2015-2016 DISTRICT DIGITAL CLASSROOM PLAN

FLORIDA ATLANTIC UNIVERSITY (FAU) LAB SCHOOL DISTRICT - PALM BEACH

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

I.1 District Team Profile

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I.2 Planning Process

The development of the 2015-2016 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 (ADHUS/FAUHS). The digital enhancement of 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 were significantly increased during the 2015 summer months.

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 2015-2016 FAUS DCP. Meetings were held individually among all ADHUS/FAUHS grade level and subject area teacher groups (Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade, 9th grade, ESE/SAI, Instructional Support, Elementary Electives, Middle School Electives, and High School Electives). 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 an improved digital classroom based on their direct feedback.

FAUS parent and student input was collected from the FAUS Stakeholder Climate Survey that was conducted at the end of the 2014-2015 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 2015-2016 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.

In the spring of 2015, the FAUS district received an additional $233,000 in funding from the FDOE Digital Learning Support (DLS) grant that was specifically designated to support the goals and outcomes of the approved 2014-2015 FAUS DCP. Approved uses of the grant included student devices that meet minimum specifications, technology bandwidth and wireless infrastructure, and software licenses for classroom digital learning. Based on the receipt of these additional funds, FAUS administrators and staff members from FAU OIT conducted a mid-year needs assessment of the FAUS technology infrastructure and the use of digital tools that were supporting the teaching, learning, and operational needs of the school. As a result of this mid-year assessment, multiple areas of improvement were identified with an emphasis on the overall FAUS district technology infrastructure as it related to available bandwidth, wireless Internet accessibility, and server storage capacity. It was determined that the overall technology infrastructure could be further enhanced, additional technology hardware needed to be purchased to further enhance classrooms and conduct online assessments, and additional software licenses were needed to enhance student learning.

With the funds provided through the DLS grant, the technology infrastructure renovation process resulted in numerous improvements throughout the FAUS district including the following: The installation of 30 additional, individual wireless access points that increased the wireless network

capacity throughout the entire ADHUS/FAUHS campus that can simultaneously accommodate over a thousand digital devices without a loss in wireless connectivity, additional technology infrastructure items (servers, chassis, switches, UPS backups) to increase the high bandwidth capacity to further exceed the FDOE bandwidth recommendations, and purchase of technology hardware (desktops, laptops, and iPads) to increase the number of technology devices that meet FDOE minimum assessment specifications.

Based on these recent enhancements, the development of the 2015-2016 FAUS DCP is specifically geared towards directly enhancing district classrooms and instructional areas within ADHUS/FAUHS classrooms to provide teachers and students with a variety of digital tech tools that foster instructional innovation and improved academic student achievement.

I.3 Technology Integration Matrix (TIM)

During the 2014-2015 school year, a High Quality Master In-service Plan (MIP) that supported ongoing, sustained professional development for technology integration was implemented in the FAUS District. FAUS administrators were committed to providing relevant professional development that included high quality, in-service opportunities in addition to high quality, online resources in alignment with the TIM. Utilizing funding from the 2014-2015 FLDOE DCP Professional Development grant, the FAUS District contracted with the vendor EdTechTeacher, 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 implemented the *Teaching for the 21st Century* (T21) professional development program from January 2015 through June 2015 that trained FAUS teachers and staff in education technology integration.

FAUS teachers were engaged in the professional development process and received high-quality, digital content training aligned to the Florida Standards and the TIM. The professional development included the following components: In-service Workshops, Online Professional Development Resources, Live Webinars, and 1:1 Coaching. The objective of the professional development was to increase the level of technology integration by FAUS teachers as measured by the TIM. The T21 professional development program provided FAUS teachers and staff with the conceptual frameworks and skills required to effectively integrate technology into high quality instruction, the development of student achievement, and provide active, authentic, and inquiry-based learning. The professional development program was designed to have teachers integrate digital tools and strategies to motivate learners across elementary, middle, and secondary grades and assist them in their development of 21st century learning skills that focus on critical thinking, complex communication, new media literacy, and digital citizenship. Through a combination of the various professional development methods, the T21 program provided FAUS teachers and staff with extended support to integrate technology in classrooms and improve their TIM levels.

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, School Administrators, ESE Coordinator, 3 Guidance Counselors, Reading Coach, Instructional Intervention Specialist, 2 ESE Teachers, and 2 ESE Paraprofessionals. Additionally, FAUS 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, teacher developed tests and assessments, Reading Running Records, and data from other state-mandated assessments that provide important data on student achievement. When struggling students are identified, they are then referred to the SBT to coordinate services that can provide them with interventions at increasing levels of intensity to accelerate their rate of learning.

