



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: The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Vision: The School District of Palm Beach envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

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

The SDPBC is one of the largest urban school Districts in the nation, both geographically and in terms of student population, serving more than 181,000 students. The demographic composition of the student enrollment includes 29% black, 30% Hispanic, and 35% white students. Additionally, 57% of the student population is eligible for Free or Reduced Lunch, 35,314 students are served in Exceptional Student Education (ESE) programs (approximately 9,050 are in gifted programs) and 25,746 students in English for Speakers of Other Languages (ESOL) classes. More than 12,000 teachers serve in both rural and urban schools comprised of a variety of configurations including elementary, intermediate, middle, and high schools well as alternative and ESE schools.

The unique makeup of our District influences the implementation of technology because large urban Districts, such as ours, require standards to ensure equity as well as adequate scaling and support capacity. Our ESE and ESOL students are spread geographically. We have a strong need to ensure every student can see and hear while in the classroom. For this reason, we strive to place and replenish quality instructional multimedia tools in all classrooms.

FLDOE Funded vs. Unfunded

Items proposed to be FUNDED from this year's FLDOE DCP allocation: **\$1,700,000** (minus Charter School pass-through)

Items in the plan UNFUNDED by FLDOE: **\$15,850,050**

In order to get to the desired 1:1 ratio of students to computers, there will be an additional \$70,000,000 upfront cost with additional annual fees to maintain the equipment.

Third-Party Review of Inventory and Infrastructure:

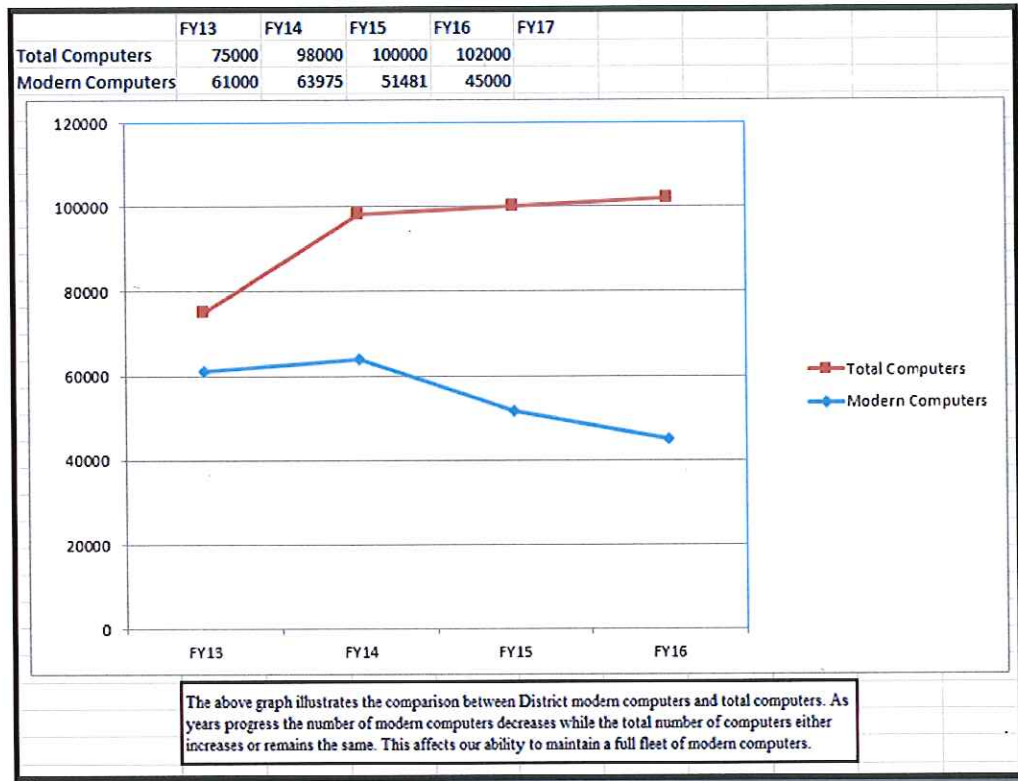
The District intends to use much of the portion of the DCP allocation for the technology and infrastructure needs area B, s.1011.62 (12) (b), F.S. We have met the requirement for the third-party evaluation of the results of the District's technology inventory and infrastructure needs as described below:

The third-party evaluation was held on September 3, 2014 at the monthly Technology Advisory Committee (TAC) meeting. The TAC is a Board-appointed cadre of industry technology experts, serving as an advisory committee to the School Board of Palm Beach County. The Committee includes Chief Information Officers and IT Directors from: Florida Power and Light, South Florida Water Management District, Palm Beach State College, Palm Beach County Government, Capella University, as well as a retired K-12 educational administrator. School Board Policies 1.09 and 1.096 govern the committee. The mission of the TAC is to provide expert knowledge, guidance, and to bring industry best practices to decisions regarding technology infrastructure and strategy. The committee has been active more than five years and has gained an understanding of the administrative and instructional

technology across the School District including administrative complexes and schools. Additionally, TAC reviews and provides feedback on technology contracts for hardware, software, consultants, and training.

