DISTRICT
DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to provide a perspective on what the district considers being vital and critically important in relation digital learning implementation, the improvement of student performance outcomes, and how this progress will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by s.1011.62(12)(b), F.S.

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

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

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

1.1   District Mission and Vision statements - The purpose of our Digital Classroom Plan is to promote a standard of education that uses technology in our classrooms and beyond. Technology will facilitate active learning in which knowledge is constructed and applied with the guidance of the teacher. The digital classroom should help to engage students, foster curiosity and inquisitiveness, demonstrate abstract concepts, and guide students in activities that promote both learning and understanding.

1.2   District Profile - The Union County School Board is a rural county based in the Northeast section of Florida. Union County is currently ranked 60th in population, 66th (next to last) in Per Capita Personal Income, Total City/County Government Revenues, Total City/County Government Expenditures, and 67th (last) in Total City/County Tax Revenues, Total Property Tax Levies, and 12th in Average Total Millage Rate with the largest county employer being the state prison system. Given this, increasing access to technology at school and at home is an on going mission for our district.

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, ELL and special needs including students with disabilities.

Title/Role	Name:	Email/Phone:
Information Technology District Contact	Jeremy Bunkley	Bunkleyj@union.k12.fl.us 352-278-6468
Curriculum District Contact	Linda Johns	Johnsl@union.k12.fl.us
Finance District Contact	Renae Prevatt	Pravattr@union.k12.fl.us
District Leadership Contact	Barry Sams	Samsb@union.k12.fl.us

1.4   Planning Process-
Planning process actually started about 2 ½ years ago and the DCP was rolled into the already existing timeline for technology progression in Union county. The first step of the plan was to set requirements that devices and curriculum had to meet. Without over complicating matters the only requirements selected by the district is it meet state online testing requirements (Device) and that all programs be complaint to HTML5 (Device and programs). This gave direction to all areas in terms of applications and devices that could be purchased. Shortly thereafter all programs and devices submitted for purchase to finance were submitted to the technology coordinator to make sure it met the requirements set by the district. The next step in the process included using district and rural wireless grant funds to rebuild an out of date wired and wireless network; in order to handle the incoming demands of the devices and to support the impending change from FCAT to FSA. Once the blueprint for the FSA was laid out the Android Tablets, Windows laptops, and Chromebooks were tested in classroom environments to make a decision on the path we would take. Being an all Google district the Chromebooks became a natural choice for the district to pursue as a device. Since we had already met the standards of the Online testing requirements and HTML5 all of our existing software transitioned from a Windows platform to a Google platform with relative ease. A major consideration was the management system for the devices due to limited staff. The DCP will allow us to move up our time lines in order to accelerate our current goal of a digital classroom environment.

1.5   Multi-Tiered System of Supports (MTSS)- To support the planning process teachers and students tested multiple platforms to better inform the decision of the technology we would move forward with as a district at all schools. During our weekly staff meetings all district level directors and the superintendent were updated on progression and added direction to what they would like to see moving forward. We held a meeting consisting of school and district level administration to gather input on each schools needs and wants moving forward in technology. Using many in-place programs that have been subscribed to (Skyward, Performance Matters, Google Apps) we are able to pull various reports and information on our usage and performance of our students.

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
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Highest Student Achievement

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

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

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

Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	ELA Student Achievement	62%	67%	2015
2.	Math Student Achievement	71%	76%	2015
3.	Science Student Achievement	62%	67%	2015
4.	ELA Learning Gains	69%	74%	2015
5.	Math Learning Gains	75%	80%	2015
6.	ELA Learning Gains of the Low 25%	66%	71%	2015
7.	Math Learning Gains of the Low 25%	73%	78%	2015
8.	Overall, 4-year Graduation Rate	79%	83%	2015
9.	Acceleration Success Rate (based on 2013)	**	TBA	
10.				
Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Graduation Readiness – FSA-Algebra1	76%	73%	2015
2.	Graduation Readiness – FSA-ELA	62%	67%	2015
3.	Local Progress Monitoring (Performance Matters) FSA-ELA	49%	60%	2015
4.	Local Progress Monitoring (Performance Matters) FSA- Algebra 1	29%	60%	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.