Through a coordinated effort with the FAUS support team, classroom teachers monitor, evaluate, and refer students and their individual needs to the team for 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 attempt to determine the factors that may be are 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 Instruction (SAI) teachers, Reading Coach, ESE Coordinator, Instructional Intervention Specialist, 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 increased 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 item banks, administer and score 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.

I.5 District Policy

Type of Policy	**Brief Summary of Policy (limit character)**	**Web Address (optional)**	**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	June 22, 2011
District teacher evaluation components relating to technology (if applicable)	N/A	N/A	N/A
BYOD (Bring Your Own Device) Policy	Student may possess cellular phones and other wireless communication 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	June 22, 2011
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	June 22, 2011
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 the knowledge and skills needed to	http://tinyurl.com/FAUS-MIP	2013-2014 School Year

	increase productivity and maintain appropriate records; enable instructional 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	June 22, 2011
Disciplinary Actions for Failing to Comply	FAUS declares unethical and unacceptable behavior associated with technology use as just cause for disciplinary action. Some examples of disciplinary actions include: 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	June 22, 2011

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

A. Student Performance Outcomes: Florida Atlantic University Lab School District - Palm Beach		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
II.A.1.	ELA Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.2.	Math Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.3.	Science Student Achievement – 5th and 8th Grade	70%	80%	2016
II.A.4.	Science Student Achievement – Biology	100 %	100 %	2016
II.A.5.	ELA Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
II.A.9.	Overall, 4-year Graduation Rate	100%	100%	2016
II.A.10.	Acceleration Success Rate	TBD from school year 2014-15	TBD 2016	

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). The baseline should be carried forward from the 2014 plan.

A. **Infrastructure Needs Analysis (Required)**		**Baseline from 2014**	**Actual from Spring 2015**	**Target**	**Date for Target to be Achieved** ***(year)***	**Gap to be addressed** ***(Actual minus Target)***
II.B.1.	Student to Computer Device Ratio*	1.27:1	1:1	1:1	2015	.27
II.B.2.	Count of student instructional desktop computers meeting specifications	342	386	390	2016	4
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	50	237	250	2016	13
II.B.4.	Count of student web-thin client computers meeting specifications	N/A	N/A	N/A	N/A	N/A
II.B.5.	Count of student large screen tablets meeting specifications	415	447	515	2016	68
II.B.6.	Percent of schools meeting recommended bandwidth standard	100%	100%	100%	2016	0%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	100%	2016	0%

*****The Baseline 2014 ratio included all devices in the FAUS - Palm Beach District that meet the FDOE digital tools specifications (desktops, laptops, and tablets) as identified at http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf. Therefore, the same method for calculating the Actual from Spring 2015 ratio will be utilized.

B. Infrastructure Needs Analysis (Required)		Baseline from 2014	Actual from Spring 2015	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
II.B.8.	District completion and submission of security assessment *	N/A	N/A	N/A	N/A	N/A
II.B.9.	District support of browsers in the last two versions	N/A	Yes	Yes	2015	-

* 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 –**

  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 five categories of the TIM for the levels of technology integration into the classroom curriculum.

B. **Professional Development Needs Analysis** The FAUS District is a combination school encompassing grades K-12. Therefore, the TIM Estimate Average will represent the combination of K-12 teachers.		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 0% Adoption: 20% Adaption: 30% Infusion: 30% Transform: 20%	Entry: 0% Adoption: 10% Adaption: 20% Infusion: 40% Transform: 30%	2017
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 0% Adoption: 20% Adaption: 30% Infusion: 30% Transform: 20%	Entry: 0% Adoption: 10% Adaption: 20% Infusion: 40% Transform: 30%	2017

Seamless Articulation and Maximum Access

Digital Tools:
Districts shall continue to implement and support a digital tools system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

C. **Digital Tools Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
	Student Access and Utilization (S)	**% of student access**	**% of student utilization**	**% of student access**	School Year
II.D.1. (S)	A system that enables access and information about	100%	TBD Fall 2015	100%	2016

	standards/benchmarks and curriculum.		via student survey		
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100%	TBD Fall 2015 via student survey	100%	2016
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100%	TBD Fall 2015 via student survey	100%	2016
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	100%	TBD Fall 2015 via student survey	100%	2016
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100%	TBD Fall 2015 via student survey	100%	2016

D. **Digital Tools Needs Analysis (Required)**		**Baseline** (to be established in 2015)	**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved** *(year)*
	Teachers/Administrators Access and Utilization (T)	**% of Teacher/ Admin access**	**% of Teacher/ Admin Utilization**	**% of Teacher/ Admin access**	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100%	TBD Fall 2015 via teacher/ admin survey & system usage data	100%	2016
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	TBD Fall 2015 via teacher/ admin survey & system usage data	100%	2016
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	TBD Fall 2015 via teacher/ admin survey & system usage data	100%	2016
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100%	TBD Fall 2015 via teacher/ admin survey & system usage data	100%	2016
II.D.5. (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.	100%	TBD Fall 2015 via teacher/ admin survey & system usage data	100%	2016
II.D.6. (T)	A system that leverages the	100%	TBD	100%	2016

	availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.		Fall 2015 via teacher/ admin survey & system usage data		
II.D.7. (T)	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.	100%	TBD Fall 2015 via teacher/ admin survey & system usage data	100%	2016
II.D.8. (T)	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.	100%	TBD Fall 2015 via teacher/ admin survey & system usage data	100%	2016
II.D.9. (T)	A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	100%	TBD Fall 2015 via teacher/ admin survey & system usage data	100%	2016