The members of the TAC reviewed the plan in DRAFT form, and gave their unanimous endorsement with the understanding that this plan is dependent on an organic, evolving process subject to monitoring of specific goals and targets of each

deliverable and the ability to make mid-course corrections in response to new developments and opportunities as they arise. Additionally, they requested a clear statement regarding the unfunded portions of the plan.



1.3 District Team Profile -

This plan's development was led by the SDPBC Department of Educational Technology (EdTech). It builds on the insights and recommendations of a working group of other divisions and departments. EdTech also incorporated information from the U.S. National Education Technology Plan, learning and assessment experts, educators, and the public and current research.

The digital learning components were completed with collaboration between District instructional, curriculum, and information technology staff as required in s.1011.62 (12) (b), F.S. in addition to:

Development of partnerships with community, business and industry; and development of partnerships with community, business and industry; and Technology Advisory Council (TAC), Technology Clearinghouse Committee (TCC), Superintendent's Technology Committee (STC), integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

Integration of technology is expected in all areas of the curriculum, ESOL, and special needs - including students with disabilities.

Title/Role	Name:	Email/Phone:
Chief Information Officer - Information Technology	Deepak Agarwal	Deepak.Agarwal@palmbeachschools.org 561-434-8773
Assistant Superintendent-Division of Teaching and Learning	Karen Whetsell	Karen.Whetsell@palmbeachschools.org 561-357-1113
Director-Educational Technology	Gary Weidenhamer	Gary.Weidenhamer@palmbeachschools.org 561-434-8499
Chief Operating Officer	Mike Burke	Mike.Burke@palmbeachschools.org

		561-434-8584
District Leadership Contact	E. Wayne Gent	superintendent@palmbeachschools.org 561-649-6833
Administrative Director-Compliance and Special Projects	Barbara Terembes	Barbara.Terembes@palmbeachschools.org 561-434-7346
Chief Academic Officer	Cheryl Alligood	Cheryl.Alligood@palmbeachschools.org 561-649-6888
Director-IT Technical Operations	Chris Persaud	Chris.Persaud@palmbeachschools.org 561-434-8910
Director-IT Enterprise Applications	Dawn Pumphrey	Dawn.Pumphrey@palmbeachschools.org 561-434-8426
Director-Elementary Education	Debbie Battles	Debbie.Battles@palmbeachschools.org 561-357-7541
Director-Secondary Education	Diana Fedderman	Diana.Fedderman@palmbeachschools.org 561-357-5989
Assistant Superintendent	Frank Rodriguez	Frank.Rodriguez@palmbeachschools.org 561-434-8851
Specialist-Business Education	Jay Boggess	jay.boggess@palmbeachschools.org 561-357-5942
Director-Charter Schools	Jim Pegg	Jim.Pegg@palmbeachschools.org 561-434-7460
Director-Professional Development	Kathy Orloff	Kathy.Orloff@palmbeachschools.org 561-366-6111
Director-Exceptional Student Education	Kevin McCormick	Kevin.McCormick@palmbeachschools.org 561-434-8626
Director- IT Infrastructure	Larry Padgett	Larry.Padgett@palmbeachschools.org 561-434-8830
Manager-IT Solutions, Elementary Education	Lisa Hoskins	Lisa.Hoskins@palmbeachschools.org 561-434-8505
Executive Director-Multicultural Education	Margarita Pinkos	Margarita.Pinkos@palmbeachschools.org 561-434-8010
Director-Budget Services	Shirley Knox	Shirley.Knox@palmbeachschools.org 561-434-8837
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Principal-Special Assignment - Charter Schools	Ariel Alejo	Ariel.Alejo@palmbeachschools.org
Director-Accounting Services	Heather Knust	Heather.Knust@palmbeachschools.org 561-434-8096
Director-Research, Evaluation, and Assessment	Mark Howard	mark.howard.1@palmbeachschools.org 561-434-8781
Director-Choice and Career Options	Peter Licata	Peter.Licata@palmbeachschools.org 561-969-5820

- 1.4 **Planning Process-** Summarize the process used to write this plan including but not limited to:
- o how parents, school staff and others were involved;
 - o development of partnerships with community, business and industry; and
 - o integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities

Stakeholders from various District departments and divisions met to discuss the requirements of the plan and to decide on a process for development of the plan. Subsequent actions included requesting all Departments' staff input. The Technology Advisory Committee (TAC) was included as the third-party review for inventory and infrastructure needs analysis. To write this plan we consulted the results of the District Technology Strategic Plan, State Technology Inventory Survey, School Effectiveness Questionnaire, District-created technology surveys (Tech Tools), data from our District desktop management system, and other similar repositories of data. Due to the limited timeframe provided by the FLDOE, we also relied on our collective experiences, observations, and anecdotal findings to provide the best information possible.

We met as a large group to discuss and analyze the requirements of the plan. Portions were assigned to departments for expertise input. We met again to combine efforts, ideas, and strategies.

Each part of the plan will be monitored by their respective departments utilizing appropriate tools built in to the systems. As outcome data is collected and reviewed, changes to program implementation will be made as appropriate.