Infrastructure Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Student to Computer Device Ratio	2.5 : 1 7.16:1 (meeting testing requirements)	1 : 1	2017
2.	Count of student instructional desktop computers meeting specifications	362	Desktops are not part of the district goals	N/A
3.	Count of student instructional mobile computers (laptops) meeting specifications	163	Laptops are not part of the district goals	N/A
4.	Count of student web-thin client computers meeting specifications	350	2213	2017
5.	Count of student large screen tablets meeting specifications	21	84	2016
6.	Percent of schools meeting recommended bandwidth standard	0%	100%	2015
7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	N/A
Infrastructure Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Targe**

				t to be Achieved *(year)*
8.	Attached in the 3rd Infrastructure Needs Analysis			
9.				
10.				

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Skilled Workforce and Economic Development

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

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

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

Professional Development Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Average Teacher technology integration via the TIM	Entry	Infusion	2017
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Entry	Adaptation	2017
3.	Average Teacher technology integration via the TIM (Middle Schools)	Entry	Adaptation	2017
4.	Average Teacher technology integration via the TIM (High Schools)	Entry	Infusion	2017
5.	Average Teacher technology integration via the TIM (Combination Schools)	N/A	N/A	N/A
Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
6.	Attached in 3rd party Technology Evaluation			
7.	Google Apps Intergration	Entry	Adoption	2015
8.	Achieves 3000	Adoption	Adaptation	2015
9.	Online textbook intergration	Entry	Adoption	2015
10.	Performance Matters	Adoption	Adaptation	2016

	(internal testing platform)			

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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 - Skyward, Performance Matters, Cplams	Will work to implement and employ	The reason not listed as Fully implemented is the need for continued PD and use.
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 -Skyward, Google Classroom, Various other digital tools	Will work to implement and employ	The reason not listed as Fully implemented is the need for continued PD and use.
3.	Implementation status of a system that supports the assessment life-cycle from item creation, to assessment authoring and administration, and scoring.	Fully implemented - Performance Matters	Will continue to support and employ in classrooms	N/A

4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Fully implemented - Track/NavPlus	Will continue to support and employ in classrooms	N/A
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 -Skyward, Performance Matters (reports)	Will work to implement and employ	The reason not listed as Fully implemented is the need for continued PD and use.
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 -Skyward, Performance Matters (reports)	Will work to implement and employ	The reason not listed as Fully implemented is the need for continued PD and use.
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 -Skyward, Google Drive	Will work to implement and employ	The reason not listed as Fully implemented is the need for continued PD and use.
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 - Performance Matters, Skyward	Will work to implement and employ	The reason not listed as Fully implemented is the need for continued PD and use.
9.	Implementation status of a system that provides secure, role-based access to its features	Fully implemented - Skyward	Will continue to support	N/A

Digital Tools Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved *(year)*
	and data for teachers, students, parents, district administrators and technical support.		and employ in classrooms	
10.	Custom Reports – Student Assessment Report (tobe redesigned in Skyward)	Partially implemented - develop needed reports as the needs arise	Partially implemented- Continuing to develop needed reports	N/A
11.	Full LMS	Partially implemented	Fully integrated LMS in use.	2016
12.				

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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%	Every required date.
2.	Computers/devices required for assessments (based on schedule constraints)	100%	100%	Every required date.
Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
3.	Additional human resources needed to provide tech support during assessments	All tech staff plus other resources are required to setup and manage test	Additional Technology Staff based on FTE	2016
4.	Provision of accessible version of new tests in sufficient time to practice and implement	In progress by FLDOE	Test is 100% Accessible for state allowed accommodations.	TBA
5.				

STEP 2 – Goal Setting:

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

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

Goals Examples:

EXAMPLES
- Highest Student Achievement: All schools will meet federal AMO benchmarks and meet expected growth on state assessments.   - Seamless Articulation and Maximum Access: All students will have opportunities for industry certifications and are prepared to enter post-secondary 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:

Union County High School will meet the AMO benchmarks set for the 2014-15 school year for Reading (67%).

Union County High School will increase the percentage of students within the bottom quartile in math and reading making learning gains by 10%.

70% of the students in grades 9-11 will meet proficiency on the 2015 FSA in Writing.

