

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 -

Mission: Charting the Course for Change. An ever-changing and diverse world will require students to adapt, to learn new skills, to analyze challenges, and to overcome obstacles. Therefore, the MISSION of the Monroe County Schools is to empower all students to become responsible and contributing global citizens.

The VISION of the Monroe County Schools, in partnership with all stakeholders, is to promote:

- Engaging and rigorous educational opportunities that encourage life-long learning
- Analytical, critical, and problem-solving abilities
- High quality, continuing professional growth
- A welcoming, safe, healthy, and respectful environment
- Integrity and public trust through collaborative leadership

STRATEGIC OBJECTIVES:

- 1. Climate and Culture for Excellence
- 2. Outstanding Student Achievement
- 3. Effective Communication & Community Engagement
- 4. High Performing Workforce
- 5. Leader in Technology and Innovation
- 6. Accountable Resource Management

The Monroe County School District's incorporation of technology in the educational program will promote the effective use of technology to implement Florida Standards to improve the performance of ALL students in order to fulfill the district's mission statement.

"Our children live in a global, digital world – a world transformed by technology and human ingenuity. Many of today's youngsters are comfortable using laptops, instant messaging, chat rooms, cell phones to connect to family, friends, and experts in local communities and around the globe. Given the rapid rate of change, the vast amount of information to be managed, and the influence of technology on life in general, students need to acquire different, evolving skill sets to cope and to thrive in this changing society." *–from enGuage 21st Century Skills For 21st Century Learners.*

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

Monroe County School District (MCSD), located in the extreme southeast of Florida, employs 553 teachers (Classroom Teachers, Guidance, Media Specialist, School Psychologist, Staffing Specialist, Resource Support) serving 8,471 students in ten public schools, three centers and six charters. It is located in a remote, rural area covering 120 miles of "keys" (islands) connected by 19.3 miles of bridge spans. The Florida Keys proper extend south from Miami with the southernmost island city of Key West lying just 90 miles from Cuba. Public schools are clustered in the three main regions of upper (Key Largo K-8, Plantation Key K-8 and Coral Shores High School 9-12), middle (Stanley Switlik K-6 and Marathon Middle High 6-12) and lower keys (Gerald Adams K-5, Poinciana K-5, Horace O'Bryant K-8, Sugarloaf K-8 and Key West High School 9-12). The racial and ethnic makeup of the district is 1.5% Asian; 10.1% Black; 36.5 % Hispanic; 0.2 % Indian; 2.7% Multi-racial; 48.8% White and 0.2% Pacific Islander, Eight point eight (8.8%) percent of students are currently being served in the ESOL program. The combination of an economy based on tourism and having the highest cost of living in the state leads to many family members holding down at least two jobs. 75.5% of families with children ages 6-17 have both parents in the labor force (US Census: AFF, 2010). Forty-seven point seven percent 47.8% (MCSD, 2014) of the students qualify for free/reduced lunch and 382 were homeless (MCSD Student Database, 2014). The Title I program serves K-8 students in 5 schools: Key Largo, Stanley Switlik, Poinciana, Gerald Adams and Horace O'Bryant.

Factors Influencing the Districts Implementation of Technology

In a locale that lacks any four-year colleges, universities or large corporations, the concept of connecting students to the "global village" is more of a requirement than an aspiration. Having our largest schools at either end of a 2½-hour journey necessitates depending heavily on technology. If the mission of providing our students with the skills and knowledge needed for success in their chosen careers and/or educational experiences is to be realized, then the use of technology is a necessity.

However, the isolation of the Keys leaves the district vulnerable. The district either has to bring experts down for training or send staff out of county to provide a Train the Trainer session upon return. Collaborations with corporations or universities are difficult to establish and maintain.

In the past several years, the district has experienced a lack of funding to make progress with technology updates. While the wireless infrastructure is up to date, the need for mobile devices is still a top priority.

- 1.3 <u>District Team Profile</u> 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.
 - o 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	Joy Nulisch	Joy.nulisch@keysschools.com
District Contact		305-293-1400 ext 53310
Curriculum District Contact	Theresa Axford	Theresa.axford@keysschools.com
		305-293-1400 ext 53392
Instructional District Contact	Theresa Axford	Theresa.axford@keysschools.com
		305-293-1400 ext 53392
Finance District Contact	James Drake	James.drake@keysschools.com
		305-29301400 ext 53392
District Leadership Contact	Theresa Axford	Theresa.axford@keysschools.com
		305-293-1400 ext 53392

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

- how parents, school staff and others were involved;
- o 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.

