

DISTRICT DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to allow the district to provide a perspective on what it considers to be vital and critically important in relation to digital learning implementation, student performance outcome improvement and how progress in digital learning 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. For additional assistance completing the District DCP, please use the checklist and accompanying instructions to ensure you have included all requested components. The components provided by the district will be used to monitor long-range progression of the District DCP and may impact funding relevant to digital learning improvements.

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.

As a Developmental Research School, FAUS Lab School-Palm Beach closely with members of the College of Education on a variety of projects aimed at enhancing student accomplishments at all grade levels and in all subject areas.

As Legislated by the Sid Martin Bill the student population at FAU Lab School-Palm Beach Research School represents Florida's racial and income demographics. The diversity is unique and supports our belief that students learn best in a safe, respectful, and diverse environment.

FAU Lab School-Palm Beach is a Title I School for targeted assistance with 35% of our students receiving Free/Reduced Lunch. Our school offers a core instructional program as well as inclusive, exceptional student education at all grade levels. The technology integration plan is designed to impact instruction at the core as well as extend the same rigorous high quality leaning opportunities to all students regardless of race, socioeconomic status, or learning difference.

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

I.1 District Team Profile

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Derrick Marsh	Dmarsh8@fau.edu	561-297-3016
Curriculum District Contact (Principal/Director)	Sherry Bees	sbees@fau.edu	561-297-0838
Instructional District Contact (Principal/Director)	Sherry Bees	sbees@fau.edu	561-297-0838
Assessment District Contact (Student Services and Support)	Regina Sands	rsands@fau.edu	561-297-0638

Finance District Contact (Associate Director of School Operations)	Gina Eyerman	geyerman@fau.edu	561-297- 4359
District Leadership Contact (Assistant Dean for PK-12 Programs)	Joel Herbst	Jherbst1@fau.edu	561-297- 3077

I.2 Planning Process

The development of the 2016-17 Digital Classroom Plan (DCP) for the Florida Atlantic University Lab School District – Palm Beach (FAUS) promotes the effective use of technology and digital tools within classrooms on the campus of the A.D. Henderson/FAU High School (ADHIS/FAUS). The digital enhancement of the FAUS classrooms is designed to successfully implement the Florida Standards, improve the academic achievement of all students, and foster innovative instructional strategies that fulfill the vision and mission of the school district. To develop and write this comprehensive plan, a collaborative effort among multiple FAUS stakeholders was conducted. A core team of district and school administrators (Assistant Dean, Principal/Director, Associate Director, Assistant Principals, and IT Coordinator) met to assess the current FAUS technology infrastructure and identify areas of strengths and areas of improvement. The team reviewed current district data on the following components: technology hardware, technology software, technology infrastructure, internet speed, wireless internet accessibility, types of technologies available in classrooms, technology configurations within classrooms, technology professional development needs, student access to technology, and the active use of technology by teachers to provide engaging and innovative lessons. The team researched and reviewed various hardware and software applications to identify the appropriate digital tools that would meet the needs of FAUS students and the various curricular requirements. The team also met with staff members from the FAU Office of Instructional Technology (OIT) to gain an overall assessment of the technology infrastructure throughout the FAUS campus. The results of the assessment were positive as bandwidth and wireless access speeds have been improved.

Following the FAUS administrative assessment, individual meetings were conducted with teacher subgroups at ADHUS/FAUHS to gain direct and specific teacher input on the development of the 2016-17 FAUS DCP. Meetings were held individually among all ADHUS/FAUHS grade level and subject area teacher groups (K-9th grades, ESE/SAI, Instructional Support, and Elective Teachers). Teachers conducted their own individual needs assessment of their current classroom technology, discussed various digital tools that they believed would enhance their instruction, and identified academic goals, instructional strategies, and student performance outcomes related to the use of digital tools. The collective input that was gained from the individual teacher meetings and the development of individual classroom plans was instrumental in the development of this DCP as it was designed to provide teachers with the essential digital tools needed for improved digital classroom based on their feedback.

FAUS parent and student input was collected from the FAUS Stakeholder Climate Survey that was conducted at the end of the 2015-16 school year. The collected data was analyzed which included the perceptions of parents and students regarding the use of technology in the FAUS district. Parents and students were surveyed on the technology that is used for instruction in the Classrooms on the ADHUS/FAUHS campus and the technology that is available for student use. The feedback gathered from these surveys was utilized to help frame the context of the 2016-17 FAUS DCP according to parents and students, identify areas of improvement related to technology, and fulfill the technology requests that were identified by parents and students.

FAUS has reached out to develop partnership with many business and community stakeholders. Florida Atlantic University has supported the school through a seamless partnership in sharing space to allow our students to expand their expertise in many of the STEM related fields and competitions. Additionally, Florida Atlantic University uses our STEM Lab to research and mentor our students. We have developed outreach partnerships with underserved students in our area. These opportunities include summer robotics camps and technology competitions which are free to identified students. We work with community partners to provide internships and mentors for our students in the areas of STEM.

The FAU Lab School district has provided adaptive technologies in classroom settings to meet the needs of ELL and ESE students. Program integration through technology has allowed students access to improve student achievement. Students have been allowed to check out devices over to summer to ensure that they read books and practice math throughout the summer to ensure all students can mitigate gaps that can occur over vacations.

I.3 Technology Integration Matrix (TIM)

During the 2014-15 and 2015-16 school years, a quality Master In-service Plan (MIP) supported ongoing, sustained quality professional learning for technology integration in the FAUS District. In 2014-15 and 2015-16, FAUS District contracted with EdTech Teacher, a nationally recognized technology professional development vendor to build teacher capacity in the implementation of effective and enhanced use of technology and digital tools in the classroom. The FAUS District specifically implemented the Teaching for the 21st Century (T21) professional development program from January 2015 through June 2016 that developed teachers and staff in education technology integration.

