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 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

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

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

1.1 District Mission and Vision statements –

The Gulf School District shall provide a safe, nurturing environment and a comprehensive curriculum that meets the needs of all learners.

We believe:

- **A safe and caring environment is essential for learning and the wellbeing of all individuals.**
- **Individuals and organizations are accountable for their behaviors and actions.**
- **High expectations and challenging standards promote continuous improvement and high achievement.**
- **Community involvement and teamwork are critical to a high quality educational system.**
- **Respect for individual diversity and ideas is essential.**
- **High quality education demands innovation and risk.**
- **All decision-making must be child-centered.**
- **The balance of academics and extracurricular activities is essential for a well-rounded education.**
- **Students require discipline and direction in order to be successful learners.**
- **The practice of sound fiscal management is essential to the stability of the system.**
- **All students can learn when provided instruction commensurate with their individual talents and learning styles.**

The Gulf District vision for technology is to create an environment that integrates technology as a part of the educational experience, and provides all learners with skills to access knowledge that will build a foundation for their future. Gulf District believes that an

ongoing commitment to current technology is an integral component of an educational process designed to:

- **prepare students to become competent lifelong learners**
- **improve critical thinking, problem solving and decision making skills**
- **help students work ethically, independently, and collaboratively within a global environment**
- **enhance the learning environment to meet curricular needs across all subjects and grade levels**
- **improve equity of access to information, learning tools, and communications for all members of the learning community**
- **improve instructional strategies to increase student achievement regardless of ethnicity, socioeconomic status, learning styles, or abilities**
- **accurately and efficiently assess, monitor, and communicate student progress**
- **improve communications among parents, students, teachers, and community**
- **provide teachers with consistent and high quality professional development opportunities that will allow them to become highly skilled at integrating technology into their curriculum**

1.2 District Profile - Provide relevant social, economic, geographic and demographic factors influencing the district's implementation of technology.

The Gulf District is nestled in a rural area of the panhandle. It is comprised of four schools: two Pre-K-6 elementary and two 7-12 high schools. The student population falls just shy of 1,900 students. 56% of those students can be considered economically disadvantaged based on their eligibility for free/reduced school meals. Students with disabilities comprise 15% of the population, higher than the state average of 12.9%. During the 2013-2014 school year, Gulf District had no English Language Learners and no American Indian or Asian students. 21% of the students in the district represent minorities and only one of the four schools is home to any Hispanic students.

1.3 District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:

- the digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in s.1011.62(12)(b), F.S.
- development of partnerships with community, business and industry; and
- integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

Title/Role	Name:	Email/Phone:
Information Technology District Contact	**Terry Thompson**	**tthompson@gulf.k12.fl.us 850-639-2871**
Curriculum District Contact	**Lori Price**	**lprice@gulf.k12.fl.us 850-227-6940**
Instructional District Contact	**Lori Price**	**lprice@gulf.k12.fl.us 850-227-6940**
Finance District Contact	**Sissy Worley**	**sworley@gulf.k12.fl.us 850-639-2871**

District Leadership Contact	**Jim Norton**	**jnorton@gulf.k12.fl.us** **850-639-2871**
Technology Coach	**Judy Williams**	**jwilliams@gulf.k12.fl.us** **850-227-6940**
Technology Coach	**Shirley Thompson**	**sthompson@gulf.k12.fl.us** **850-227-6940**
ESE Director	**Martha Weimorts**	**mweimorts@gulf.k12.fl.us** **850-227-6940**

1.4 Planning Process- Summarize the process used to write this plan including but not limited to:

- how parents, school staff and others were involved;
- development of partnerships with community, business and industry; and
- integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

Each of the four district schools enjoys the support of a devoted School Advisory Committee (SAC). Each SAC mirrors the demographic composition of the host school and is comprised of teachers, administrators, support staff, parents, students, and community partners. Based on data available, SACs are charged with developing a School Improvement Plan tailored to the unique needs of the host school. Specific, measurable goals are crafted and the strategies needed for attaining those goals are implemented. District and school administrators and the School Advisory Committees recognize the need to include increased technology implementation among their goals.

The Gulf District technology committee routinely updates the districts technology plan. The committee has developed guidelines for the implementation, monitoring, evaluation and refinement of the plan. The plan provides a clear focus to enhance the academic program that effectively utilizes technology to assist students in meeting state academic content standards in all content areas.

Committed to reaching all learners without regard to innate ability, Gulf District Schools provides necessary accommodations and modifications to students with disabilities. Teachers and administrators explore flexible ways to present information and provide practice of skills taught through the use of technology. Digital books, text-to-speech applications, educational applications and specialized software are helpful in increasing engagement in varied setting and situations. Assistive technology devices provide students with disabilities increased opportunity to participate and the ability to communicate more effectively. Students have access to a collaborative global community of learners, implementing such tools as online learning, webinars, podcasts, educational blogs, and social networking.

1.5 Multi-Tiered System of Supports (MTSS)- Summarize the process used to write this plan including but not limited to:

- data-based problem-solving process used for the goals and need analysis established in the plan;
- the systems in place to monitor progress of the implementation plans; and
- the plan to support the implementation and capacity.