Important Note: The state released this template on August 15, 2014 and required a Board-approved plan to be submitted by to FLDOE by October 1, 2014.

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

- o 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

To write this plan we consulted the results of the District Technology Strategic Plan, State Technology Readiness Inventory Survey, School Effectiveness Questionnaire, District-created technology surveys (Tech Tools), data from our District desktop management system, and other similar repositories of data. Due to the limited timeframe provided by the FLDOE, we also relied on our collective experiences, observations, and anecdotal findings to provide the best information possible.

We met as a large group to discuss and analyze the requirements of the plan. Portions were assigned to departments for expertise input. We met again to combine efforts, ideas, and strategies.

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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
- B) Digital Learning and Technology Infrastructure
- C) Professional Development
- D) Digital Tools
- E) Online Assessments
- F) 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) AMOs		Baseline	Target	Date for Target to be Achieved (year)
1.	ELA Student Achievement	58%	79%	2017
2.	Math Student Achievement	59%	79%	2017
3.	Science Student Achievement	60%	65%	2017
4.	ELA Learning Gains	67%	73%	2017
5.	Math Learning Gains	71%	77%	2017
6.	ELA Learning Gains of the Low 25%	66%	71%	2017
7.	Math Learning Gains of the Low 25%	63%	68%	2017
8.	Overall, 4-year Graduation Rate	76%	82%	2017
9.	Acceleration Success Rate	47%	50%	2017
Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
10.	26 existing Pre-IT middle school programs and expansion to applicable elementary schools	26 Middle Schools	100% of Middle Schools (33) and 10 Elementary Schools	2015
11.	78% Passage rate on Career and Professional Education (CAPE) Digital Tools Certificate	n/a	78%	2015

■ 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.

Note: The information below is based on data from District-wide desktop management system. We did not use the Technology Readiness Inventory due to the fact that since the Readiness Inventory was submitted in June 2014, there has been a district-wide effort to remove obsolete machines. Obsolete machines defined as those that are older than five years (due to maintenance costs and security risks).

SETDA Recommendation

Recommendation 1: Move to Address K-12 Broadband Infrastructure Needs

To reach the goal of sufficient broadband access for enhanced K-12 teaching and learning and improved school operations as outlined in this report, SETDA recommends that schools and districts meet the following *minimum* bandwidth targets between now and the 2017-18 school year:

Broadband Access for Teaching, Learning and School Operations	2014-15 School Year Target	2017-18 School Year Target
An external Internet connection to the Internet Service Provider (ISP)	At least 100 Mbps per 1,000 students/staff	At least 1 Gbps per 1,000 students/staff
Internal wide area network (WAN) connections from the district to each school and among schools within the district	At least 1 Gbps per 1,000 students/staff	At least 10 Gbps per 1,000 students/staff

Infrastructure Needs Analysis (Required)		Baseline (Technology Readiness Inventory)	Target	Date for Target to be Achieved (year)
1.	Student to Computer Device Ratio	3.19:1	1:1	2020
2.	Count of student instructional desktop computers meeting specifications	32,981	55,000	2018
3.	Count of student instructional mobile computers (laptops) meeting specifications	18,500	(6-12) 86,000	2020
4.	Count of student web-thin client computers meeting specifications	0	0	n/a
5.	Count of student large screen tablets meeting specifications (9.5" or larger)	11,000	(K-5 = 77,000)	2020
6.	Percent of schools meeting recommended bandwidth standard. Based on SETDA recommendations, no schools meet ALL bandwidth targets per student. (See graphic below.)	0%	100%	2018

7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	n/a
Infrastructure Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
No additional infrastructure needs at this time.				

■ 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

To write this plan we consulted the District Technology Strategic Plan, as well as the results of the State Technology Inventory Survey, School Effectiveness Questionnaire, District-created technology surveys (Tech Tools), data from desktop management system, and other similar repositories of data. We also relied on our collective experiences, observations, and anecdotal findings to provide the best information possible.

Professional Development Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Average Teacher technology integration via the TIM	Entry – 5% Adoption – 67% Adaptation – 20% Infusion – 5% Transformation – 3%	Entry – 2% Adoption – 10% Adaptation – 30% Infusion – 33% Transformation – 25%	2018
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Entry – 5% Adoption – 67% Adaptation – 20% Infusion – 5% Transformation – 3%	Entry – 2% Adoption – 10% Adaptation – 30% Infusion – 33% Transformation – 25%	2018
3.	Average Teacher technology integration via the TIM (Middle Schools)	Entry – 5% Adoption – 67% Adaptation – 20% Infusion – 5% Transformation – 3%	Entry – 2% Adoption – 10% Adaptation – 30% Infusion – 33% Transformation – 25%	2018

4.	Average Teacher technology integration via the TIM (High Schools)	Entry – 5% Adoption – 67% Adaptation – 20% Infusion – 5% Transformation – 3%	Entry – 2% Adoption – 10% Adaptation – 30% Infusion – 33% Transformation – 25%	2018
5.	Average Teacher technology integration via the TIM (Combination Schools)	Entry – 5% Adoption – 67% Adaptation – 20% Infusion – 5% Transformation – 3%	Entry – 2% Adoption – 10% Adaptation – 30% Infusion – 33% Transformation – 25%	2018

