Suwannee County School District
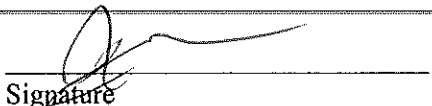
Digital Classrooms Plan

2014-2015

TO: Commissioner Stewart, Florida Department of Education
FROM: Jerry A. Scarborough, Superintendent – Suwannee County Schools
DATE: December 18, 2014
SUBJECT: Digital Classrooms Plan – District Superintendent Certification Form

Districts shall complete all sections of this form and return it along with the district's Digital Classrooms Plan and any required attachments.
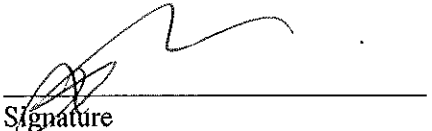
Certification One:
Suwannee County School Board has adopted the attached district Digital Classrooms Plan that meets the unique needs of the students, schools, and personnel of the district.

_____   Jerry A. Scarborough, Superintendent   December 18, 2014
Signature   Name   Date

Certification Two:
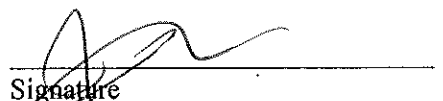Suwannee County School District does not have a charter school, this certification is not applicable to the District Digital Classrooms Plan.

_____   Jerry A. Scarborough, Superintendent   December 18, 2014
Signature   Name   Date

Certification Three:
Suwannee County School District has provided teachers, administrators, students and parents access to:
1. Instructional materials in digital or electronic format, as defined in Section 1006.29, Florida Statutes (F.S).
2. Digital materials, including those digital materials that enable student to earn certificates and industry certifications pursuant to s. 1003.4203 and s. 1008.44, F.S.
3. Teaching and learning tools and resources, including the ability for teachers and administrators to manage, assess, and monitor student performance data.

_____   Jerry A. Scarborough, Superintendent   December 18, 2014
Signature   Name   Date

SUWANNEE COUNTY SCHOOLS
DISTRICT DIGITAL CLASSROOMS PLAN - 2014

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 –

Suwannee County Schools - Vision Statement

Suwannee County Schools will meet the highest academic and social standards as set by the State of Florida and the federal government.

Suwannee County Schools - Mission Statement

Suwannee County Schools will educate all students in a safe and supportive learning environment that will develop life-long learners and productive citizens.

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

Suwannee County is a service-oriented rural and agricultural community located in North Central Florida with approximately 43,734 residents. The general assessment of Suwannee County is that it is a sparsely populated county with a median household income is $36,159 and 79.2% of the population over the age of 25 is a high school graduate or higher and 9.8% of the population has a Bachelor's degree or higher. In Suwannee County, 21.9% live below the poverty rate. In July of 2014 the unemployment rate is currently 6.6%. The District has approximately 6,300 students in four elementary schools, one middle school, one high school, one 6-12 school, and one technical school. One elementary and one 6-12 school are located in Branford, while the others are located in Live Oak. The District has approximately 800 employees.

1.3   District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:
- o 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
- o integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

Title/Role	Name:	Email/Phone:
Information Technology District Contact	Josh Williams, Director of IT	josh.williams@suwannee.k12.fl.us 386-647-4100
Curriculum District Contact	Janene Fitzpatrick, Director of Curriculum, Instruction, & Assessment	janene.fitzpatrick@suwannee.k12.fl.us 386-647-4647
Instructional District Contact	Janene Fitzpatrick, Director of Curriculum, Instruction, & Assessment	janene.fitzpatrick@suwannee.k12.fl.us 386-647-4647
Finance District Contact	Vickie Music, Chief Financial Officer	vickie.music@suwannee.k12.fl.us 386-647-4609
District Leadership Contact	Jerry A. Scarborough, Superintendent	jascarborough@suwannee.k12.fl.us 386-647-4600

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.

