
Online assessment will seamlessly integrate into the school day with minimal lose of instructional time.	Purchase a sufficient number of computers and/or devices required for online assessment to reduce administration and scheduling problems	• Purchase computers and/or devices required for online assessments.	2015

Part III. DIGITAL CLASSROOMS PLAN – ALLOCATION PROPOSAL

The Digital Classrooms Plan and the Digital Classrooms Plan Allocation must include five key components as required by s.1011.62 (12) (b), F.S. In this section of the Calhoun County School District will outline specific deliverables that will be implemented in the current year that are funded from the Digital Classrooms Plan 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

A) Student Performance Outcomes

Enter the district student performance outcomes for 2014-15 that will be directly impacted by the DCP Allocation below:

Student Performance Outcomes		Baseline	Target
1.	Increase Science Student Achievement	60%	63%
2.	Increase ELA Learning Gains	69%	71%
3.	Increase ELA Math Learning Gains	70%	76%
4.	Increase 4-year Graduation Rate	81%	83%

B) Digital Learning and Technology Infrastructure

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A
B.1.	Purchase and implement 150 new student desktop computers with tools necessary for online testing	May 2015	$100,000	30-Altha 40-BES 40-BMS 20-BHS 20-Carr	Online assessment will seamlessly integrate into the school day.
B.2.	Provide each school site with a secure managed network	June 2015	$10,000	District	Infrastructure will support digital learning and technology learning for all students.
B.3.	Provide each school site with an upgraded infrastructure to support digital learning and online testing	June 2015	$75,000	District	Infrastructure will support digital learning and technology learning for all students.
B.4.	Purchase and implement hardware for 15 model classrooms	June 2015	$75,000	Altha	Students will maintain high levels of academic achievement.

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
B.1.	Activity will be monitored by monthly reporting to stakeholders	All 150 devices installed and functioning properly by May 2015
B.2.	Activity will be monitored by monthly reporting to stakeholders	Each school will have a secure managed network by June 2015
B.3.	Activity will be monitored by monthly reporting to stakeholders	Each school will have upgrade infrastructure to support digital learning and online testing by June 2015.
B.4.	Activity will be monitored by monthly reporting to stakeholders	Hardware will be purchased and implemented for 15 model classrooms by June 2015

C) Professional Development

For the 2014-2015 school year, professional development will be funded through the Professional Development for Digital Learning grant.

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A
C.1.	Employ a District Technology Coach to work with teachers collectively and individually to provide them with the skills to use and implement the digital technology tools.	October 2014	$55,000	District	All teachers will have opportunities for professional development.
C.2.	The District Technology Coach and School Technology Contacts will complete and implement training in the use of TIM.	December 2014	$1500	District	All teachers will have opportunities for professional development.
C.3.	Selected teachers at each school site will participate in an ongoing Technology Learning Community.	May 2015	$6500	All Schools	All teachers will have opportunities for professional development.
C.4.	Teachers at each school site will be trained to use and implement the District's Digital Technology Tools.	June 2015	$12,000	All Schools	All teachers will have opportunities for professional development.

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
C1-C4	Funded through Professional Development for Digital Learning Grant

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
C.1.	A technology coach will be employed to provide training to all teachers at all schools.	A technology coach is working with teachers in the schools by November 1, 2014.
C.2.	Participants will be required to	All schools will have a TIM assessment by June

	conduct a TIM assessment at their respective school site.	2015.
C.3.	Sign-In Sheet will document attendance.	100% of the participants will complete an action research project.
C.4.	Sign-In Sheet will document attendance.	90% of the participants will demonstrate mastery of the use of one technology tool presented at the training.

D) Digital Tools

Implementation Plan for D) Digital Tools:

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A
D.1.	Offer additional CAPE digital tool certifications from the approved list.	May 2015	$3000	Altha BMS Carr	Students will maintain high levels of academic achievement.
D.2.	Implement Learning.com technology tools	December 2014	$0 funded through PAEC	Altha BES BMS Carr	Students will maintain high levels of academic achievement.
D.3.	Communicate to parents and students the availability of digital tools	May 2015	$2000	District	A digital tool system will allow parents and students to monitor learning and performance.
D.4.	Communicate to teachers the availability of digital tools	June 2015	$2000	District	A digital tool system will assist teachers to monitor the learning and performance of their students.

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
D.1.	Additional certifications will be available to students	75% of students enrolled in classes will achieve the industry certification
D.2.	Usage of digital tool	75% of students in grades 5-8 will use the program.
D.3.	Usage of FOCUS	35% of students and/or parents will show usage throughout the year.
D.4.	Usage of digital tools	75% of teachers will show increased usage throughout the year.

E) Online Assessments

Implementation Plan for E) Online Assessments:

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Purchase and implement 150 new student desktop computers with tools necessary for online testing	May 2015	$100,000	30-Altha 40-BES 40-BMS 20-BHS 20-Carr	Online assessment will seamlessly integrate into the school day.
E.2.	Provide each school site with a secure managed network	July 2015	$10,000	District	Online assessment will seamlessly integrate into the school day.
E.3.	Provide each school site with upgrade infrastructure to support digital learning and online testing	June 2015	75,000	District	Online assessment will seamlessly integrate into the school day.

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
E.1.	Activity will be monitored by monthly reporting to stakeholders	All 150 devices installed and functioning properly by May 2015
E.2.	Activity will be monitored by monthly reporting to stakeholders	Each school will have a secure managed network by July 2015
E.3.	Activity will be monitored by monthly reporting to stakeholders	Each school will have upgrade infrastructure to support digital learning and online testing by June 2015.