Monroe County School District's Digital Learning Plan has been developed to support the mission and vision of the school district.

A core committee of technology and curriculum staff met to identify our students' achievement goals and reviewed technology solutions that would assist to help students accomplish those goals. The District Digital Learning Plan has been vetted through the Executive and School Leadership Teams, District Curriculum Team, District Technology and Strategic Planning Committees.

1.5 <u>Multi-Tiered System of Supports (MTSS)-</u> 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;
- o the systems in place to monitor progress of the implementation plans; and
- o the plan to support the implementation and capacity.

The Monroe County School District has adopted the Problem Solving/Response to Intervention (PS/RTI) model and Multi-Tiered System of Supports (MTSS) in order to provide a tiered system of academic and behavioral supports that result in student progress toward identified goals. The PS/RtI model utilizes a specific, data-driven problem-solving process to identify and analyze academic and behavioral difficulties, and to plan for all students' progress, using scientific, evidence-based instruction and intervention.

PS/RTI is the practice of:

(1.) providing high-quality instruction/intervention matched to all students' needs and

(2.) using learning rate over time and level of performance to

(3.) make important educational decisions to guide instruction (National Association of State Directors of Special Education, 2005).

Tiers of Intervention/Instruction

Within the MTSS and PS/RtI model, there are three levels of instruction and intervention called Tiers. These three Tiers represent increasingly more intense levels of support for students. Assessment data is used to make instructional decisions about the level of support that each student needs. As illustrated by the diagram below, the level of support, or Tier, can change fluidly from Tier-to-Tier, based on student response to intervention.



Tiers of Service Delivery

Tier 1

Tier 1 instruction is the core curriculum. This is the instruction that ALL students are receiving, with flexible grouping and differentiation. Universal screening and classroom assessment data are utilized to determine instructional needs and to measure student progress. The general education teacher leads the Tier I instruction and support. Tier 1 should meet the academic and behavioral needs of 70-80% of the learners in a classroom.

Tier 2

For students who are not making adequate progress, teachers need to supplement their core instruction with additional interventions, depending on the specific needs of the individual students. This additional, supplemental support is called Tier 2 intervention. This level of service consists of targeted, interventions that are aligned with the core curriculum. These interventions are delivered in a small group format using strategies known to be effective in addressing these learners (Problem Solving & Response to Intervention, 2009). The majority of students within this smaller group should be making progress.

Tier 3

Tier 3 interventions are necessary for students who have limited positive response to Tier 1 and 2 interventions, and for whom there exists a significant gap between their current performance and the grade level benchmark. This is the highest level of support and is intended to close that gap. The instruction for these students is intensified by increasing the duration and frequency of the intervention, or by choosing a more explicitly targeted intervention. Tier 3 services are most effective when provided individually, or in a very small group of 2-3 students. It is still important that Tier 3 intervention is aligned with Tier 1 instruction (core instructional program), and that it does not replace access to the general, core curriculum. It is anticipated that this level of intensive intervention will only be necessary for five to ten percent of students.

How it all Fits Together:



Comple	A	and I	Tan A a sum a sum Al a su	Deserves	B/L
Sample	Assessments	ana	Intervention	Resources	IVI SID
COGTER DAY	TYPPAPPPITTA	BORN CH .	THEFT A A AND TOTAL	TEADORITARD	T 1 1 4 6 1 1