In 2016-17, FAUS District continues to engage teachers and staff in professional learning aligned to the Florida Standards and the TIM. In addition to in-service workshops, online professional resources, the FAUS District has created and staffed a teacher leadership position entitled, Instructional Facilitator (IF). A responsibility of the IF is to support individual teachers, instructional teams and professional learning communities in implementing instructional strategies and learning activities that make effective use of available technology resources,

software and tools in their classrooms. FAUS District remains committed to providing ongoing, relevant and job-embedded professional learning opportunities and extended support for all staff to ensure current and emerging technologies are appropriately infused into their instruction.

Building on previous years of professional learning and growth, and while utilizing 2016-17 Digital Classroom Plan funds, FAUS District plans to implement a well-designed comprehensive technology plan. This plan aims to ensure effective digital classrooms, updated hardware systems, ongoing use of appropriate software packages and establishes an integrated management system to provide meaningful learning environments that effectively assist students in meeting their academic goals.

With the significant increase in technology and programs on the campus, the district will need to make some significant structural changes to meet the needs of teachers, students and stakeholders to ensure a safe, functional and integrated system is in place. The district will purchase two management systems for both Apple and Dell platforms. These management systems will provide the flexibility needed to provide the fluid environment necessary to manage the significant number of devices and programs that now occupy our campus. The district will also have to employ another technology specialist to assist teachers and manage the many programs that have been adopted by our district. The district is committed to ensuring the fidelity in the use of programs and providing interrupted technology support for staff.

I.4 Multi-Tiered System of Supports (MTSS)

In the FAUS district, a data-based problem-solving process and approach is used to address all areas that impact student learning including academic achievement, social behavior, curriculum effectiveness, instructional effectiveness, and the use and impact of technology. The FAUS district provides a wide range of services designed to meet the physical, social, and emotional needs of all enrolled students. A structured process is in place to identify if a student has a physical, social, or emotional need that needs to be addressed. The district has a very qualified and experienced support team of staff and teachers who collectively have dozens of years of veteran experience in public school education support services from Pre-K through 12th grade. FAUS support staff consists of the following positions: District Administrators, Two School ESE Support Facilitators, District Reading Coach, Instructional Facilitator, District ELL and ESE Staff, 2 ESE Teachers, and 2 ESE Paraprofessionals. The school also utilizes independent contractors to provide psychological testing and evaluation, speech pathology services, and occupational therapy services.

The school has successfully implemented and currently utilizes the Response To Intervention (RTI) process for the early identification and support of students with learning and behavior needs. Teachers use the RTI process to screen all children in the general education classroom to identify struggling learners through the use of assessments that identify their strengths and weaknesses. The assessments that are utilized in the FAUS district to identify and refer students for RTI consist of FAIR, Benchmark Assessments, SRI, FSA Diagnostic Assessments, iReady and teacher developed tests and assessments. When

struggling students are identified, they are then referred to the School-Based Team (SBT) to coordinate services that can provide them with interventions at increasing levels of intensity to accelerate their rate of learning.

Through coordinated effort with the FAUS support team, classroom teachers monitor, evaluate, and refer students and their individual needs to the team from review through formal School-Based Team (SBT) and support team meetings that are held a minimum of twice per month. During these meetings, the support team reviews comprehensive data on students who may have been referred to the SBT for a variety of academic, social, or behavioral need collectively and attempt to determine the factors that may be inhibiting their success in school. Collaboratively, the team develops a data-based action plan to address the needs of each student, identifies specific data-based intervention activities, and establishes a timeline in which to follow-up with the classroom teacher to determine if the action plan was successful. A collective group of staff members including general education teachers, ESE teachers, Supplemental Academic Instructors (SAI), Reading Coach, District ESE Coordinator and other support staff and/or specialists are instrumental in working cohesively to provide these intervention services. Student progress is closely monitored to assess the academic achievement and/or level of social or behavior improvement of identified students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction and their academic progress. Students who remain in need of further intervention services and assistance are either referred to receive additional instruction through increases ESE contact time, SAI instructional time, or are provided with before/after school interventions with support staff.

Within the FAUS district, the use of technology is critical to the success of the problem-solving approach that is utilized as data is collected from several technology software resources. The FOCUS Student Information and Learning Management System is used by FAUS Administrators and school staff to monitor and track student progress including grades, behavior, attendance, discipline, and other factors that impact student success. The Performance Matters Assessment and Data Management System database is used by FAUS administrators and school staff to develop standards-based assessments from test item banks, administer and score formative and summative assessments, monitor and track student achievement on formative and summative assessments, monitor and track student achievement on formative and standardized assessments, and provide pertinent and comprehensive data that supports the RTI process. Through the continuous review of data that is collected from these technology resources, the FAUS staff communicates with teachers to provide suggested modifications and instructional strategies to help address the needs of the students within the classroom while support staff work on strategies and interventions outside of the classroom to improve the success of the students. The use of a variety of technology devices, software, and resources are among the most common recommendations that are made to the teachers so that student performance data can be closely tracked and monitored on an incremental basis.

The district will utilize a TIM Survey tool in the Fall of 2016 and Spring 2017 to identify the starting point and growth of our staff. We will use the results from the survey to continue to adjust the Professional Development Plan.

I.5 District Policy - The district should provide each of the policies listed below and include any additional digital technology relevant policy in the "other/open" category. If no district policy exists in a certain category, please use "N/A" to indicate that this policy is currently non-applicable. (This does not preclude the district from developing and including a relevant policy in the future.)