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:

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Reading Achievement	Continue support of an integrated digital	• Union County High School will meet the AMO benchmarks set for	2015

	tool system to aid teachers in providing ways to integrate technology creatively into daily teaching practice in meaningful ways that increase student achievement. Shifting of teacher and student roles.	the 2014-15 school year for Reading. • Fully implement reading content. • Professional Development for teachers. • Increased teacher training on UDL/DI.	
Math Achievement	MAFS Implementation. Increasing access to learning resources. Shifting of teacher and student roles.	•Union County High School will increase the percentage of students within the bottom quartile in math making learning gains by 10%. • Fully implement math content. • Professional Development for teachers. • Increased teacher training on UDL/DI.	2015
Writing Achievement	Extending the purpose and audience for student work/writing. Increasing access to learning resources.	•70% of the students in grades 9-11 will meet proficiency on the 2015 FSA in Writing. • Professional Development for teachers.	2015
Parent Awareness & Training	Provide presentations and technology training sessions.	Hosting parent and student session at night for technology training.	Continual
Technology infrastructure (including devices and	Maintain an infrastructure that supports the needs of digital learning and online assessments	Continual updating of wired and wireless infrastructure and devices to support the online testing environment and student achievement.	Continual

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

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

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

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

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

o <u>Implementation Plan</u> – 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 <u>Evaluation and Success Criteria</u> – For each step of the implementation plan, describe process for evaluating the status of the implementation and once complete, how successful implementation will be determined. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.

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

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

A) Student Performance Outcomes

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

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

Student Performance Outcomes		Baseline	Target
1.	Improved Graduation rate at UCHS	79%	83%
2.	Students in grades 9-11 will meet proficiency on the 2015 FSA in Writing.	76% (FCAT grade 10 only)	70% (FSA based)
3.	UCHS will increase the percentage of students within the bottom quarti in math and reading making learnin gains by 10%.	Math -74% Reading - 61%	Math -84% Reading - 71%
4.			
5.			

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:

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	Purchase and implement wireless access points	12/31	`$14,000	District wide bolstering	1,2,3
B.2.	Devices listed in Online assesssment.				

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
Increased computer numbers at LBMS and LBE	Grants supporting the DCP through our curriculu department

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.	Delivery and installing of wireless access points	Access to wireless in all areas of the campus no only including classrooms.

B.2.	Devices listed in Online assesssment. (E)	
B.3.		
B.4.		

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.

State recommendations for digital learning professional development include at a minimum, – High Quality Master In-service Plan (MIP) Components that address:
- School leadership "look-fors" on quality digital learning processes in the classroom
- Educator capacity to use available technology
- Instructional lesson planning using digital resources
- Student digital learning practices

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

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

Implementation Plan for C) Professional Development:

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

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.	Google Apps training	12/31	$15,200	UCHS	1,2,3
C.2.					
C.3.					
C.4.					

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
Profesional Development to support the DCP	Race to the Top PD grant (approved by DOE)
Technology integration PLCs are planned for the 2014/2015	SEEC and Title 1
Professional development specific to the digital curriculum	General Revenue, embedded in support provided by reading and math specialists/coaches.

Evaluation and Success Criteria for C) Professional Development:

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

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
Google Apps training	Report of usage from Google Apps	Report of usage from Google Apps
Technology integration PLCs are planned for the 2014/2015	Quarterly Activity Reports	Full participation and completion of PLC as described in the SEEC Projects.
Professional development specific to the digital curriculum	• Review of Sign-in Sheets/Participation • Review of utilization and outcomes of curriculum, including usability feedback from teachers/students.	Successful use of curricular products with positive student outcomes

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.					
D.2.					
D.3.					
D.4.					

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
Skyward Assessment	General Funds
Digital Textbooks	General Funds / Textbook allocation

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 an Process(es)	Success Criteria
D.1.	Skyward reports to see increased usage of skyward assessments.	Increased teacher participation in giving all classroom assessments online.
D.2.	Digital Textbooks usage reports from HMH. Printing and paper cost.	Increased usage of digital textbook and onlineusage of assignments.
D.3.		
D.4.		

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.	Purchase Devices (Chromebooks) in a 1:1 at UCHS in 2014/2015 and increased numbers LBMS and LBES	12/31	$238,330	UCHS - $184,330 LBMS/LBES - 54,000	1,2,3
E.2.					
E.3.					
E.4.					

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
Increased district wide bandwidth	Gerenal funds and E-rate

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 an Process(es)	Success Criteria
E.1.	Reporting on usage of Chromebooks through Google apps.	Increased access to digital devices in the classroom setting to promote the digital learning enviroments.
E.2.	SLA agreement with broadband provider will self report any down time.	Faster access with a low percentage disconnect rate.
E.3.		
E.4.		