Technology planning is an on-going process accomplished by a District wide Technology Committee comprised of the following stakeholders:
- Director of Technology
- School Level Administrators
- District Directors/Administrators
- Other representatives as defined by the IT Policies and Procedures

Partnerships

Suwannee Foundation for Excellence in Education, Inc. - The Foundation was organized in 1990, to facilitate and participate in the joint efforts of business, community, and education for the enhancement of public education. They eagerly contribute their time, expertise, and financial support to implement advanced technology for lifelong learning in Suwannee County. Business

and community leaders serve on advisory councils at all schools in the district and provide direction for schools in offering a curriculum that will allow students to be technologically prepared to enter the work force. Integrating technology into the curriculum allows for improved telecommunications and interaction with community businesses. Such telecommunications with businesses and organizations make local resources more accessible to the schools and the school resources more available to the community.

North East Florida Educational Consortium (NEFEC) – The North East Florida Educational Consortium is a regional, non-profit service delivery system established by small, rural school districts in northeast Florida to provide cooperative educational services to its members. The mission of the North East Florida Educational Consortium is to help member districts cooperatively meet their educational goals and objectives by providing programs and services that individual districts would not be able to provide as effectively or as economically when acting alone.

Curriculum Integration

In the new school model, classroom experiences emphasize critical thinking, teamwork, compromise, and communication – the skills valued in today's workplace. Teachers, in contrast, change from being the storehouse of all knowledge to being guides or mentors and facilitators helping students navigate through information available through technology and interactive communications. Technology literacy, like basic reading literacy, is a fundamental skill that enables advanced learning. We must emphasize basic technology literacy for all students by intertwining it into all curricular areas.
In Suwannee County schools, students are afforded a number of technology-based intervention strategies in the core curriculum, utilizing automated learning systems that are accessed through our network. Renaissance Learning products (Accelerated Reading and Math, Star Reading and Star Math, and Math Facts in a Flash) and other network-based progress-monitoring tools are used district wide to supplement and reinforce core curriculum. The secondary school lab curriculum explores technology skills and careers encouraging students to prepare for high-tech, traditional, and non-traditional careers.

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.

Suwannee County schools utilizes data from state and local assessments along with technology implementation data to drive planning for future expansion and change in programs. Usage and effectiveness is monitored of all programs purchased by the district. Reports are provided to district directors, ad school-based administration is consulted regarding needs based on student data.

Many of our district's intervention programs are technology based due to the increased capability of differentiating instruction based on student need. We currently utilize Imagine Learning to assist with the English Language Learner (ELL) population. We utilize several reading programs such as: Accelerated Reader, Read 180, FastForWord, and Reading Plus, to name a few. Again, school-based administrators, with the assistance of instructional coaches compile data regarding the effectiveness of each program at their site. The district compiles and analyzes district level data using the Focus School Information System and Performance Matters.

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

Suwannee County Schools believes in the success of ALL students, and striving for success of ALL students drives our decision-making process. Currently, Suwannee County Schools is a "C" district. The greatest areas of need vary from school to school in the seven schools in our district, each posing their own unique challenge. Our Suwannee Primary School is working to build a foundation in grades PK-1. Gathering data on these children can be a challenge, but we assess for school readiness and reading ability, as well as, progress monitor the effectiveness of our mathematics curriculum at that age. It was identified that there is an oral language deficiency at this school, and we have implemented a program called Language For Learning for the 2014-2015 school year. Computer skills are also being targeted to prepare the students for the full implementation of online assessments in the near future. The other elementary schools: Suwannee Elementary (2-3), Suwannee Intermediate (4-5), and Branford Elementary (PK-5) are also making plans to grow their technology programs to prepare the younger children for online assessments.

Secondary students are seeing more utilization of blended curriculum in their classrooms. With the purchase of Edgenuity curriculum, students get the best of both worlds enabling them to work at their own pace (slower or faster) rather than keeping with the majority of the population in their classes. Edgenuity is also being utilized as a tutor program to help students that have not yet passed the assessments required for high school graduation.

B) Digital Learning and Technology Infrastructure

The district has invested in research-based software to address student learning needs. Due to an inequity in access across the district, some students are unable to spend sufficient time on task with the tools to positively impact their learning.