Type of Policy	Brief Summary of Policy	Web Address	Date of Adoption
Student data safety, security and privacy	Unacceptable uses of the FAUS network include: Violating the conditions of the Florida State Board of Education's Administrative Rules dealing with students' rights to privacy; Using the network to intimidate, bully or harass students or faculty.	http://tinyurl.com/FAUSTechPolicy	6/12/2011
District teacher evaluation components relating to technology (if applicable)	N/A	N/A	N/A
BYOD (Bring Your Own Device) Policy	Students may possess cellular phones and other wireless communications devices on school property as long as the students adhere to the technology use restrictions outlined in the FAUS Student Code of Conduct.	http://tinyurl.com/FAUSConduct	6/22/11
Policy for refresh of devices (student and teachers)	N/A	N/A	N/A
Acceptable/Responsible Use policy (student, teachers, admin)	Acceptable uses of the school's network include activities which support teaching and learning	http://tinyurl.com/FAUSTechPolicy	6/22/11
Master Inservice Plan (MIP) technology components	The purpose of the Technology MIP component is to provide teachers and staff with the ability to use appropriate technology in teaching and learning process; provide teachers and staff with knowledge and skills needed to increase productivity and maintain appropriate records; enable instructional	http://tinyurl.com/FAUS-MIP	2016-17 School Year

	personnel to obtain and improve professional knowledge and competencies in using assistive technology in the classroom successfully.		
Cyber-bullying	This behavior is strictly prohibited on or off campus. If the school finds substantial evidence of cyber-bullying, the individual(s) in question will be subject to disciplinary actions associated with the violation of the FAUS Technology Policy Guidelines and possible legal actions by the state of Florida	http://tinyurl.com/FAUSTechPolicy	6/22/11
Disciplinary Actions for Failing to Comply	FAUS declares unethical and unacceptable behavior associated with technology use as just cause for disciplinary action: The revocation of network and technology hardware/software access privileges, school suspension, school expulsion, and legal action/prosecution by local law enforcement authorities.	http://tinyurl.com/FAUSTechPolicy	6/22/11

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

Districts should evaluate 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

■ **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.

A. Student Performance Outcomes (Required)		Baseline 2015-16	Target 2016-17	Date for Target to be Achieved (Mo/Year)
II.A.1.	ELA Student Achievement	91 %	93 %	August 2017
II.A.2.	Math Student Achievement	90 %	92 %	August 2017
II.A.3.5	Science Student Achievement – 5 th Grade	72 %	80 %	August 2017
II.A.3.8	Science Student Achievement – 8 th Grade	72 %	80 %	August 2017
II.A.4.	Science Student Achievement – Biology	100 %	100 %	August 2017
II.A.5.	ELA Learning Gains	73 %	75 %	August 2017
II.A.6.	Math Learning Gains	76 %	78 %	August 2017
II.A.7.	ELA Learning Gains of the Low 25%	66 %	70 %	August 2017
II.A.8.	Math Learning Gains of the Low 25%	76 %	78 %	August 2017
II.A.9.	Overall, 4-year Graduation Rate	100 %	100 %	August 2017
II.A.10.	Acceleration Success Rate	100 %	100 %	August 2017

A. Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved (Mo/Year)
II.A.11. (D)	Increase Writing Proficiency for ELL Students K-4 Students. Based on ACCESS	6% Proficient (4.0 or Greater)	50% Proficient (4.0 or Greater)	August 2017
II.A.12. (D)	Increase ELA Proficiency for ESE students grade 4-8	47% Proficient (3.0 or Greater)	55% Proficient (4.0 or Greater)	August 2017

■ **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 most recent Technology Resources Inventory (TRI). This information is used to compile data points for Legislative reporting purposes and should be accurate. The baseline should be carried forward from the 2014 plan and targets for full implementation should be identified as current year or extended. Please describe below if the district target has changed. Districts may choose to add any additional metrics that may be appropriate.

B. Infrastructure Needs Analysis (Required)		Baseline from 2014	Actual from Spring 2016	Target For 2016-2017 School Year	Date for Target to be Achieved (Mo/Year)	Gap to be addressed (Actual minus Target)
II.B.1.	Student to Computer Device Ratio *	1.27:1	1:1	1:1	August 2017	0
II.B.2.	Count of student instructional desktop computers meeting specifications	341	357	370	August 2017	13
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	52	30	30	August 2017	0
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	0	August 2017	0
II.B.5.	Count of student large screen tablets meeting specifications	321	411	576	August 2017	165
II.B.6.	Percent of schools meeting recommended bandwidth standard	100 %	100 %	100 %	August 2017	0 %
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100 %	100 %	100 %	August 2017	0 %
II.B.8.	District completion and submission of security assessment **	Yes	N/A	Yes	N/A	N/A
II.B.9.	District support of browsers in the last two versions	Yes	Y/N	Yes	August 2016	Yes

* The number of computers/devices identified as the Baseline numbers for the Online Assessment amount is lower than the actual inventory of computers/devices reported in the Infrastructure Needs Analysis section as almost 70% of the computers/devices in the FAUS district are not utilized for Online Assessments. The Baseline figure excludes classroom and/or laptop computers (i.e. computers located within K-9th grade classrooms) that are used for classroom instruction on a daily basis and none of the tablet devices are currently utilized for Online Assessments. For security and validity purposes, the administration of state-mandated standardized assessments is primarily administered in computer labs throughout the ADHUS/FAUHS campus. Because of the concern regarding lockdown web-browsers and tablet security configurations, additional desktop and/or laptop computers are needed to expand the group-testing environments in the FAUS district.