Canton	0	701 1	The O Laborations	TT: 2	Deserves	Diamontia
Content	Screening	lier l	lier 2 Interventions	lier 3	Progress	Diagnostic
Area	1001	Interventions		Interventions	Monitoring 1001	Assessments
Reading	-FAIR	-Harcourt Journeys	-Harcourt Strategic	-Harcourt Intensive	-FAIR Ongoing	-Diagnostic
	-STAR	-Leveled Readers	Intervention Series	Intervention Series -	Progress	Assessment of
	<u>u</u>	-Destination	-Read 180	-Read 180	Monitoring	Reading
		Reading (Riverdeep)	-Jamestown	-Jamestown	(OPM)	(DAR)
		-Explode the Code	-Voyager	-Voyager	-Cool Tools	-Process
		-Elements of	-Destination Reading	-SRA	-Aimsweb	Assessment of
		Reading Vocabulary	(Riverdeep)	-FCAT Explorer	-STAR	the Learner
		-Lexia (Practice)	-Words Their Way	-Edge	,	(PALS-II)
		-English in a Flash	(K-5)	-Lexia		- Harcourt
	1		-Read Naturally			Diagnostic
			-SRA (Reading			Assessments
			Mastery)			- Assessment
			-Edge			and Instruction
			-Elements of Reading			in Phonological
			Vocabulary			Awareness
			-Explode the Code			
			-Renaissance Place			
			-Ouick Reads			
			-Edmark			
			-Rewards Plus			
			-Ladders to Success			
			-Read About			
			-Lexia			
Math	STAR	-FASTT Math	-FASTT Math	- FASTT Math	-IXI.	-STAR Math
	Math	-HMH Think	-V math	-HMH Think	-Aimsweb	
		Central	- Smart Board lessons	Central	-Renaissance	
		-Glencoe Math	-Destination Math	- Smart Board		
		(middle school)	(K-Algebra 1)	lessons		
		-Pearson (Algebra	Reflex Math	- Destination Math		
		Geometry Algebra	-Accelerated Math	(K-Algebra 1)		
		2)	-My Math Tutor	-Accelerated Math		
		-Smart Board	-HMH Think Central	2.0		
		lessons	-man mink Central	-My Math Tutor		
		Destination Math		-wiy wiath 1 utor		
		(K Algebra 1)				
		(K-Algeora I)				
		-Ketlex Math				

Part II: Digital Classroom 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.

The following district needs have been identified based on state identified goals and a needs analysis.

A) Student Performance Outcomes

MCSD has identified a weakness in writing skills based on FCAT writing results. To address this need, in addition to other resources, the district will provide all fourth grade students and teachers with a mobile computing device.

B) Digital Learning and Technology Infrastructure

MCSD will continue to provide a robust digital learning infrastructure with the appropriate levels of bandwidth that will support mobile computing devices, hardware and software.

C) Professional Development

PD needs are assessed through a technology PD survey and the Technology Uses and Perception Survey (TUPS). To set teachers up for success, instructional personnel and staff will have access to training to assist with the integration of technology into classroom teaching, including mobile computing devices, hardware, and software. Assessments indicate that training needs to focus on both the tool and the pedagogy.

D) Digital Tools

MCSD is continually reviewing and renewing products to determine which digital devices best meet the needs of our students.

E) Online Assessments

Many of our devices are currently dedicated to on-line assessments; MCSD must offer more devices to students so they can continue to work on building skills and academic assignments during the testing windows.

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 <u>http://schoolgrades.fldoe.org</u>. Districts may choose to add any additional metrics that may be appropriate below in the table for district provided outcomes.

Studen (Requi	t Performance Outcomes red)	Baseline	Target	Date for Target to be Achieved (year)
1.	ELA Student Achievement			2019
	Reading:	61%	Meet FSA	
	Writing:	46%	standards	
2.	Math Student Achievement	64%	Meet FSA	2019
			standards	
3.	Science Student Achievement	66%	75%	2019
4.	ELA Learning Gains	69 Reading	Meet FSA standards	2019
5.	Math Learning Gains	69	Meet FSA standards	2019
6.	ELA Learning Gains of the Low 25%	68 Reading	Meet FSA standards	2019
7.	Math Learning Gains of the Low 25%	66	Meet FSA standards	2019
8.	Overall, 4-year Graduation Rate	71% (13)	75%	2019
9.	Acceleration Success Rate			
10.	Writing Student Achievement	46%	Meet FSA standards	2019

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.