Computer Labs

School	Number of Labs	Number of Lab Computers	Current Enrollment	Students per Lab Computer
SPS	1	37	860	23.24
SES	2	58	775	13.36
SIS	5	106	663	6.25
SMS	5	125	990	7.92
SHS	6	192	1288	6.71
SHTC	4	96	136	1.42
BES	3	70	699	9.99
BHS	5	124	706	5.69
District	31	808	6117	7.57

*** Computer Lab is defined as 10 or more computers in 1 room. ***

C) Professional Development

Suwannee County Schools has continually offered professional development to faculty and staff in the area of technology. The Suwannee Hamilton Technical Center provides ongoing training in MS Office, Suwannee Middle Schools offers industry certification for employees. The IT department has provided ongoing training on our FOCUS Student Information System and other electronic tools at new hire orientation and district PD days. Currently scheduled are trainings in STAR, Focus, Performance Matters, Imagine Learning, just to name a few.

D) Digital Tools

Tool	Baseline Response	Target Response
Focus	Fully Implemented	Will continue to support and employ in classrooms.
Performance Matters	Partially Implemented	Maintain system
Ren Place (AM/AR)	Fully Implemented	Will continue to support and employ in classrooms.
Imagine Learning	Fully Implemented	Will continue to support and employ in classrooms.
cPalms	Fully Implemented	Will continue to support and employ in classrooms.
Read180	Fully Implemented	Will continue to support and employ in classrooms.
Moby Max	Partially implemented	Maintain system

E) Online Assessments

Current testing windows, including progress monitoring and state-required assessments, span the school year. Assuring that all students are assessed while continuing instruction requires hours of planning and juggling of schedules. At present, the district is unsure of whether the current numbers of workstations will allow students to take the district-created EOCs online or how the increased time for state assessment will be managed.

As the district has reviewed available technology, it is evident that increasing the amount of available workstations and labs will help manage this issue and decrease lost instructional time due to scheduling conflicts with testing.

Highest Student Achievement

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

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.

Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	ELA Student Achievement	50%	67%	2015
2.	Math Student Achievement	52%	65%	2015
3.	Science Student Achievement	49%	60%	2015
4.	ELA Learning Gains	62%	65%	2015
5.	Math Learning Gains	64%	68%	2015
6.	ELA Learning Gains of the Low 25%	63%	67%	2015
7.	Math Learning Gains of the Low 25%	64%	68%	2015
8.	Overall, 4-year Graduation Rate			
9.	Acceleration Success Rate			
Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
1.	Attendance Rate	92%	95%	2015
2.	Students with attendance below 90%	74%	90%	2015
3.	Students exhibiting two or more EWS indicators	21%	10%	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.

Needs Analysis	BES	BHS	SPS	SES	SIS	SMS	SHS	SHTC
Student to PC meeting state specs	1 : 2.9	1 : 2.2	1 : 5.5	1 : 3.3	1 : 2.5	1 : 1.5	1 : 2.7	1 : 1.5
Count of student instructional desktop computers meeting specifications	63	161	53	71	81	142	207	159
Count of student instructional desktop computers meeting specifications in computer labs	70	124	37	58	106	125	192	96
Count of teacher computers meeting specifications	46	45	55	44	35	·52	69	16
Count of student web-thin client computers meeting specifications	43	14	54	41	32	40	4	0
Percent of wireless classrooms (802.11n or higher)	100	100	100	100	100	100	100	100
Number of classrooms with mounted Projectors	11	24	43	44	1	19	24	1
Number of classrooms with document cameras	39	32	46	43	34	45	17	3
Number of classrooms with interactive whiteboards	1	11	47	41	34	28	8	0
Number of classrooms with integrated sound technology	11	24	43	44	1	19	24	1
Maximum Available Bandwidth in MBS	200	200	500	500	500	500	500	500

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	Adoption	Transformation	2017
2. Average Teacher technology integration via the TIM (Elementary Schools)	Adoption	Transformation	2017
3. Average Teacher technology integration via the TIM (Middle Schools)	Adoption	Transformation	2017
4. Average Teacher technology integration via the TIM (High Schools)	Adoption	Transformation	2017
5. Average Teacher technology integration via the TIM (Combination Schools)	Adoption	Transformation	2017

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 a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Partially Implemented (Edivation, CPalms, Performance Matters)	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 (cPalms)	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 (Performance Matters)	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	Partially Implemented (Edivation – Observation	Will work to implement and employ	2016

	offerings and plans.	360)			
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 (FOCUS)	Will continue to support 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.	No System			
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.	No System			
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.	No System			
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.	No System			

Quality Efficient Services

> Online Assessment Readiness:
> Districts shall work to reduce the amount time used for the administration of computer-based assessments.