Professional Development Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
6.	Teachers and curriculum writing teams design curricular lessons reflecting the district's vision and scalability through TIM	Entry – 5% Adoption – 67% Adaptation – 20% Infusion – 5% Transformation – 3%	Entry – 2% Adoption – 10% Adaptation – 30% Infusion – 33% Transformation – 25%	2018
7.	All teachers are a part of professional learning communities where integration, and modeling of technology, and responsible digital citizenship is key.	Entry – 5% Adoption – 67% Adaptation – 20% Infusion – 5% Transformation – 3%	Entry – 2% Adoption – 10% Adaptation – 30% Infusion – 33% Transformation – 25%	2018
8.	Teachers self-analyze their level of technology awareness and integration. Based on their individual results, teachers will design their own personalized, professional learning plan.	Entry – 5% Adoption – 67% Adaptation – 20% Infusion – 5% Transformation – 3%	Entry – 2% Adoption – 10% Adaptation – 30% Infusion – 33% Transformation – 25%	2018
9.	Teachers interact, collaborate, and publish with peers, experts, or others employing a variety of media and formats.	Entry – 5% Adoption – 67% Adaptation – 20% Infusion – 5% Transformation – 3%	Entry – 2% Adoption – 10% Adaptation – 30% Infusion – 33% Transformation – 25%	2018
10.	Teachers serve as mentors in the use of technology and facilitate lessons in which students are engaged in collaborative, higher order learning activities that may not have been possible without the use of technology.	Entry – 5% Adoption – 67% Adaptation – 20% Infusion – 5% Transformation – 3%	Entry – 2% Adoption – 10% Adaptation – 30% Infusion – 33% Transformation – 25%	2018
11.	Teachers understand how to effectively use digital tools to plan, teach, and monitor.	Entry – 5% Adoption – 67% Adaptation – 20% Infusion – 5% Transformation – 3%	Entry – 2% Adoption – 10% Adaptation – 30% Infusion – 33% Transformation – 25%	2016

The School District of Palm Beach County provides ongoing training to instructional, administrative, and non-instructional staff in classroom technology. These trainings must contain elements that align to the Florida Professional Development System Evaluation Protocol Standards and adhere to specific statutory requirements. All proposed technology trainings undergo an evaluation process at each stage of the program. The planning process, delivery of content, classroom implementation and monitoring, and impact of the training program are the stages that are examined to determine success of the technology-training program. This process ensures that all technology training conducted within the District includes best practices for adult learning and classroom technology integration, as well as identifying areas of strength and weakness that must be targeted for future growth.

There are several Master Inservice Plan (MIP) components that address integration of technology into classroom teaching. These components contain specific courses that are conducted to address the technology training needs of administrators, teachers, non-instructional staff, and students. These components include:

- ESE Technology
- Instructional Software
- Instructional Technology Tools
- Integrated Classroom Technology
- Productivity Software
- Technology: Leadership & Vision
- Library/Media Instructional Programming
- Library/Media Technology Skills

Classroom implementation is required in order for inservice credit to be awarded. This implementation process is monitored and supported at both the school and District level. All instructional technology trainings are required to show evidence of 1) changes in teacher practices as it pertains to integration of technology and 2) changes in student achievement as it pertains to use of technology and levels of academic engagement.

Each technology-training program is evaluated for impact at the conclusion of the program. This program evaluation is called a Component Evaluation and encompasses data collected by the trainer during all four phases of their program: planning, delivery, implementation, and evaluation. The planning phase is evaluated to ensure that the appropriate content was targeted based upon a variety of data from district needs assessments, teacher observation data, disaggregated student data, school improvement plans, and other district and state initiatives. The delivery phase is evaluated to ensure that adult learning strategies and hands-on practices were utilized during the training to enhance cognition. The trainers' delivery and the format of the training are also evaluated for high quality using participant feedback. During the delivery phase, a measure of mastery is also used to gauge participants' level of knowledge/skill and readiness to begin the implementation phase. The implementation phase involves selecting appropriate formative evidence that best demonstrates 1) teacher use and 2) student improvement. Once this has been selected, trainers provide a rubric, scale, or other measure of what is quality and fidelity of implementation is expected. The evaluation phase involves examining the teacher and student evidence. This examination yields the level of classroom integration and level of student impact. By examining the four phases we are better able to identify the strengths and weaknesses of the program and determine modifications to the training program as well as content that need to be addressed in future training.

In addition to this process, technology training needs are also determined via the District's Learning Management System (LMS). This internal system allows managers to identify and target specific training opportunities for individual employees. The system houses all training offered district-wide, and allows employees and their managers to build specific professional growth plans that target key learning for each individual employee. This system provides the district with a single source for identifying, advertising, delivering, and monitoring professional development programs.