Gulf District has developed a Multi-Tiered System of Supports (MTSS). It is an evidence-based model that uses data-based problem-solving to integrate academic and behavioral interventions. The integrated instruction and intervention is delivered to students in multiple tiers based on individual need. This "need-driven" decision-making ensures that resources reach students at the appropriate levels to accelerate the performance of all students to achieve proficiency. The model employs a four step problem-solving process. In the first step, measurable terms are used to define the goals to be attained and clearly articulate what the students should be able to do. Possible reasons why the desired goal is not being attained are identified in the second step. Next, a well-supported plan involving evidence-based strategies to attain the goal is developed and implemented. Finally, the effectiveness of the plan in relation to stated goals is evaluated.

Progress monitoring allows teachers to assess how well students are doing on a specific skill and can be used to determine the efficacy of the intervention put in place. It includes observations, tests, and other formal and informal assessments. Formal guidelines for progress monitoring have been developed that detail how long a student will receive a particular intervention and how it will be determined if the intervention is helping the child. When the child meets the goals, the intervention is no longer needed and the child continues to receive support in the general education classroom. When progress monitoring shows that a child is not responding to an intervention another approach or intervention is implemented. When a higher level of support is necessary, students are given individualized instruction which further focuses on supporting the skills needed to be successful.

While the plan itself speaks to the progress monitoring process of individual students, the district also recognizes the need to evaluate the efficacy of the MTSS plan as a whole. District level personnel work collaboratively with the MTSS coordinators to periodically review the process to determine if students are being identified in a timely fashion, teachers are trained in the implementation of a variety of instructional and behavioral interventions, interventions are being monitored and refined according to student need, resources are allocated in direct proportion to student need, and communication with parents is maintained throughout the process. The data collected at each tier are used to measure the efficacy of the supports provided so that the decisions made regarding instruction and behavioral support are maintained and layered.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

Districts should identify current district needs based on student performance outcomes and other key measurable data elements for digital learning.

A) Student Performance Outcomes

The history of school grades in Gulf District is one of inconsistency. Port St. Joe High School obtained a "C" in 2009, received a "B" the next two years, and has enjoyed "A" status since then. The reverse is true of Wewahitchka High School: "A" in 2009, "B" in 2010 and 2011, and "C" beginning in 2012. Both elementary

schools have experienced deteriorating school grades. Both schools received an "A" in 2009, dropped to a "B" in subsequent years and now hold a "C". All four schools have undergone a great deal of transition in administration in the recent past. Wewahitchka Elementary has had four principals in the past three years. Wewahitchka High has had a new administrator in place each year for the past three years. Three of the four schools began the 2014-2015 school year with new principals who have no experience in that capacity. While these changes have been necessary and, in some cases, a response to declining academic performance, the constant transition has not been without a price. New principals are being provided extensive support from the district level, participating in sustained training activities and are collaborating with veteran teachers serving as principal designees.

A study of the data provided in the Annual Measurable Outcome report reveals a number of trends. Sense 2011, both elementary schools experienced a steady decline in the number of students with disabilities scoring satisfactory on standardized tests in the area of reading. That trend is reversed for the high school schools. Similarly, the students with disabilities at the elementary level also declined in mathematics. The percent of students with disabilities scoring satisfactory in reading in the district fell eighteen percentage points beneath the target AMO. For mathematics, that figure is thirteen percentage points.

While it is less pronounced, the same trend can be seen in the economically disadvantaged populations of the district. There is also a disparity between the performance of the African-American students in reading and math and that of the white counterpart. It must be noted that the data may be somewhat skewed due to the relatively small percentage of minorities found at two of the schools. Schools at the north end of the district have only a 12-14% African-American population. Graduation rates are steady for all subgroups, but slightly lower for economically disadvantage students.

As a rural district with a small student population, it is possible to maintain an intimate knowledge and understanding of the climate of each school. Of primary concern are those students who are classified as economically disadvantaged. One school's economically disadvantaged population is in excess of 70%. The percentage of students in that subgroup has continued to grow steadily while the community as a whole increasingly suffers economically. Recognizing the challenge, the district has dedicated all available resources to bridging the gap. Harnessing the potential found in technology is imperative to the effort. To such end the district developed a comprehensive technology plan.

The primary purpose of a technology plan is to develop ways to effectively integrate technology into the curriculum. Technology should promote higher-level learning, problem solving, critical thinking skills, and collaboration across all curricular areas. Gulf District is committed to raising the level of technology integration in the educational experience for every student. Teachers must become more adept at using technology to support student learning in the classroom. Students will become better readers, writers, mathematicians, and scientists as a result of their interaction with classroom technology. Teachers should be using technology tools to assist them in making prudent instructional decisions for students. The district technology plan addresses how its technology effort will

support the curricular needs of students in the upcoming years. Planning for high performance learning begins by focusing on student learning. The Florida Standards need to be aligned with technology standards. By continuing to use standards-based curriculum and aligning technology standards, the district will be better prepared to plan for staff development and infrastructure management. Through the integration of technology tools and equipment, Gulf District supports student learning and assists teachers in the delivery of the core curriculum and the effort to increase student achievement in all core content areas. The district uses assessment data to guide student learning activities and lesson plan development in its classrooms. Performance data on students is collected throughout the school year. Teachers access test item banks to generate classroom assessments to further monitor student progress. Digital resources are part of the instructional materials adoptions that have taken place in recent years. By identifying appropriate software and courseware the district supports the instructional programs at each of its four schools.