Suwannee District recognizes that the amount of time required for online assessment can be decreased as our technology infrastructure and hardware upgrades are improved. This in itself will help to improve the quality of our service to students.

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%	2017
2.	Computers/devices required for assessments (based on schedule constraints)	204	304	2017

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:

- Highest Student Achievement: All schools will meet federal AMO benchmarks and meet expected growth on state assessments as documented in the District Improvement and Assistance Plan published online at www.flsiponline.com

- 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.

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.

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

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Seamless Articulation and Maximum Access	Grow the number of CAPE academy opportunities for students at all schools	Register more career-themed courses and career academies in 2014-2015 than were previously registered in 2013-2014	2014-2015
Skilled Workforce and Economic Development	Purchase individualized professional development for	Purchase Edivation	2014-2015

	teachers to work on technology skills		
Skilled Workforce and Economic Development	Continue subscription of Edgenuity with expanded number of course offerings so that more teachers can implement the online curriculum if desired	Continue Edgenuity Contract	2014-beyond
Quality Efficient Services	Continue to implement the Safe Schools Program allowing teachers the opportunity to work on safety practices online	Continue Safe Schools	2014-beyond

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:

- 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.

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:

Student Performance Outcomes		Baseline	Target	Date for Target to be Achieved (year)
10.	ELA Student Achievement	50%	67%	2015
11.	Math Student Achievement	52%	65%	2015
12.	Science Student Achievement	49%	60%	2015
13.	ELA Learning Gains	62%	65%	2015
14.	Math Learning Gains	64%	68%	2015
15.	ELA Learning Gains of the Low 25%	63%	67%	2015
16.	Math Learning Gains of the Low 25%	64%	68%	2015
17.	Overall, 4-year Graduation Rate			
18.	Acceleration Success Rate			
Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
4.	Attendance Rate	92%	95%	2015
5.	Students with attendance below 90%	74%	90%	2015
6.	Students exhibiting two or more EWS indicators	21%	10%	2015

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:

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	Purchase and implement 160 student stations at SPS (110) and SES (50) to assure equity distribution of technology	5/2015	56,000	SPS, SES	*Assure equity of access to technology for all students and staff in the district*
B.2.	Purchase and implement hardware for 30 model classrooms to include ceiling mounted projectors, document cameras, interactive boards, and sound systems.	5/2016	198,000	SIS, SMS, SHS, BES, BHS	*Effectively integrate technology into the curriculum aligned with the FS.*

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.	This infrastructure activity will be monitored by the monthly reporting to stakeholders of activities.	All 160 devices installed and functioning properly by May 2015
B.2.	This infrastructure activity will be monitored by the monthly reporting to stakeholders of activities.	All 30 model classrooms installed, functioning properly, and being used to enhance classroom learning by May 2016

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.

Deliverable	Estimated Completion Date	Estimated Cost	School/ District
Build capacity among current blended learning instructors and recruit new ones	Ongoing	No funding from DCP (TIF Grant)	All Schools
Continue to train teachers in the use of cPalms and the icPalms applications	Ongoing	No funding from DCP (TIF Grant)	All Schools
Train teachers and administrators to use Performance Matters for classroom and school level assessments	Ongoing	No funding grom DCP (TIF Grant)	All Schools
Train administration to use Observation 360 and the corresponding program Edivation to assist teachers in improving their instructional practice.	Summer 2015	No funding from current DCP – Instructional Leadership Allocation	All Schools

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:

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	Teengagement – Secondary	January 2015	$5000	BHS, SHS	
D.2.	Upgrading Calculators in grades 7-10 (Science/Math)	January 2015	$20,000	BHS, SMS, SHS	

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
Edgenuity	Instructional Materials Allocation
Learning.com	NEFEC

Evaluation and Success Criteria for D) Digital Tools:

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

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	Teacher usage will be	

	monitored electronically Teacher opinion surveys will be given.	
D.2.	Usage will be monitored and evaluated by school-based administration, science/math department chairs.	

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 Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Evaluation of possibility to implement touch screen computers for assessment in grades K-1	June 2015		BES, SPS	

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
Performance Matters – Local Assessments	Reading Allocation/Federal Funds/TIF
TSCs – Assessment Support	TIF/General Fund

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.	Report of feasibility to provide K-1 with touchscreen computers	Completion of Report