■ 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.	Partially Implemented	Will work to implement and employ	2016
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Partially Implemented	Will work to implement and employ	2016
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	2016
4.	Implementation status of a system that includes District staff information combined with the ability to create and manage professional development offerings and plans.	Partially Implemented	Will work to implement and employ	2016
5.	Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	Partially Implemented	Will work to implement and employ	2016
6.	Implementation status of a system that leverages the availability of data about students, District staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	Partially Implemented	Will work to implement and employ	2015
7.	Implementation status of a system that houses documents, videos, and information for teachers, students, parents, District administrators and technical support to access when they have questions about how to use or support the system.	Partially Implemented	Will work to implement and employ	2016
8.	Implementation status of a system that includes or seamlessly shares information about students, District staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and District administrators to use data to inform instruction and operational practices.	Partially Implemented	Will work to implement and employ	2017
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, District administrators and technical support.	Partially Implemented	Will work to implement and employ	2015

Digital Tools Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
10.	Implementation of the TIM (or other technology integration analysis tool) and analysis of results.	No system in place	Will work to implement and employ	2016
11.	Communicate information to multiple audiences using a variety of media and formats. In order to increase family engagement, implementation of a teacher to parent and teacher to student texting system is necessary.	No system in place	Will work to implement and employ	2016
12.	Implementation of publisher-created digital resources.	Partially Implemented	Will work to implement and employ	2016
13.	Implementation of a Mobile Device Management system.	No system in place	Will work to implement and employ	2016
14.	Implementation of lab management software for all schools.	No system in place	Will work to implement and employ	2016
15.	Computing devices necessary for successful classroom technology integration.	Partially Implemented	Will work to implement and employ	2016

■ Quality Efficient Services

Online Assessment Readiness:

Districts shall work to reduce the amount time used for the administration of computer-based assessments.

Online assessment (or computer-based testing) will be measured by the computer-based testing certification tool and the number of devices available and used for each assessment window.

Online Assessments Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Computer-Based Assessment Certification Tool completion rate for schools in the District (Spring 2014)	100%	100%	2015
2.	Computers/devices required for assessments (based on schedule constraints)	5:1	1:1	2020
Online Assessments Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
3.	No additional needs at this time.			

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.

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:

GOAL 1

Student First Philosophy

- Implement research-based fully enriched instructional models that enable students to develop the critical thinking and analytical skills necessary to succeed academically.
- Support each student, not as a collective unit, but with individualized educational plans.
- Provide meaningful follow-up, monitoring, and mentorships that provide support necessary to succeed.
- Develop age-appropriate life skills training programs for students and families that cultivate soft skills including self-determination and self-advocacy.
- Develop age-appropriate life skills training programs for students and families that cultivate soft skills including self-determination and self-advocacy.
- Seek equitable outcomes for all student groups that help each student achieve the greatest success possible.
- Continue and strengthen choice programs, career academies, and other career/technical curricula that meet the needs of our students while supporting the economic development goals of the community.
- Implement methods to identify learning styles and match them with appropriate teaching methods and measurable performance goals.

GOAL 2

Family Matters

- Create policies and programs that proactively engage all parents, caregivers, and families as the primary partners in the education of students.
- Implement new policies, procedures, and processes to make schools more family friendly so that the school encourages parent/caregiver participation by providing: an inviting campus, a welcoming atmosphere and mutually beneficial opportunities to interact with teachers and administrators.
- Train principals and teachers how to maximize interactive opportunities with families/caregivers via face-to-face meetings as well as communication through technology.
- Engage partners to empower families/caregivers.
- Create, recruit, and implement on campus volunteer opportunities in all aspects of school life for families caregivers and community partners.
- Examine opportunities to improve adult literacy skills, and career/technical training offered to families/caregivers.
- Encourage parental accountability for school readiness with support mechanisms that bolster families/caregivers.

GOAL 3

Qualified and Highly Effective Workforce

- Cultivate a fluid leadership development succession planning program that keeps good teachers teaching, strengthens classroom management efforts, and produces highly-effective academic leaders, assistant principals, principals, and administrators.
- Conduct a resource allocation study evaluating socio-economic factors in the School District to identify shortfalls and inconsistencies between schools within the District, and reassign resources, including the workforce, to address equity in a Student-First Philosophy.
- Enact a professional development program that is coupled with a system that ensures adequate pay for a well-trained workforce.
- Ensure that professional development supports and strengthens choice programs, career academies, and other career/technical curricula to meet the needs of our students while supporting the economic development goals of the community.
- Provide intrinsic incentives to encourage the reassignment of the best teachers—as measured by student performance and acceleration data—to underperforming classes, schools, and student populations as demonstrated by need.

GOAL 4

Efficiency and Accountability

- Streamline and reduce the levels of bureaucracy.
- Redistribute savings and maximize limited financial resources to be applied to a Student-First Philosophy.
- Conduct a functional audit of the District to enable the implementation of the Student-First Philosophy and Family Matters initiatives. Assess each department and its purpose, expenses, and how it serves and meets student needs.
- Strengthen the balance between academic achievement and a robust student services program that will support the social, emotional, and career/technical/vocational needs of students through guidance programs following the National School Counseling Model.
- Develop and report on efforts to provide students and teachers with up-to-date technology and wireless connectivity at each school campus to ensure the ability to perform and compete successfully in the global knowledge economy.