B) Digital Learning and Technology Infrastructure

A technology readiness inventory is completed annually for each school and for the district and is seen as a bare minimum requirement. The technology infrastructure needs to grow ahead of the demand created by devices. There is collaboration with technology support staff to adequately build in enough wireless access points, fiber networking, and bandwidth to the Internet to accommodate the number of devices added for long term. Bring Your Own Device policies add a stress to the existing network infrastructure. Certainly, "keeping up" is an ongoing challenge, but one that must be faced head on if students are to be successful in the twenty-first century.

C) Professional Development

The district will continue to provide instructional personnel and staff with access to opportunities and training to assist with the integration of technology into classroom teaching. Much of the recent professional development activities provided in the district have had a technology basis. Instructional personnel have had sustained training in iCPALMS, Achieve3000 software implementation, technology standards for media, as well as other related areas. While this is commendable and indicative of the district's commitment to the integration of technology, it is only a beginning. Recently, the district submitted a request for funding for Professional Development for Digital Learning (TAPS number 15T63). Its acquisition will permit additional training crucial to making the technology vision a reality. This professional development will consist of a two-day workshop on the Technology Integration Matrix (TIM), the Technology Uses and Perceptions Survey (TUPS), and the Technology Integration Matrix Observation Tool (TIM-O). These tools are designed to guide educators in evaluating the level of technology

integration in lessons and units of study. They provide a concise picture of the professional development needs of the teacher. Both tools will be utilized by the district in our commitment to improve in this area. Twenty people including key district personnel, technology coaches and teacher representatives from each school will participate.

The Technology Integration Matrix, or TIM, breaks technology integration into five levels: Entry, Adoption, Adaptation, Infusion, and Transformation and associates them with the five characteristics of meaningful learning environments: Active, Collaborative, Constructive, Authentic, and Goal Directed (Jonassen, Howland, Moore, & Marra, 2003). Together, the five levels of technology integration and the five characteristics of meaningful learning environments create a matrix of 25 cells. The TIM has been utilized to determine current implementation of digital content and integration of technology into the classrooms at each of the four Gulf District schools. Principals, Curriculum Coordinators, and Technology Specialists along with district level administrators collaborated to assess implementation levels. See table titled: Technology Matrix for Gulf District Schools

For the characteristics of Collaborative and Constructive, it was determined that most Gulf County classrooms met the criteria to be considered in the Adoption phase of technology implementation. Students have opportunities, albeit limited ones, to use collaborative tools, such as email, in conventional ways. In most classrooms, these opportunities were not found to be a regular part of the curriculum. The opportunities continue to be teacher directed. Students are beginning to use technology in conventional ways to build prior knowledge and construct meaning about relationships between that prior knowledge and new learning. In these areas, the use of technology was found to be limited and conventional, but improving.

For the characteristic of Goal Directed, the assessment showed most Gulf District classrooms to be at the Entry level. Technology is used to provide students directions and feedback. Students work through levels of applications that provide increasingly more difficult tasks. These applications permit teachers to monitor student progress, but require little student-teacher interaction, no collaboration between students, and no opportunity explore the creative attributes inherent in technology.

For the characteristics of Active and Authentic, it was determined that Gulf District's classrooms either fell at the Entry level or the Adoption level. Teachers utilize web-based videos and presentation software during the lecture portions of their classes. Computer programs which feature drill and practice activities are frequently seen. In classrooms where students are using technology, it is under the complete direction of the teacher and in only conventional ways. For these two characteristics, more classrooms fell in the Entry level than in the Adoption level,

however enough are felt to be at the Adoption level to foster optimism. Language arts, science and social studies classrooms are more likely to be at the Adoption level, with mathematics and vocational classes at the Entry level.

Although bringing to light specific concerns about the use of technology within the district, the use of the Technology Integration Matrix also provided direction for continued improvement efforts. Its continued use will be instrumental in improving the implementation of digital content and the integration of technology into Gulf District classrooms. *It must be noted, however, that no formal training on the use of the matrix has yet occurred for either leadership teams or individual teachers.* Incorporating such training as part of a high quality master inservice plan can only lend more functionality to the matrix. After the training has occurred, the matrix will be applied with fidelity to assess digital learning needs. Gulf District Schools will contract with CBD Consulting to provide two (2) full days of training for twenty (20) staff members. These twenty participants will include the Technology Coaches, Curriculum Coaches, Principals, Director of Instruction and teacher leaders. The intentions of the training will be to create high-level, intelligent conversations on Digital Learning as well as:

- **Review and give the participants the opportunity of dis-assembling and assembling the TIM in order to achieve greater mastery of the TIM.**
- **"Tool Box Training". During the Toolbox Training consultants will work with the participants to explore active learning procedures using digital content with digital devices, on-line formative assessment tools, teacher lecture screen casting tools, blended learning strategies, etc.**
- **Work with classroom teachers to assess digital learning needs for integration of technology into the curriculum and to articulate personal, measurable goals derived from the TIM.**
- **Discuss strategies for effective classroom teacher coaching and identifying resources and learning materials that enable participants to achieve specific learning outcomes.**
- **21st Century Learning Strategies based on the work of Tony Wagner, author of The Global Achievement Gap.**

In addition to the TIM training, the grant will provide for an online course for all teachers based on the book *Teaching Generation Text: Using Cell Phones to Enhance Learning* by Neilsen and Webb and for professional learning communities to conduct a book study of *Digital Teaching Platforms* by Dede and Richards. District-level professional development will include effective instructional design and associated software as well as the exploration of hardware which supports individualized instruction. Professional development will be available in face-to-face formats and via web-based resources. Please see the HQMIP component attached.

As stated, the use of the TIM is new to Gulf District and formal training is yet to occur, but it has been used to estimate the current level of technology integration and serves as a baseline measurement.

In addition, Gulf District will take advantage of the support offered by the Panhandle Area Educational Consortium (PAEC):

- **Guidance in developing/revising MIP Components that provide for a cohesive systematic plan for digital learning professional development**
- **Technology Tips and Tools: Digital learning Support Resources to create and maintain a system for sharing web-based learning resources**
- **School-based Book and Lesson Studies on Digital Learning using the PD toolkit**
- **Assistance in preparing teachers to enable student developed learning/digital products**
- **Professional learning for both teachers and principals, specific to instructional design and developing digital content and assessments**

The delivery of the professional development will be offered in several modalities including face-to-face workshops, electronic interactive, electronic non-interactive, study groups and PLCs, action research, and independent study. Participants will implement the content learned during the delivery in the following way(s):

- **Structured mentor/coaching program**
- **Results from action research**
- **Collaborative planning related to training**
- **Creation of a product related to training**
- **Study group participation**
- **Electronic interactive**
- **Electronic non-interactive**

D) Digital Tools

The Panhandle Area Educational Consortium (PAEC) provides the district Learning.com's EasyTech solution to help students develop the technology skills necessary for college and the workforce. EasyTech is a completely digital literacy curriculum that features self-paced lessons and skills practice in a game format, activities and journals to reinforce concepts, and quizzes to check for understanding. EasyTech's curriculum helps students develop digital literacy skills including computer fundamentals, keyboarding, word processing, charts and graphs, presentation software, Internet research, and more in the connect of real-world challenges. EasyTech also provides comprehensive online safety instruction to help ensure students know how to protect themselves and make good choices while online.

EasyTech includes grade-appropriate, guided instruction with immediate feedback and automatic scoring. It features lessons that reflect current representations of technology and software. It also features test preparation sequence with pre-tests and prescription. The content is web-delivered with no downloads or software installs requires and is also available through a student application for commonly used tablet devices.

E) Online Assessments

As a rural district with limited resources, there have been challenges with the move to computer-based testing. A Computer-Based Assessment Certification Tool has been fully implemented, however the effort to obtain, maintain and expand the devices required for assessments is constant. Increasing the number of approved devices would reduce the time necessary to administer computer-based assessment. However, as the number of devices increase, the need for more bandwidth and the importance of a robust network increases. The devices purchased for digitally delivered curriculum are also used for computer-based testing. There is constant collaboration with technology staff to ensure devices purchased meet the device requirements and can be managed for computer-based testing according to DOE's CBT guidelines. Changes in operating systems are placing additional demands on resources and reducing the number of devices suitable for testing.

Highest Student Achievement

Student Performance Outcomes:
Districts shall improve classroom teaching and learning to enable all students to be digital learners with access to digital tools and resources for the full integration of the Florida Standards.

After completing the suggested activities for determining the student performance outcomes described in the DCP guidance document, complete the table below with the targeted goals for each school grade component. Districts may add additional student performance outcomes as appropriate. Examples of additional measures are District Improvement and Assistance Plan (DIAP) goals, district Annual Measurable Objectives (AMOs) and/or other goals established in the district strategic plan.

Data is required for the metrics listed in the table. For the student performance outcomes, these data points can and should be pulled from the school and district school grades published at http://schoolgrades.fldoe.org. Districts may choose to add any additional metrics that may be appropriate below in the table for district provided outcomes.

Student Performance Outcomes (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.	**ELA Student Achievement**	**60**	**74**	**2015**
2.	**Math Student Achievement**	**64**	**73**	**2015**
3.	**Science Student Achievement**	**53**	**58**	**2015**
4.	**ELA Learning Gains**	**70**	**75**	**2015**
5.	**Math Learning Gains**	**69**	**75**	**2015**
6.	**ELA Learning Gains of the Low 25%**	**73**	**75**	**2015**

7.	**Math Learning Gains of the Low 25%**	**67**	**75**	**2015**
8.	**Overall, 4-year Graduation Rate**	**86**	**88**	**2015**
9.	**Acceleration Success Rate**	**TBD**	**TBD**	**TBD**

- **Quality Efficient Services**

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

For the infrastructure needs analysis, the required data points can and should be pulled from the Technology Readiness Inventory (TRI) if the data is accurate. Districts may choose to add any additional metrics that may be appropriate.