B. Infrastructure Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (Mo/Year)
II.B.10.(D)	Refresh Student Aging Student Desktops	Current Hardware Out of Warranty	Replace out-of-warranty hardware with new computers	Fall 2016
II.B.11.(D)	Refresh Domain Controllers	Current system cannot manage the mixture of Apple, Dell and Kindle Devices	Update management system	Fall of 2016
II.B.12.(D)	Refresh large screen devices	Current iPad inventory needs to be updated to provide the system requirements necessary to manage the online textbooks and applications for the high school students	Replace out of warranty iPad devices and reallocate older devices to reading only platforms for elementary students	Fall 2016
II.B.13.(D)	Increase Access Points for Wireless	Current hardware for Wireless is not able to manage the necessary bandwidth required to have a seamless technology learning environment.	Purchase and install more Access Points for the school.	Fall of 2016
II.B.13.(D)	Purchase additional server to house the management systems for Dell and Apple Devices	Current server capacity requires that the management systems be housed in "cloud" system. Need to house	Purchase additional server.	Fall of 2016

		management systems on site.		
II.B.14 (D)	Increase the “backbone” for the current Internet system.	Current Internet system cannot support the increase usage.	Purchase a 10GB Switch to provide internet support for devices	Fall of 2016

** Districts will complete the security assessment provided by the FDOE. However, under s. 119.07(1) this risk assessment is confidential and exempt from public records.

■ **Skilled Workforce and Economic Development**

FAUS District will utilize the TIM Tools through the Florida Center For Instructional Technology. This survey tool will provide data to assess the use of classroom and administrative technology within our district. The professional development will be adjusted based on the fall administration of the TIM Survey. The district recently joined the Panhandle Area Educational Consortium for to access the eP

C. Professional Development Needs Analysis (Required)		Baseline (established in 2016)	Target	Date for Target to be Achieved (Mo/Year)
I.I.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 0% Adoption: 10% Adaption: 20% Infusion: 40% Transform: 30%	Entry: 0% Adoption: 5% Adaption: 15% Infusion: 45% Transform: 35%	August 2017
I.I.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 0% Adoption: 10% Adaption: 20% Infusion: 40% Transform: 30%	Entry: 0% Adoption: 5% Adaption: 15% Infusion: 45% Transform: 35%	August 2017

C. Professional Development Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (Mo/Year)
I.I.C.3. (D)	Use a TIM Tool to administer to staff to evaluate the physical/logistical technology equipment setup/configuration in all learning spaces used as formative assessment to support teacher professional learning.	Not Currently in Place – Need to purchase and administer to staff in fall.	Evaluation complete by January 2017.	2017
I.I.C.4. (D)	Provide job-embedded professional learning for all K-9 classrooms*. Direct support to students and teachers transitioning to tech integration and blended learning methods of learning.	There was no Professional Learning Communities in place for the prior year.	The Professional Learning Communities (PLC's) will meet weekly to provide training for all K-9 faculty.	2016-17

* Students in grades 10-12 are fully dual-enrolled in Florida Atlantic University and do not receive direct instruction on the FAUS campus. Teachers in grades 10-12 are Florida Atlantic Instructors and receive professional development through the University Master Inservice Plan.

■ **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.

D. Digital Tools Needs Analysis Students (Required)		Access		Utilization	
		Baseline % of students with access to this type of tool	Target % of students with access to this type of tool by 2017-2018	Baseline % of students who use this type of tool on a regular basis	Target % of students who use this type of tool on a regular basis by 2017-2018
II.D.1. (S)	A system that supports student access to online assessments and personal results.	100 %	100 %	80 %	100 %
II.D.2. (S)	A system that houses documents, videos, and information for students to access.	100 %	100 %	80 %	100 %
II.D.3. (S)	A system that supports student access to individualized instruction.	100 %	100 %	60 %	80 %

D. Digital Tools Needs Analysis Teachers (Required)		Access		Utilization	
		Baseline % of teachers with access to this type of tool	Target % of teachers with access to this type of tool by 2017-2018	Baseline % of teachers who use this type of tool on a regular basis	Target % of teachers who use this type of tool on a regular basis by 2017-2018
II.D.1. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 %	100 %	70 %	80 %
II.D.2. (T)	A system that houses documents, videos and information for teachers to access.	100%	80 %	60 %	80 %
II.D.3. (T)	A system that provides teachers with the ability to individualize instruction.	100 %	100 %	60 %	80 %
II.D.4. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	100 %	80 %	100 %
II.D.5. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	50 %	100 %	50 %	100 %
II.D.6. (T)	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.	70 %	100 %	70 %	85 %

D. Digital Tools Needs Analysis Parents (Required)		Access		Utilization	
		Baseline % of parents with access to this type of tool	Target % of parents with access to this type of tool by 2017-2018	Baseline % of parents who use this type of tool on a regular basis	Target % of parents who use this type of tool on a regular basis by 2017-2018
I.I.D.1. (P)	A system that includes comprehensive student information to inform parents about instructional decisions, classroom activities, and student progress.	100 %	100 %	90 %	100 %

D. Digital Tools Needs Analysis Instructional Materials (Required)		Baseline % established in 2016	Target % by 2017-2018
I.I.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2016-17)	60 %	70 %
I.I.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	60 %	70 %
I.I.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	60 %	70 %
I.I.D.4. (IM)	Percentage of the materials in answer I.I.D.2. above that are accessible and utilized by teachers	90 %	100 %
I.I.D.5. (IM)	Percentage of the materials in answer I.I.D.2. that are accessible and utilized by students	50 %	100 %
I.I.D.6. (IM)	Percentage of parents that have access via an LIIS to their students' instructional materials [s. 1006.283(2)(b)11, F.S.]	50 %	90 %

■ Quality Efficient Services

D. Online Assessments Needs Analysis (Required)		Baseline established in 2016	Target	Date Target to be Achieved (Mo/Year)
II.E.1. (D)	Computers/devices available for statewide FSA/EOC computer-based assessments	357	357	August 2017
II.E.2. (D)	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	100 %	100 %	August 2017

STEP 2 – Goal Setting:

ADHUS Goals

ADHUS district goals are based upon the following guiding principles for digital classrooms:

- Students achievement will increase when they are actively engaged in the learning process through a variety of meaningful activities that link new information to existing knowledge and accommodate differences in learning styles and needs.
- Student achievement will increase when stakeholders work together to provide a safe and respectful environment.
- Student achievement will increase when staff have a cohesive and clear set of high expectations for students.