- Enhance the learning environment of each campus to ensure top-notch facilities that are safe and encourage increased learning opportunities which will lead to achievement.
- Seek parity in funding and resources among schools throughout the District with a focus on strengthening schools.
- Develop a School Facilities Improvement Plan that will outline campus improvements, renovations, upgrades, and more.
- Create a transparent, online reporting tool that tracks district-wide and school expenditures and performances measures.

GOAL 5

Community Engagement

- Develop a robust Community Engagement and Empowerment effort that provides meaningful opportunities for volunteers from stakeholder groups—including business, civic, and social organizations—to support the Student-First Philosophy and Family Matters efforts.
- Create a multi-year, multi-faceted campaign to engage partners in creating a world class education system - demonstrate the return-on-investment economically and socially to partner organizations.
- Regularly acknowledge and reward the participation of volunteers and partner organizations.
- Ensure that there are role models and mentors who represent the diverse student body and relate to the students and families with whom they are working.
- Ensure that principals, administrators, and teachers have professional support from the community to assist with professional development, management skills, and the Student-First Philosophy.
- Continually reach out to community organizations—social, civic, business, faith-based, and others—to inform and recruit assistance for students and school personnel.
- Explore ways to develop mutually beneficial opportunities that support community efforts such as the 6 Pillars of Florida's Future Economy from the Economic Council of Palm Beach County.
- Create and maintain an advisory council to provide advice and counsel in support of choice programs, career academies, and other career/technical curricula that meet the needs of our students while supporting the economic development goals of the community.

GOAL 6

Communications Campaign

- Commence with a communications strategy that targets students and families, the District workforce, external stakeholder groups, and the public.
- Outline the efforts underway to create a Student-First Philosophy and Family Matters initiative and the resources available to students and families.
- Highlight the best managerial practices implemented and reward staff in order to help build morale and demonstrate a commitment to the new initiatives.
- Illustrate the successes of the District as well as recognize the performance gap and unmet needs within the District.
- Promote a message of success and continued efforts to achieve the District's mission to attain its vision.
- Ensure that the campaign includes efforts for principals, teachers, administrators, and others to become regularly engaged in social, civic, business, and faith-based organizations.

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	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Bandwidth amount • Wireless access for all classrooms 	2014-2019
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Enter the District strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Goal 1 – Student First Philosophy	Implement teacher->parent and teacher->student texting system.	Yearly via system analytics to determine usage	2015 and ongoing
Goal 1 - Student First Philosophy	Create an infrastructure that supports Bring Your Own Device (BYOD) technology, assessment demands, and productivity requirements, at all school District buildings.	Real-time analytics	2015 and ongoing
Goal 3 – Qualified and Highly Effective Workforce	Provide online, self-paced Professional Development that will include interactive multimedia.	Yearly tracking in existing (LMS) will enable to us measure participation	2016 and ongoing
Goal 3 – Qualified and Highly Effective Workforce	Supply teachers and students with high quality digital tools for instruction.	Yearly inventory	2016 and ongoing
Goal 3 – Qualified and Highly Effective Workforce	Provide rich, ongoing, face-to-face, technology-integration professional learning opportunities for all teachers.	Yearly via our Learning Management System	2015 and ongoing
Goal 3 – Qualified and Highly Effective Workforce	Implement modern system for curricular lesson plans.	Yearly via system analytics to determine usage	2016 and ongoing
Goal 3 – Qualified and Highly Effective Workforce	Continue to implement mentor programs and other existing professional learning communities. Expand programs to include more participants.	Monthly via reports, PD attendance, and mentor documentation	2015 and ongoing
Goal 3 – Qualified and Highly Effective Workforce	Implement TIM (or other survey tool) for teachers to self-analyze their level of technology integration in the classroom.	2x yearly	2015 and ongoing

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 includes, but is not limited to:

- o **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.
- o **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 an individual school site, grade level/band, subject or content area, or District wide. These outcomes are the specific goals that the District plans to improve through the implementation of the deliverables funded by the DCP Allocation for the 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	Overall, 4-year Graduation Rate	76%	78%
2	Acceleration Success Rate	47%	48%

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.	Infrastructure: Refresh approximately 3000 obsolete computers, in goal to get to a 3:1 student to device ratio.	2015	\$1,340,000 Capital	District	ELA Student Achievement

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
B.2.	Refresh approximately 18,000 obsolete computers, in goal to get to a 3:1 student to device ratio.	Needed: \$8,460,000 No funding currently available.
B.3.	To meet the 2014-2015 SEDTA recommendations, the District needs to increase Internal Wide Area Connection from 250MB to 1GB.	Annual Needs: \$1,536,000 No funding currently available.
B.4.	To meet the 2014-2015 SEDTA recommendations, the District needs to increase Internet Connection Speeds from 4GB to 19GB.	Annual Needs: \$420,000 No funding currently available.
B.5.	To meet the 2014-2015 SEDTA recommendations, the District needs to improve the infrastructure to include Packet Shaping Appliances.	Needed: \$250,000 No funding currently available.
B.6.	To meet the 2014-2015 SEDTA recommendations, the District needs to improve the infrastructure to include additional Internet Proxy Devices.	Needed: \$500,000 No funding currently available.