Infrastructure Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Student to Computer Device Ratio	**3:1**	**2:1**	**2018**
2.	Count of student instructional desktop computers meeting specifications	**570**	**800**	**2018**
3.	Count of student instructional mobile computers (laptops) meeting specifications	**235**	**400**	**2018**
4.	Count of student web-thin client computers meeting specifications	**0**	**0**	**NA**
5.	Count of student large screen tablets meeting specifications	**17**	**80**	**2020**
6.	Percent of schools meeting recommended bandwidth standard	**100**	**100**	**NA**
7.	Percent of wireless classrooms (802.11n or higher)	**100**	**100**	**NA**
Infrastructure Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
8.	**Network Backbone**	**1GB**	**1GB**	**NA**
9.	**IDF/MDF**	**1GB**	**1GB**	**NA**
10.	**Cabling from IDF to desktop**	**10 MB**	**1 GB**	**2018**

- **Skilled Workforce and Economic Development**

  Professional Development:
  Instructional personnel and staff shall have access to opportunities and training to assist with the integration of technology into classroom teaching.

Professional Development should be evaluated based on the level of current technology integration by teachers into classrooms. This will measure the impact of the professional development for digital learning into the classrooms. The Technology Integration Matrix (TIM) can be found at: http://fcit.usf.edu/matrix/matrix.php. Average integration should be recorded as the percent of teachers at each of the 5 categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

Professional Development Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Average Teacher technology integration via the TIM	**Entry**	**Adoption**	**2015**
2.	Average Teacher technology integration via the TIM (Elementary Schools – Pre-K – 6th)	**Entry**	**Adoption**	**2015**
3.	Average Teacher technology integration via the TIM (Combination Schools – 7th – 12th)	**Adoption**	**Adaptation**	**2015**

- **Seamless Articulation and Maximum Access**

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

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

Baseline Response:	**Target Response:**
Fully implemented	Will continue to support and employ in classrooms
Partially implemented	Will work to implement and employ
Partially implemented	Maintain system
No system in place	Will work to implement and employ
No system in place	No plans to address at this time

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.	**Fully implemented**	**Will continue to support and employ in classrooms**	**NA**
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	**Fully implemented**	**Will continue to support and employ in classrooms**	**NA**
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	**Partially implemented**	**Will work to implement and employ**	**2015**
4.	Implementation status of a system that includes district staff information combined with the ability to create and	**Fully implemented**	**Will continue to support**	**NA**

	manage professional development offerings and plans.		**and employ**	
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.	**Fully implemented**	**Will continue to support and employ in classrooms**	**NA**
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.	**No system in place**	**No plans to address at this time**	**NA**
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.	**Fully implemented**	**Will continue to support and employ in classrooms**	**NA**
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.	**Fully implemented**	**Will continue to support and employ in classrooms**	**2015**
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.	**Fully implemented**	**Will continue to support and employ**	**NA**

- **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)	**Fully implemented**	**Will continue to support and employ in classrooms**	**NA**
2.	Computers/devices required for assessments (based on schedule constraints)	**Fully implemented (note: Changes in operating systems are placing additional demands and maintaining this level will be difficult.)**	**Will continue to support and employ in classrooms**	**NA**

STEP 2 – Goal Setting:

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

These should be long-term that focus on the needs of the district identified in step one. The goals should be focused on improving education for all students including those with disabilities. These goals may be already established goals of the district and strategies in step 3 will be identified for how digital learning can help achieve these goals.

Goals Examples:

EXAMPLES

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

Enter district goals below:

<u>Highest Student Achievement</u>

Goal: By May 2018, 80% all schools within the district will meet federal AMO benchmarks in mathematics, English Language Arts, & Science and meet expected growth on state assessments.

Goal: Integrate History-Social Studies content standards and Visual and Performing Arts (VAPA) standards into day-to-day teaching and learning of the ELA and Mathematics Florida Standards (as applicable), ELD standards, and Next Generation Sunshine Science Standards to include an integral use of technology.

Objective: Students will utilize technology resources to enhance learning of content towards mastery of the standards. Those resources will include educational software to support analytical thinking and problem solving with relevant, real-world applications; technological math tools; the Internet for research and to enhance understanding of the standards as well as to collaborate with others; graphic organizing and presentation software to brainstorm and organize work; multimedia to enhance presentation skills; and keyboarding and word processing.

Strategies:

- **Identify or develop appropriate age/grade level activities and facilitate students' successful completion of activities and mastery of objectives.**
- **Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.**
- **Review of assessment data and conduct yearly user/staff surveys to determine trends, strengths, and needs.**
- **Identify/Purchase software and Internet resources to be used.**
- **Identify and schedule needed professional development, assure its implementation through follow up and support.**
- **Develop plan for acquiring hardware needed to achieve student performance targets.**
- **Seek resources to fund the acquisition of software and hardware.**

Technology Integration

Goal: Continue to integrate non-standard technology into classroom instruction and professional development including the use of environments such as Edmodo, Google Applications for Education, podcasting, blogs, wikis, and 1 to 1 computing.