The Digital Classroom Plan Goals listed below help support the continued development of a K-12 educational environment that reflects these principles.

Goal 1 -Highest Student Achievement: All students will meet Federal AMO benchmarks and meet expected growth on the Florida State Assessments and other mandated state assessments.

Goal 2 - Seamless Articulation and Maximum Access: All students will have opportunities for “limitless learning” and are prepared to enter postsecondary with the skills necessary to succeed.

Goal 3 - Skilled Workforce and Economic Development: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.

Goal 4 - Quality Efficient Services: All school sites will be safe and effective environments to support developing students.

STEP 3 – Strategy Setting:

FAUS Digital Classrooms Plan is designed to support improvement in the school’s ability to efficiently respond to student learning needs. The impact of technology on the ways in which teachers and students interact in the presence of curriculum provides evidence of the positive contributions technology makes to supporting student learning. The district technology plan provides for long-term sustainability as well as maximum flexibility to meet the changing needs of students both on and beyond the gates of our campus.

FAUS Lab School – Palm Beach			
Goal Addressed	Strategy	Measurement	Timeline
Goal 1 - Highest student achievement	Supply teachers and students with high quality technology to refresh current technology.	Purchase Desktop, Mobile and Thin-Client Computers.	100% of purchases in 2016-17
	Increase access to supplemental digital tools for classroom assessments.	Monitor the use of Performance Matters Software, IReady, Canvas, ALEKS and other textbook based testing formats.	May 2017
	Supply teachers and students with high quality digital content aligned to Florida Standards.	Purchase Instructional Materials in Digital format.	50% of purchases in 2016-17
Goal 2 – Seamless Articulation and Maximum Access	Collaborate with the various university colleges on the FAU campus to provide students with broad exposure to various academic content areas	Count the number of college courses that are completed by FAUS students. Count the number of visits/presentations by staff and professors from the various FAU colleges to students in K-9th grade classrooms	2016 -17
	Redesign current face-to-face courses as blended courses to increase opportunities for collaboration, flexibility in time and space, and personalization of the learning environment for all students.	Phase 1 – Inventory of devices available for instructional blended learning project support that are up-to-date and functional	December 2016
	Increase the use of online resources and digital tools to reduce barriers associated with accessing and comprehending content	100% of ELA courses including reading courses in elementary will use digital resources to support students in accessing high quality	2016-17

	in order to meet the needs of individual learners.	content related to course materials and published text.	
	Integrate STEM curriculum standards throughout K-9 classes.	Increase student achievement on 5 & 8 Science Assessments. Monitor the number of science competitions FAUS students successfully compete in during the 2016-17 school year.	
Goal 3 – Skilled Workforce and Economic Development	Create an environment that supports Professional Learning Communities that integrates technology with increasing student achievement.	Establish PLC’s for all staff	September 2017
	Increase availability of technical and professional development support for successful integration of blended classroom environments.	1 additional faculty member – Instructional Coach	August 2016
	Provide staff with online Inservice opportunities through online modules.	Establish Inservice Credit courses on the PAEC ePDC program.	October 2016
Goal 4 – Quality Efficient Services	Provide a controlled and safe network environment for students and staff.	Purchase management systems for both the Apple and Dell Platform Devices	December 2016
	Increase availability of technical and professional development support for successful implementation of digital assessments, textbooks, and online learning opportunities.	1 additional staff position with a focus on supporting instructional technology practices and back-end resource management	Fall 2016
	Refresh instructional devices to support the development of blended courses and increased to support MTSS.	Appropriate devices available for instructional support are up-to-date and functional.	Fall 2016
	Provide outreach services and opportunities to parents and other stakeholders to facilitate increased use of technologies in the home and community	Documentation of stakeholder training for 9 th grade iPad Rollout. Newsletters to parents Parent outreach	Ongoing 2016-17

	environments to support communication and extension of the learning environment beyond the school day.	meetings on supporting students in the 21 st century.	
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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 sections for each component include, but are not limited to:

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

Districts will complete a budget worksheet to determine areas of need for online assessment. This worksheet calculates the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use. Specific items indicated below:

- Sum of Deliverables across component areas will be included.
- Additional line for charter school allocations.

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 2016-17 school year.

Enter the district student performance outcomes for 2016-17 that will be directly impacted by the DCP Allocation below:

A. Student Performance Outcomes		Baseline	Target
Florida Atlantic University Lab School District - Palm Beach			
III.A.1.	Increase the percent of student's proficiency in 5 th and 8 th grade science.	72%	80%
III.A.2.	Increase ELA Student Achievement Learning Gains	73%	75%
III.A.3.	Increase Mathematics Student Achievement Learning Gains	76%	78%
III.A.4.	Increase Middle School Acceleration Points	74	77
III.A.5	Increase Usage of Digital Textbooks and Digital Assigned Readings	50%	80%

B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at <http://www.fldoe.org/core/fileparse.php/5658/urlt/0097849-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:

B. Infrastructure Implementation					
FAU Lab School – Palm Beach					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.B.1.	Refresh aging hardware - Purchase 150 Dell Computer Desktops **	Fall 2016	\$119,980.50	FAU-Palm Beach	II.A.1-10 II.B.10 II.D.1(S) II.D.1(T) II.D.1(m) II.E.1-2(D)
III.B.2.	Increase digital access to students - Purchase 200 Chrome Books and Charging Carts	January 2017	\$55,910	FAU – Palm Beach	II.A. 1-10 II.A. 11-12 (D) II.D.1-3 (S) II.D. 2-3 (T) II.D. 1-3 (IM)
III.B.3.	Increase use of digital textbooks and online testing for students - Purchase 150 iPads. <i>Note with the purchase of new iPads, the older models are utilized in other classes.</i>	September 2016	\$71,100	FAU – Palm Beach	II.A. 1-10 II.A. 11-12 (D) II.D.1-3 (S) II.D. 2-3 (T) II.D. 1-3 (IM)
III.B.4.	Refresh aging laptops for students - Purchase 30 Dell Laptops. <i>For STEM Programs **</i>	Fall 2016	\$34,616.10	FAU – Palm Beach	II.A.3.5 II.A..8 II.A. II.D. 2-3 (S) II.D.3 (T) II.D. 1-2 (IM)
III.B.5	Provide a safe and effective digital environment- Purchase a Dell and Chromebook Management System (Zones)	Fall 2016	\$10,328	FAU – Palm Beach	II.A. 1-8 II.A. 11-12 (D) II.B.11 (D) II.C.1 II.D. 1-3 (D) II.D. 2-4 (T)
III.B.6	Provide a safe and effective digital environment – Purchase an iPad Management System (JMF)	Fall 2016	\$7,092	FAU – Palm Beach	II.A. 1-8 II.A. 11-12 (D) II.B.11 (D) II.C.1 II.D. 1-3 (D) II.D. 2-4 (T)
III.B.7	Support for infrastructure development (Staff)	Fall of 2016	\$45,000	FAU – Palm Beach	II.B.10(D), II.B.11(D)

					II.B.12(D) II.B.13(D) II.E. 1-2 (D)
III.B.8	Purchase interactive screens (monitors) throughout the school to provide information, announcement and policy changes. (Acordis) ** [This item is still pending due to infrastructure needs]	January 2017	\$4,665	FAU-Palm Beach	II.A. 1-10 II.D.6 (T) II.D.1 (P) II.D.2 (IM)
III.B.9	Testing Coordinator / Support - 76% Staff Position to coordinate and support all testing on site [New Position]	Fall 2016	\$50,604.64	FAU - Palm Beach	II.A 1-10 II.A 11-12 (D) II.C.1 II.C.4 II.D.1 II.D.6 (T) II.E.1 (D) II.E.2 (D)

** These are Punch-Out Items purchased through Florida Atlantic University.

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

B. Infrastructure Implementation			
Brief description of other activities	Other funding source	Estimated Amount	Estimated Completion Date Mo/Year
Purchase 40 Chrome Books and a Charging Station - For Extended Learning	FAUS After School Program	\$11,310	September 2016
Wireless Access Point Switches - To Extend Wireless and Increase Capacity.	PECO Funding	\$7,428	October 2016
Additional Server to house the two new management systems	FAUS Operating Budget	\$6,000	Fall 2016
Replacement Laptops (Dell/Apple), Monitors, Towers and Wall Jacks.	FAUS Operating Budget	\$5,744	Ongoing (Expected to increase)
Acordis Video Display TV Chanel Player. Still not working pending infrastructure change	FAUS Operating Budget	\$26,245	January 2017

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.

B. Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	The Dell Desktops are in both dedicated labs and classrooms. The computers will be used to daily by classroom teachers to extend knowledge, remediate and demonstrate comprehension on classroom programs.	Program use will be monitored through management systems. Computer usage will also be tracked through the management system. Another success criteria is a successful assessment of state testing and a reduction of time needed for testing due to refreshed computer systems.
III.B.2.	The Chrome Carts will be made available to K-8 Programs. This will enable the teachers to utilize online textbooks, programs and extend learning through research.	Program use will be monitored through management systems. Computer usage will also be tracked through the management system. The success of this goal will also be reflected on ELA, Math and Middle School Acceleration Point increases. Targeted programs will be available to students and teachers based on need.
III.B.3.	The iPads were purchased for the 9 th grade class. This purchase will allow textbooks to be viewed digitally for students. Students will also utilize the devices for ALEX (Math support program), research, and accessing Canvas (Teacher tool that advises and communicates lessons with students) as well as other instructional tools.	Program use will be monitored through management systems. Success will also be measured through 9 th grade ELA Assessments and EOC's taken by students.
III.B.4.	The Dell Laptops will be used in the STEM Lab and student competitions.	Program use will be monitored through management systems. Student competition and published research will be another benchmark for the success in utilizing the laptops. An additional success criteria will include course completion of the two Dual Enrollment Engineering Courses offered on our campus.
III.B.5.	The Dell and Chromebook is an integral part of the necessary infrastructure in assessing the success and fidelity of implementation of the multitude of programs being utilized on this campus. This system will allow the Informational Technologist as well as Administrators the capability of	The success of this infrastructure purchase will be based on the ability to "push out" programs, monitor usage, provide accurate inventory, ability to ensure students are only able to access appropriate sites, and administration, teacher, parent and student satisfaction. A comprehensive assessment of the program will be completed in May 2017 to determine if this program was able to manage the large number of devices on the campus.

	tracking programs, inventory and device assignment. This program will also assist in ensuring that students are utilizing appropriate resources in an educational environment. (Note: this system will not manage iPad Devices)	
III.B.6.	The iPad is an integral part of the necessary infrastructure assessing the success and fidelity of implementation of the multitude of programs being utilized in our 9 th grade program. This system will allow the Informational Technologist as well as Administrators the capability of tracking programs, inventory and device assignment. This program will also assist in ensuring that students are utilizing appropriate resources in an educational environment. (Note: this system manages only the Apple iPad)	The success of this infrastructure purchase will be based on the ability to “push out” programs, monitor usage, provide accurate inventory, ability to ensure students are only able to access appropriate sites, and administration, teacher, parent and student satisfaction. A comprehensive assessment of the program will be completed in May 2017 to determine if this program was able to manage the large number of devices on the campus.
III.B.7.	An additional staff person is critical in the management of the increased technology on the campus. Monitoring and evaluation will be through employee review and uninterrupted service for devices. This staff member will also be responsible for ensuring the Return On Investment for the many programs being used by the school.	The success will be measured through the TIM survey to review use by students and staff of the technology on the campus. Additionally, the success will be measured the by uninterrupted assessments on campus as well as a decrease in the percent of time required to complete the statewide FSA/EOC assessments.
III.B.8.	These monitors throughout the school will increase communication with students, teachers, staff and parents. The system will be monitored by the Information Technologist. The evaluation and process will be determined by the baseline established when fully implemented in January.	After establishing a baseline of the programming in January-April, goals will be set of appropriate programming to provide the most support to student achievement. This will be a new system which will need to be tested to determine goals and benchmarks for assessed “Success Criteria”.
11.B.9	This new staff position is integral as the number of statewide online increases and the size of the testing population increases. The position will be evaluated under the Marzano Evaluation system and monitored regularly as the testing calendar progresses throughout the year.	Success criteria will be determined by successfully providing students with statewide assessments, EOC’s, Advanced Placement Tests and regular Progress Monitoring Updates. This position will work with staff to access critical data to align standards with identified deficiencies.