To meet the 2017-2018 SEDTA recommendations, the District will require substantially great funds for both WAN connections and ISP Internet connections. Additionally, the network infrastructure will need to be upgraded to support the required increased connection speeds.

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.	New devices will show up on the network and verified through a desktop management system	Newer technology will be leveraged for instruction and assessment.
B.2.	New devices will show up on the network and verified through a desktop management system	Newer technology will be leveraged for instruction and assessment.
B.3.	Monitor the wide area networks utilization electronically	Measurements and criteria set for optimal performance.
B.4.	Monitor the utilization of Internet connections electronically.	Measurements and criteria set for optimal performance.
B.5.	Monitor the packets during the assessment windows	Packets will be shaped to allow optimal performance during assessment windows.
B.6.	Monitor and restrict the type of Internet usage during the assessment windows	Packets will be shaped to allow optimal performance during assessment windows.

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.

The third-party evaluation will be held at the regularly scheduled Technology Advisory Committee (TAC) meetings. The TAC is a Board-appointed cadre of industry technology experts, serving as an advisory committee to the School Board of Palm Beach

County. The Committee includes Chief Information Officers and IT Directors from: Florida Power and Light, South Florida Water Management District, Palm Beach State College, Palm Beach County Government, Capella University, as well as a retired K-12 educational administrator. School Board Policies 1.09 and 1.096 govern the committee. The mission of the TAC is to provide expert knowledge, guidance, and to bring industry best practices to decisions regarding technology infrastructure and strategy. The committee has been active more than five years and has gained an understanding of the administrative and instructional technology across the School District including administrative complexes and schools. Additionally, TAC reviews and provides feedback on technology contracts for hardware, software, consultants, and training.

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 Master Inservice Plan (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.

District Master In-Service Plan:

<http://www.palmbeachschools.org/staffdev/MIPAlpha.asp>

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

The School District of Palm Beach County is working toward effective use of digital technologies to perform job functions, improve teaching and learning, and support student achievement goals. Through sustained professional development that utilizes hands-on experiential adult learning practices and online learning formats, the District seeks to build the potential of its human capital to impact student achievement at the highest levels.

All employees (administrators, teachers, and non-instructional staff) are charged with maximizing the use of technology in every facet of their professional practices. Administrators need to be able to communicate a shared vision for 21st century learning, utilize technology to analyze data and make informed decisions, model and promote the use of technology, and monitor teacher and student technology integration and digital literacy. Teachers need to be able to effectively use technology to plan and deliver instruction to students on a daily basis, track student progress, and collaborate with colleagues and other professionals in the field. Non-instructional staff needs to be able to use technology in a manner that improves their job performance and workplace efficiency. With the recent addition of our LMS, the District seeks to expand access to District-wide professional development services for all employees. Our LMS is accessible anytime/anywhere and allows for personalization and customization of employee learning. This system allows employees to view individual inservice records, view all learning that is available District-wide, engage in targeted online content learning, view electronic resources, track their progress through targeted learning experiences, and develop and monitor individual growth plans. This system will require District department program planners, trainers, and participants to be digitally literate in order to navigate the system successfully. The Department of Professional Development is providing ongoing training for departments and schools in use of the new system.

The following professional development deliverables are required to ensure marked progress toward integrating technology into the classroom and improving digital literacy and competency.

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
	No DCP-funded deliverable				

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
C.1.	By May 2018, sustained professional development on classroom integration of technology and digital literacy and competency will be available to 100% of instructional staff.	Existing Funds - Operating
C.2.	By May 2015, a centralized learner management system that connects employee demographics with eLearning opportunities that are appropriate to the needs of the individual will be utilized by 100% of District personnel.	\$300,000 - Operating
C.3.	By May 2018, 100% of professional development programs conducted school-wide for impact to teacher practice and student achievement will be monitored and evaluated by a team of school level personnel.	\$100,000 - Operating

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

The monitoring process for each deliverable will ensure that the deliverable was successful in achieving its intended outcome. Successful implementation of the deliverable listed above will be measured through the Monitoring & Evaluation Process. Each of these steps has targeted Criteria for Successful Completion, which is indicated by a numeric measure in the table below.

Code	Deliverable Monitoring & Evaluation Process	Criteria for Successful Completion
C.1: Provide sustained professional development on classroom integration of technology and digital literacy and competency.		
C.1	Expand the use of lesson study and learning communities to support implementation of technology best practices.	By May 2018, 100% of schools will utilize lesson study and/or learning communities to support teacher implementation of best practices.
C.1	Expand the use of virtual, blended, and digitally delivered professional development experiences/content.	By May 2018, 100% of courses offered will utilize virtual, blended, and/or digitally delivered professional development experiences/content.
C.2: Provide a centralized learner management system that connects employee demographics with eLearning opportunities that are appropriate to the needs of the individual.		
C.2	Expand the effective use and navigation of our LMS by employees through District-wide training, online tutorials, and job aides.	By May 2015, 100% of employees will utilize and successfully navigate our LMS to locate trainings appropriate to their needs.
C.2	Expand the historical training data and self-serve options that are available to employees via our LMS.	By May 2015, 100% of employees will have access to all historical training records in our LMS.
C.2	Create a team of trained customer service support specialists to assist trainers and participants with individual needs and provide immediate assistance our LMS issues.	By May 2018, 100% of customer service will be provided a team of trained support specialists that will provide immediate assistance our LMS issues.
C.3: Provide a team of District level personnel to monitor and evaluate professional development programs conducted District-wide for impact to teacher practice and student.		
C.3	Create a team of designated program evaluators at the District level that monitor and evaluate professional development programs.	By May 2018, 100% of District level program evaluations will be conducted by a team of designated program evaluators at the District level that monitor and evaluate professional development programs.