Objective: Identify and develop support mechanisms and resources for teachers as they utilize non-standard technology in the classroom to include special devices for special education students.

Objective: Explore and determine alternate ways to support teachers, students, and parents with non-standard technology uses to support mastery of the Florida Standards in ELA and mathematics, the ELD standards, Next Generation Sunshine Science Standards, and other curricular content standards.

Strategies:

- **Gulf District will work together with various vendors, as necessary, to install the technical infrastructure and create the web-based interface to be used. This includes registering new domains, creating student, teacher, and administrator accounts, building databases, and connection file services and directory services.**
- **Acquisition of new student laptops/Chromebooks and carts. Training will include the use of netbooks and laptops in the classroom to positively affect teacher instruction and the use of technology in the home environment.**
- **Teacher training will be rolled out in multiple phases throughout the academic year (initial and follow up). This will include training on refining the use of current software and hardware to meet student needs and the requirements of the standards.**

Goal By May 2018, 80% of students within the Gulf District will demonstrate mastery of National Educational Technology Standards (NETS) at their appropriate grade level.

Objective: Students will work toward the operation of technology without assistance from teaching staff.

Strategies:

- **Identify or develop appropriate age/grade level activities and facilitate students' successful completion of activities and mastery of objectives.**

- **Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.**
- **Review of assessment data and conduct yearly user/staff surveys to determine trends, strengths, and needs.**
- **Identify/Purchase software and Internet resources to be used.**
- **Identify and schedule needed professional development, assure its implementation through follow up and support.**
- **Develop plan for acquiring hardware needed to achieve student performance targets.**
- **Seek resources to fund the acquisition of software and hardware.**

Goal: Promote ethical and safe use of technology in the classroom by students and staff.

Objective: Distribute curriculum to teachers and make available on the district website.

Strategies:
- **Implement and refine structured lessons that cover the ethical use of technology in the classroom.**
- **Present information to staff and parents a minimum annually about ethical use of technology and their responsibility to monitor their children/students' use of technology.**
- **Implement and refine the district acceptable use policy.**
- **Incorporate training on ethical and safety issues as part of district staff development dealing with technology.**

Goal: Provide expanded access to technology for all students.

Objective: The district will maintain a minimum standard of 8 computer workstations for every regular education classroom and a minimum of 4 computer workstations for every special education classroom.

Objective: Students have opportunities to explore technology without structured lessons.

Objective: The district will continue to create ways for students without connectivity at home to acquire access.

Strategies:
- **Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.**
- **Facilitate students' successful completion of curriculum and technology activities and mastery of objectives during expanded access times.**
- **Identify funding sources for providing district-funded hardware for all students.**
- **Monitor implementation of minimum computer standard to ensure that no classroom falls below the standard.**

Goal: By May 2018, 90% students will be digitally literate by the end of 4th grade as defined by the Florida Department of Education.

Objective: Students will attain the educational technology and information literacy skills that will support an educational learning environment in which they will have rigorous access to the Florida State Standards and Next Generation Sunshine State Standards and will demonstrate mastery through administration of on-line formative, performance based,

and summative assessments leading to successful preparation and measurement of college and career readiness standards required of the workplace of the 21st century.

Objective: Students will work with various technologies to develop a familiarity with problem solving.

Strategies:

- **The infusion of technology in all curriculum guides to make classroom instruction more student-centered and give students more responsibility for their learning.**
- **Implementation of blended learning environments as appropriate throughout the district.**
- **Implementation of online student learning environments.**
- **Student participation in extended learning opportunities/programs.**
- **Equitable and accessible hardware and software technologies purchases.**

Goal: Educators will attain the skills and knowledge necessary to effectively use educational technology to create more rigorous learning environments to assist students to master the Florida Standards and Next Generation Sunshine State Standards by personalizing learning through the collection of student data to support differentiated instruction and to manage the online assessment environments.

Objective: Classroom instruction models will be designed to support the rigorous expectations of the new learning and assessment environment to support student readiness for the types of questions and performance based activities found on the state assessments.

Strategies:

- **Use of formative and summative assessments to individualize instruction.**
- **Plan and budget for research based hardware and software.**
- **District professional development on state assessments including security, effective educational technology usage, UDL, the use of rubrics, student choice, authentic and relevant student centered project based learning.**
- **Online access to curriculum.**
- **Current broadband, voice, and data networks available in all learning/working environments.**
- **Creation of School Professional Development Plans.**
- **Continued adaptations to curriculum for students with IEP's using assistive technologies (including training).**

Goal: The school district will increase parental involvement in the educational process through the use of the district's available technology.

Objective: Parents will receive access and an understanding of the district's online system.

Strategies:

- **Availability of parent portal tutorials.**
- **Notifications of district events on district website and through online/phone notification system.**

Infrastructure

Goal: The district will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology and to support the district learning and administrative goals.

Objective: The district will support and maintain LANs/WAN for both hardware and software and will increase bandwidth to support mobile computing initiatives to assure all users maintain connectivity.