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; and
- 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 use this section to describe how the TIM is used in your district, schools and classrooms. The districts are encouraged to review teacher classroom observations and submitted lesson plans for best examples of an individual performance, rather than concentrate on a cumulative score.

To support this area, please insert links to the district MIP, 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.

C. Professional Development Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.C.1.	Canvas Training	May 2017	\$2,000	FAU-Palm Beach	II.C.1 II.C.2 II.D.2 (T) II.D.2 (S) II.D.3 (S)
III.C.2.	Performance Matters	May 2017	\$6,000	FAU-Palm Beach t	II.A. 1-10 II.A 11-12 (D) II.C.1 II.C.3 (D) II.C.4 (D) II.D.1 (S) II.D.1 (T)
III.C.3.	Professional Learning Communities	May 2017	0	FAU-Palm Beach	II.C.1 II.C.2 II.D.3 (T) II.D.4 (T) II.D.6 (T)
III.C.4.	Instructional Facilitator	August 2016	\$53,495.30	FAU-Palm Beach	II.A. 1-10 II.A 11-12 (D) II.X.1 II.C.2 II.C.4 II.D.1 (S) II.D.2 (S) II.D.3 (S) II.D.1-4 (T) II.D.6 (T)
III.C.5	PAEC Professional Development – enrollment in ePDC site for district management of inservice points and faculty enrollment in courses.	September 2016	\$3,627	FAU-Palm Beach	II.C.1. II.D.5 (T)

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

C. Professional Development Implementation			
Brief description of other activities	Other funding source	Estimated Amount	Estimated Completion Date Mo/Year

Visible Learning Staff Development - This training identified High Yield Learning Strategies for students. The strategies integrated the use of technology to engage students.	General Operating Budget and Title I Funds	\$12,000	August 2016
Wilson Foundations and Words Training - Provides primary teachers with tools to support student learning	General Operating Budget and Title 1	\$9,000	December 2016
IReady - This is an online assessment program to assist teachers in providing targeted assistance for students	General Operations Budget	\$4,000	December 2016

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.

C. Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	Teacher use of the Canvas program will be monitored and reviewed. This program allows students to communicate and post assignments. Students can also access current and past assignments.	This program was purchased for K-12 teachers. It is required for 9 th grade teachers and has a "soft" roll-out for K-8. Success will be determined by the program use and end-of-the-year faculty survey.
III.C.2.	The Performance Matters is a data management system for teachers to target and monitor student achievement.	The success criteria will be based on the number of teachers who complete the training modules and an end-of-the-year survey. The success criteria of the number of teachers who receive Inservice Credit for completion of the modules will be a benchmark monitored.
III.C.3.	Professional Learning	The success criteria will be based on the

	Communities – the focus will be to increase student achievement in Science and Writing. These groups are based on grade level and/or curriculum. They will focus on curriculum and technology that will assist in meeting their target goals set.	completion of the Inservice Credit associated with this training.
III.C.4.	The staff member would be monitored and evaluated through the Marzano Evaluation tool. Additional assessment would be through the attendance in trainings and the number of staff supported throughout the 2016-17 school year.	The success criteria would be determined by the TIM survey at the end of the year. Additional success criteria would be determined by the successful completion of the Professional Learning Communities attendance and completion for Inservice Credit.
III.C.5	The PAEC Professional component is a contracted service through the consortium. The success would be determined by the enrollment of staff on the site and completion of inservice credit through the website.	The success criteria would be the registration and creation of inservice records for current staff.

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 FDOE may also be included here.

Implementation Plan for D) Digital Tools:

D. Digital Tools Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.D.1.	Nearpod – Presentation tool for teachers and students. This tool will allow teachers to create more critical thinking opportunities.	May 2017	\$1,600	FAU-Palm Beach	II.A.1 II.A.3.5 II.A.3.8 II.A.5 II.A.7 II.A.12 II.D.2 (S)
III.D.2.	Canvas – This program will provide a digital platform for teachers to deliver lessons, complete assessments, provide dialog opportunities and assist students with remediation and extension opportunities.	May 2017	\$12,000	FAU-Palm Beach	II.A 1-10 II.A 11-12 (D) II.C. 1-2 II.D 1-3 (S) II.D. 2-4 (T) II.D. 1-3 (IM) II.D.5 (DM)
III.D.3.	Performance Matters – This software package allows teachers and administrators the opportunity to assess students as well as monitor and manage student data. This online data management system will allow students to target support based on state assessment, purchased assessment programs and teacher made tests.	October 2016	\$9,026	FAU-Palm Beach	II.A 1-10 II.A 11-12 (D) II.C.3 (D) II.D.1 (S) II.D.1 (T) II.D.6 (T)
III.D.4.	ALEKS – this is an adaptive mathematics program used K-9. This program is key to provide remediation, support and extension activities for students.	September 2016	\$14,850	FAU-Palm Beach	II.A.2 II.A.6 II.A.8 II.A.10 II.D.1 (S) II.D.3 (S)