C.3	Expand the use of data in the evaluation process by creating and utilizing our LMS query reports.	By May 2018, 100% of data used in the District level evaluation process will be generated via our LMS query reports.
C.3	Expand the needs assessment process and communication of results regarding professional development efforts District-wide via a series of leadership teams and advisory boards at the District level.	By May 2018, 100% of the needs assessment and communication of results will be conducted via a series of leadership teams and advisory boards at the District level.
C.4: Provide a team of school-based personnel to monitor and evaluate professional development programs conducted school-wide for impact to teacher practice and student achievement.		
C.4	Restructure the school-based Professional Development Team to include a Professional Development Policy Contact, our LMS Contact, and Marzano Teacher Evaluation Liaison that collectively monitor and evaluate professional development programs at the school level.	By May 2018, 100% of school level program evaluations will be conducted by a restructured school-based team that collectively monitors and evaluates professional development programs at the school level.
C.4	Expand the use of data in the evaluation process by creating and utilizing District-standardized school tools and templates in our LMS.	By May 2018, 100% of data used in the school level evaluation process will be generated via District-standardized school tools and templates in our LMS.
C.4	Expand the needs assessment process and communication of results regarding professional development efforts school-wide via a series of leadership teams and advisory boards at the school level.	By May 2018, 100% of the needs assessment and communication of results will be conducted via a series of leadership teams and advisory boards at the school level.

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.	In order to enable a qualified and highly developed workforce, we will expand existing mentor programs to include more participants. Refresh existing technology in existing technology integration mentor programs. Supply teachers and students with high quality digital instructional tools.	FY2015	\$30,000	District	Overall, 4-year Graduation Rate and Acceleration Success Rate
D.2.	Purchase District-wide license of interactive lab management software.	FY2015	\$250,000	District	Overall, 4-year Graduation Rate and Acceleration Success Rate

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
D.3.	Student Information System	\$8,500,000 Capital
D.4.	Mobile Device Management (MDM) system	\$350,000 No funding currently available.
D.5.	Integrate 5,000 sets of Certified Internet Web (CIW) and Information and Communication Technology (ICT) instructional materials into the digital tools system--- Includes all digital tools instructional material offered by CIW-ICT Access to all digital tools certificates offered by CIW-ICT	\$50,000 for 5,000 SDPBC students Capital
D.6.	Offering 5,000 CAPE digital tools certifications from FLDOE approved list: Certified Internet Web ICT-Data Essentials ICT-Gaming Essentials ICT-Multimedia Essentials ICT-Programming and Logic Essentials ICT-Web Design Essentials	\$50,000 for 5,000 SDPBC students Capital
D.7.	Purchase and implement a system for students to collaborate, create, and publish digital work and maintain a portfolio of their work in accordance with Florida Standards. (Student Learning Management System)	\$1,000,000 No funding currently available.
D.8.	Modern system for lesson plans and resources.	\$600,000 Operating

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.

The Committee will 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.	Instructional devices for classroom teachers.	Existing instructional technology mentor programs will have refreshed equipment.
D.2.	Lab management software for all schools.	100% of schools will have lab management software.

D.3.	Student Information System (SIS)	Full implementation of an SIS
D.4.	Mobile Device Management system	Policy will be pushed to all District-owned mobile devices.
D.5.	Students enrolled in a Pre-IT program track will engage in at minimum 1 of the 5 CIW Digital Tools instructional material and complete all activities and assessments.	Passage of (minimum) 1 of the 5 Digital Tools Certificates being offered in PBC.
D.6.	CIW is web-based and module driven. Pre and Post assessments are designed in the CIW progression track and can be accessed by teacher/administration. Successful completion of each module will build the foundational knowledge base to pass the tools certificate	Success will be determined by the CAPE Digital Tools certificate pass rate.
D.7.	Student Learning Management System will be in place.	All students will have access to the student LMS.
D.8.	Teachers will have a modern system for District and publisher created lesson plans and resources.	All teachers will have access to a modern system for District and publisher created lesson plans and resources.

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)
	No DCP-funded deliverable.				

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
E.1.	Purchase and Implement extended laptop batteries to 18,000 existing laptops	\$1,800,000 Capital
E.2.	Add 57 mobile device carts for all secondary schools	\$1,384,050 Capital

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.	Gain feedback from sample schools to assess the battery life for the laptops.	Laptops are leveraged throughout multiple testing sessions, versus having time to charge.
E.2.	New devices will show up on the network and will be verified through a desktop management system	Newer technology will be leveraged for instruction and assessment testing.