Strategies:

- **The district will purchase and deploy multimedia computers, tablets, laptops, and peripheral devices for staff/student use.**
- **Installation and maintenance of fiber throughout the district.**
- **High speed connectivity that supports instructional and administrative needs.**
- **Updated security, back up, and disaster recovery plans.**
- **Continued IT training for IT team.**
- **Evaluate, plan, and budget for new and replacement infrastructure and learning hardware and software.**
- **Maintain current district hardware and software licenses.**
- **Maintenance of appropriate memory/capacity of district hardware/software.**
- **Support Blended Learning Environments will be supported by IT as appropriate.**

Goal: Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings, such as community centers.

Objective: The district will add and/or replace computer hardware in all buildings to provide easy access for all users.

Strategies:

- **The district will expand hardware deployment to include not only multimedia computers with Internet access in classrooms but also tablet devices, laptops, etc., in order to meet the demands of online testing.**
- **The district will upgrade operating systems and/or replace devices that do not meet minimum operating specifications as recommended by FSA.**

- **STEP 3 – Strategy Setting:**

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

Examples of Strategies:

EXAMPLES			
Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Highest student achievement	**Supply teachers and students with high quality digital content aligned to the Florida Standards**	• **Purchase Instructional Materials in digital format**	**50% of purchases in 2014-2015**
Highest student achievement	**Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.**	• **Fully implement system across nine components** • **Integrate instructional materials into system**	**2014 and ongoing**
Highest student achievement	**Create an infrastructure that supports the needs of digital learning and online assessments**	• **Bandwidth amount** • **Wireless access for all classrooms**	**2014-2019**

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Highest Student Achievement	**Identify/Develop appropriate age/grade level activities**	• **Development of curriculum guides for core subjects** • **Purchase instructional materials in digital format**	• **Math & ELA guides developed in July 2014, Science guide to be developed in October 2014** • **30% of purchases in 2014-2015, increasing each year**

Highest Student Achievement	**Develop access plan to ensure availability of technology**	• **Access Plan**	• **2014-2015**
Highest Student Achievement	**Review assessment data & conduct user surveys**	• **Progress monitoring data** • **Survey results**	• **Quarterly** • **Annually**
Highest Student Achievement	**Identify/Purchase software and Internet resources**	• **Acquisition of software** • **Catalog of resources available**	• **Initial acquisition 2014-2015, expanded annually** • **Initial cataloguing 2014-2015, updated annually**
Highest Student Achievement	**Creation of School Professional Development Plans**	• **Implemented plan**	• **August 2014 then annually**
Highest Student Achievement & Technology Integration	**Needed professional development**	• **Successful implementation of skills/strategies learned**	• **Ongoing**
Highest Student Achievement & Technology Integration	**Seek resources to fund acquisition of software/hardware**	• **Grant applications, & RFPs**	• **Ongoing**
Technology Integration/Infrastructure	**Install infrastructure**	• **Bandwidth** • **Wireless access in all classrooms**	• **2014-2019** • **2014-2019**
Technology Integration/Infrastructure	**Acquire laptops, Chromebooks, computers, tablets & peripheral devices**	• **Purchase of 25 each, desktops and laptops per school annually**	• **2014-2019**
Technology Integration	**Monitor minimum computer standards**	• **Monitoring reports**	• **Annually**
Ethical/Safe use of Technology	**Implement lessons**	• **Curriculum developed or adopted**	• **Annually beginning in 2014-2015**
Ethical/Safe use of Technology	**Present information to parents and teachers**	• **Documentation of workshop attendance and feedback**	• **Annually beginning in 2014-2015**
Ethical/Safe use of Technology	**Implement/refine district acceptable use policy**	• **Revised policy**	• **2014-2015**

Technology and Information Literacy Skills	**Infusion of technology in curriculum & implementation of blended learning environments**	• **Improvement as measured by the TIM**	• **Annually use of TIM beginning in 2014-2015**
Infrastructure	**Installation of maintenance of fiber**	• **Connection of all schools to district office via fiber**	• **2014-2015**
Infrastructure	**High speed connectivity**	• **1GB connection to desktop**	• **2015-2016**
Infrastructure	**Update security backup and recovery plans**	• **Updated plans**	• **May 2015**
Infrastructure	**Wireless Access**	• **WAP in all classrooms**	• **2015-2016**

In addition, if the district participates in federal technology initiatives and grant programs, please describe below a plan for meeting requirements of such initiatives and grant programs.

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by s.1011.62(12)(b), F.S. In this section of the DCP, districts will outline specific deliverables that will be implemented in the current year that are funded from the DCP Allocation. The five components that are included are:

A) Student Performance Outcomes
B) Digital Learning and Technology Infrastructure
C) Professional Development
D) Digital Tools
E) Online Assessments

This section of the DCP will document the activities and deliverables under each component. The section for each component include, but are not limited to:

- Implementation Plan – Provide details on the planned deliverables and/or milestones for the implementation of each activity for the component area. This should be specific to the deliverables that will be funded from the DCP Allocation.
- Evaluation and Success Criteria – For each step of the implementation plan, describe process for evaluating the status of the implementation and once complete, how successful implementation will be determined. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.

Districts are not required to include in the DCP the portion of charter school allocation or charter school plan deliverables. In s. 1011.62(12)(c), F.S., charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in s. 1002.33(17)(b).