					II.D.3 (T) II.D.6 (T) II.D.1 (IM)
III.D.5	Renaissance Learning - online subscription to allow students to read online. This program also has embedded assessments for students to demonstrate mastery	August 2016	\$10,110.15	FAU-Palm Beach	II.A.1 II.A.5 II.A.7 II.A.12 (D) II.C.1 II.D.1 (S) II.D.3 (S) II.D.3 (T) II.D.6 (T)
III.D.6	BrainPOP - Interactive whiteboard to assess student comprehension and engagement of science and math concepts.	Fall 2016	\$960	FAU-Palm Beach	II.A.2 II.A.3.5 II.A.5 II.A.7 II.A.8 II.A.11 II.C.1 II.D.3 (IM)
III.D.7	Firefly Digital -Single School Hosting license for web development	Fall 2016	\$4,000	FAU-Palm Beach	II.A.1 II.A.11 (D) II.D.2 (S) II.D.2 (T) II.D.4 (T) II.D.6 (T) II.D.2 (IM)
III.D.8	iReady	Fall2016	\$0	FAU-Palm Beach	II.A 1-10 II.A 11-12 (D) II.C.1 II.C.3 (D) II.D.1 (S) II.D.1 (T) II.D.6 (T) II.D.1 (P)

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.

D. Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	The use of this presentation (Nearpod) tool will be monitored by the classroom teachers and our management systems. Teachers who requested the software will present at least weekly with the presentation format.	Assess through the TIM survey, classroom walkthroughs and the management system the use of this software package.
III.D.2.	The Canvas system will be monitored for use through the management systems. The evaluation of this tool will be based on use and satisfaction of students and teachers.	Assess through the TIM survey, classroom walkthroughs and the management system the use of this software package.
III.D.3.	The Performance Matters will be monitored by the use of teachers. This will be evaluated through Professional Learning Communities (PLCs) and Data Chats with administration. The use to “Drive Instruction” will be evaluated based on student achievement.	The success of this data management will be determined by use and student achievement.
III.D.4.	The ALEKS adaptive mathematics program will be evaluated based on student and teacher use. The processes in assignments will be monitored through the management systems.	The success of the integration of this program will be determined by student achievements in math state assessments and EOC’s.
III.D.5	The Renaissance Learning (STAR) system has an internal monitoring system which allows teachers to track student progress.	The success of the use of this program will be assessed through student achievement on ELA state assessments.
III.D.6	The BrainPOP programs usage will be monitored by classroom teachers who use it for science and math.	The success and usage of this program will be determined through student achievement on 5 th grade science and Elementary Mathematics State Assessments.
III.D.7	The Firefly Digital program is	The success of this program will be determined by

	utilized in the technology courses. The monitoring of usage and processes will be completed by the classroom teacher using the program. The yearbook also uses this program to collect and record artifacts for the school.	the classroom teacher based upon the student access to the program.
II.D.8	iReady is an assessment program that is in the beginning stages of implementation. The teachers will be trained and preliminary assessments will be given to develop teacher skills in using the software.	Success will be measured in the utilization of the test administration (minimum of 2) for the initial year of implementation for grades 1-5.

E) Online Assessments

Districts will use DCP funds to be compliance with s. 1011.62(12)(g), F.S., which indicates that each district's digital classrooms allocation plan must give preference to funding the number of devices that comply with the requirements of s. 1001.20(4)(a)1.b., and that are needed to allow each school to administer the Florida Standards Assessment to an entire grade at the same time. This will be calculated by the district completing the device worksheet that accompanies the DCP template. The device worksheet will calculate the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use. The worksheet will then calculate a total number of devices needed for each school. The district will be required to include a deliverable to meet this requirement as part of the DCP plan in Section III. Online Assessment Support.

Implementation Plan for E) Online Assessments:

E. Online Assessment Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.E.1.	iReady	May 2017	\$3,500 Duplicate Professional Development	FAU Palm Beach	II.A 1-10 II.A 11-12 (D) II.C.1 II.C.3 (D) II.D.1 (S) II.D.1 (T) II.D.6 (T) II.D.1 (P)
III.E.2.	Performance Matters	October 2016	\$9,026 Duplicate Digital Tools	FAU - Palm Beach	II.A 1-10 II.A 11-12 (D) II.C.3 (D) II.D.1 (S) II.D.1 (T) II.D.6 (T)
III.E.3.	ALEKS	September 2016	\$14,850 Duplicate Digital Tools	FAU - Palm Beach	II.A.2 II.A.6 II.A.8 II.A.10 II.D.1 (S) II.D.3 (S) II.D.3 (T) II.D.6 (T) II.D.1 (IM)
III.E.4	Renaissance Learning – online subscription to allow students to read online. This program also has embedded assessments for students to demonstrate mastery	August 2016	\$11,726 Duplicate Digital Tools	FAU-Palm Beach	II.A.1 II.A.5 II.A.7 II.A.12 (D) II.C.1 II.D.1 (S) II.D.3 (S) II.D.3 (T) II.D.6 (T)

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.

E. Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.E.1	iReady is an assessment program that is in the beginning stages of	Success will be measured in the utilization of the test administration (minimum of 2) for the initial

	implementation. The teachers will be trained and preliminary assessments will be given to develop teacher skills in using the software.	year of implementation for grades 1-5.
III.E.2	The Performance Matters will be monitored by the use of teachers. This will be evaluated through Professional Learning Communities (PLCs) and Data Chats with administration. The use to “Drive Instruction” will be evaluated based on student achievement.	The success of this data management will be determined by use and student achievement.
III.E.3	The ALEKS adaptive mathematics program will be evaluated based on student and teacher use. The processes in assignments will be monitored through the management systems.	The success of the integration of this program will be determined by student achievements in math state assessments and EOC’s.
III.E.4	The Renaissance Learning (STAR) system has an internal monitoring system which allows teachers to track student progress.	The success of the use of this program will be assessed through student achievement on ELA state assessments.