Infras	tructure Needs Analysis (Required)	Baseline	Target	Date for Target to be Achieved (year)
1.	Student to Computer Device Ratio	1.81:1	1:1	2019
2.	*Count of student instructional desktop computers meeting specifications	1603	600	2019
3.	Count of student instructional mobile computers (laptops) meeting specifications	2819	6000	2019
4.	Count of student web-thin client computers meeting specifications	NA	NA	NA
5.	Count of student large screen tablets meeting specifications	132	132	2019
6.	**Percent of schools meeting recommended bandwidth standard	0%	100%	2019
7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	2014

*MCSD's goal is to decrease the number of desktop computers and increase the number of laptops

**External bandwidth = 100 kbps per student based on 7900 students @ .75GB Internal bandwidth = 1000 MB per student based on 7900 students @ 1GB

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	0%	100%	2019
2.	Average Teacher technology integration via the TIM (Elementary Schools)	0%	100%	2019
3.	Average Teacher technology integration via the TIM (Middle Schools)	NA	NA	NA
4.	Average Teacher technology integration via the TIM (High Schools)	0%	100%	2019
5.	Average Teacher technology integration via the TIM (Combination Schools)	0%	100%	2019

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

Digit	al 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 use it to create aligned curriculum guides.	Fully Implemented (CPALMS)	Will continue to support and employ in classrooms	Achieved
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 (CPALMS)	Will continue to support and employ in classrooms	Achieved
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Fully Implemented Performance Matters	Will continue to support and employ in classrooms	Achieved
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Fully Implemented (My Learning Plan)	Will continue to support and employ in classrooms	Achieved

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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 (Performance Matters/Renaissance STAR); Pinnacle Gradebook	Will continue to support and employ in classrooms	Achieved
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.	Fully Implemented (Performance Matters/Renaissance STAR)	Will continue to support and employ in classrooms	Achieved
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 School Fusion Sharepoint Site	Will continue to support and employ in classrooms	Achieved
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 (Performance Matters/Renaissance STAR)	Will continue to support and employ in classrooms	Achieved
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 (Performance Matters/Renaissance STAR)	Will continue to support and employ in classrooms	Achieved
Digit Prov	al Tools Needs Analysis (District ided)	Baseline	Target	Date for Target to be Achieved (year)
10.	Mobile devices for students and teachers	Partially Implemented	Will work to implement and employ	2019

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.

Onlin (Requ	e Assessments Needs Analysis uired)	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%	N/A	N/A
2.	Computers/devices required for assessments (based on schedule constraints)	sufficient	sufficient	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.

Enter district goals below:

Goal 1: By May 2019, 90% of 4th grade students will demonstrate at least a 3 percentage point growth annually on the FSA ELA (writing) as measured by the Florida Standards Assessment.

Goal 2: By May 2015, 90% of 4th grade students will have a mobile computing device.

Goal 3: By May 2015, 90% of 4th grade teachers will have a mobile computing device.

Goal 4: By June 2015, 90% of 4th grade teachers will be trained on integrating the mobile computing device into the curriculum.

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.

Goal Addressed	Strategy	Measurement	Timeline
Increase writing	Supply teachers and	Integrate	2014-2019
scores	students with high	instructional	
	quality technology	materials into	
	and curriculum	system	
Mobile computing	Supply 4 th grade	Purchase mobile	2014-2019
devices	students and teacher	devices for teachers	
	with mobile digital	and students	
	devices		
PD for teachers	Provide PD on how	Sign-in sheets from	2014-2019
	to integrate mobile	My Learning Plan on	
	devices into the	PD provided.	
	curriculum		

Enter the district strategies below:

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.

NA

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. <u>Evaluation and Success Criteria</u> – 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.

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

Stude	nt Performance Outcomes	Baseline	Target
1.	Increase writing scores of 4 th grade students	46%	61%
2.			
3.			
4.			
5.			

B) Digital Learning and Technology Infrastructure

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

Implementation Plan for B) Digital Learning and Technology Infrastructure:

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.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
Technology infrastructure such as wireless and laptops will be provided through district funds	District funds

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.	NA			

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.

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	
Professional development for mobile computing devices with be provided with other funding	PD for Digital Learning Grant	

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.	Training planned and scheduled	Sign-in sheets from My Learning Plan		

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:

Digita	Digital Tools Implementation				
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	Purchase mobile computing devices with carts and peripherals for 4 th grade students and teachers	2016	\$270,510	District	A1

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 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	Monitoring and Evaluation	Success Criteria		
(from	and Process(es)			
above)				
D.1.	Review purchase orders and	Devices in place for 4 th grade students and		
	track delivery	teachers		

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:

Online	e Assessment Impleme	ntation			
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.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	
Computer-based state wide assessments are	District funds	
being implemented		_

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.	NA			