Districts may also choose to provide funds to schools within the school district through a competitive process as outlined in s. 1011.62(12)(c), F.S.

A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP Allocation. These outcomes can be specific to a individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP Allocation for the 2014-15 school year.

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

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 percentage of students in the district demonstrating proficiency in ELA**	**60%**	**74%**
2.	**Increase percentage of students in the district demonstrating proficiency in mathematics**	**64%**	**73%**
3.	**Increase percentage of students in the district demonstrating proficiency in Science**	**53%**	**58%**
4.	**Increase percentage of students in the district making learning gains in ELA**	**70%**	**75%**
5.	**Increase percentage of students in the district making learning gains in mathematics**	**69%**	**75%**
6.	**Increase percentage of students in the district in the lowest quartile making learning gains in ELA**	**73%**	**75%**
7.	**Increase percentage of students in the district in the lowest quartile making learning gains in Mathematics**	**67%**	**75%**

B) Digital Learning and Technology Infrastructure

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

Implementation Plan for B) Digital Learning and Technology Infrastructure:

EXAMPLES					
Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.X.	Purchase and implement wireless access points	May 2015	$4,000	All fourth grade classes at Sunshine Elementary school.	Outcome Example 1
B.X.	Purchase and implement 100 new student laptop devices	February 2015	$6,000	All fourth grade classes at Sunshine Elementary school.	Outcome Example 1

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	**Purchase and implement switches and cabling for 1 GB backbone**	**May 2015**	**$191,000.00**	**All sites**	**1-7**
B.2.	**Purchase and implement computers and laptops**	**January 2015**	**$38,422.00**	**All sites**	**1-7**
B.3.	**Bandwidth monthly fee**	**June 2015**	**$35,000.00**	**All sites**	**1-7**

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
NA	

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

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

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.	**Switches and cabling for 1GB backbone will be purchased and implementation started by October 30 (IT Office)**	**A third party evaluation will be conducted upon completion**
B.2.	**Computers and laptops will be purchased by October 15 (Finance Officer)** **Computers and laptops will be delivered by November 15 (IT Office)**	**After successful distribution of the devices, student use of the technology at all sights will be measured by the TIM.**

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

C) Professional Development

State recommendations for digital learning professional development include at a minimum, – High Quality Master In-service Plan (MIP) Components that address:

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

These MIP components should include participant implementation agreements that address issues arising in needs analyses and be supported by school level monitoring and feedback processes supporting educator growth related to digital learning.

Please insert links to the district MIP to support this area, attach a draft as an appendix to the district DCP or provide deliverables on how this will be addressed.

Implementation Plan for C) Professional Development:

The plan should include process for scheduling delivery of the district's MIP components on digital learning and identify other school based processes that will provide on-going support for professional development on digital learning.

EXAMPLES					
Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.X.	X# high school teachers participate in professional development aligned with MIP.	May 2015	$X	Sandy Shores High School	Outcome Example 2
C.X.	X# teachers participate in book study and lesson studies on digital learning	May 2015	$X	Sandy Shores High School	Outcome Example 2

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.	**NA**				

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
2 days of training for 20 staff members through CBD Consulting for training on the TIM, TUPS, and TIM-O	**Through Professional Development for Digital Learning RFP TAPS #15T63**
Online course based on the book *Teaching Generation Text: Using Cell Phones to Enhance Learning* by Neilsen and Webb for all teachers in grades 7-12	**Through Professional Development for Digital Learning RFP TAPS #15T63**
Book study using *Digital Teaching Platforms* by Dede and Richards available to all teachers	**Through Professional Development for Digital Learning RFP TAPS #15T63**
Training for teachers on new technology purchased, software implemented ethics and safety.	**District resources**
Utilization of digital learning support resources and professional development activities specific to instructional design and developing digital content and assessments. Training to prepare teachers to enable student developed digital products.	**Panhandle Area Educational Consortium**
Key personnel will attend the FETC	**District resources**

Evaluation and Success Criteria for C) Professional Development:

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

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	**NA**	

D) Digital Tools

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

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

Implementation Plan for D) Digital Tools:

EXAMPLES					
Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.X.	Integrate X sets of instructional materials into the digital tools system	September 2014	$X	Sunshine Elementary school	Example Outcome 1
D.X.	Offer X additional CAPE digital tool certifications from approved list	2014-15	$X	Sandy Shores High School	Example Outcome 2

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	**NA**				

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**
Continued use of FOCUS and iCPALMS	District resources

Evaluation and Success Criteria for D) Digital Tools:

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

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	**NA**	

E) Online Assessments

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

Implementation Plan for E) Online Assessments:

EXAMPLES					
Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.X.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	September 2014	$X	Sandy Shores High School	Example Outcome 2
E.X.	Purchase 100 additional student devices for assessments	February 2015	$X	Sandy Shores High School	Example Outcome 2

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Purchase 65 additional student devices for assessments	January 2015	**$38,422.00**	All sites	1-7

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**
NA	

Evaluation and Success Criteria for E) Online Assessments:

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

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	**Purchase and deployment of devices**	**Productive use of devices**