D. **Digital Tools Needs Analysis (Required)**		**Baseline** **(to be established in 2015)**	**Baseline** **(to be established in 2015)**	**Target**	**Date for Target to be Achieved** ***(year)***
	Parent Access and Utilization (P)	**% of parent access**	**% of parent utilization**	**% of parent access**	
II.D.1. (P)	A system that includes comprehensive student information which is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	100%	TBD Fall 2015 via parent survey	100%	2016

D. **Digital Tools Needs Analysis (Required)**		**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved** *(year)*
(IM)	**Instructional Materials**	**Baseline %**	**Target %**	**School Year**
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	50%	70%	2017
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	40%	60%	2017
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	40%	60%	2017
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100%	100%	2016
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	100%	100%	2016
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students instructional materials [ss. 1006.283(2)(b)11, F.S.]	100%	100%	2016

Quality Efficient Services

Online Assessment Readiness:
Districts shall work to reduce the amount of 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.

D. **Online Assessments Needs Analysis (Required)**		**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved** *(year)*
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments*	350	450	2017
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	100%	100%	2016

*The number of computers/devices identified as the Baseline number 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 environment in the FAUS district.

STEP 2 – Goal Setting:

FAUS - Palm Beach District Goals

- **Highest Student Achievement:** All students will meet or exceed federal AMO benchmarks and meet or exceed expected growth on the Florida State Assessments and other state-mandated assessments.
- **Seamless Articulation and Maximum Access**: All students will have opportunities for industry certifications and will be prepared with the academic skills to enter and succeed in postsecondary education.
- **Skilled Workforce and Economic Development**: All teachers will have opportunities to receive professional development that will develop their skills to proficiently implement instruction in a digital manner within their classroom curriculum.
- **Quality Efficient Services**: The FAUS district will be a safe, effective, and conducive environment that educates and develops students to be highly successful and productive citizens in society.

STEP 3 – Strategy Setting:

FAUS - Palm Beach District Strategies

Goal Addressed	Strategy	Measurement	Timeline
Highest Student Achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	Increase the purchase of classroom instructional materials/content that will either be digital-only or the instructional materials/content will be provided with both digital and print access	2016
Highest Student Achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	Purchase additional digital technology devices that expands the ability of teachers and students to utilize an increased amount of digital instructional	2016

		materials/content in K-9th grade classrooms	
Seamless Articulation and Maximum Access	Collaborate with the various university colleges on the FAU campus to provide students with broad exposure to various industry certification 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
Skilled Workforce and Economic Development	Expand and implement professional development opportunities for teachers related to instruction in a digital classroom in alignment with the Technology Integration Matrix (TIM)	Implement a consulting contract with EdTechTeacher.org, a technology professional development vendor, to continue providing year-long technology professional development to FAUS teachers related to the use of digital tools and innovative instruction in alignment with the TIM	2016
Quality Efficient Services	Create an infrastructure that provides all students with access to educational opportunities that supports their digital learning needs and the development of digital citizenship skills	Implement a consulting contract with EdTechTeacher.org to continue providing year-long technology professional development and further train administrators and teachers how to develop enhanced digital learning and digital citizenship instructional lessons that are provided to all students.	2016

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by ss.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

A) Student Performance Outcomes

Provided in the table below are the FAUS student performance outcomes for the 2015-16 school year that will be directly impacted by the DCP Allocation. Due to the unavailability of FSA data from the 2014-2015 school year, we have listed TBD for the overall school baseline and targets in all but three areas of student performance outcomes. Once the 2014-2015 FSA data is available, the FAUS staff will review the data to establish the baseline data and also establish student performance outcome targets for the 2015-2016 school year.

Because of the method in which the FAUS district prepares and plans for the use of the DCP funds, teachers in the individual grade level/subject area groups in the school have created their own individual student performance outcomes based on diagnostic and formative assessments conducted early in the 2015-2016 school year. FAUS student outcomes, strategies, evaluation measures, and the detailed use of the variety of digital tools as it relates to specific FAUS grade levels/subject areas is discussed in specific detail in Appendix A.

A. Student Performance Outcomes: Florida Atlantic University Lab School District - Palm Beach		**Baseline % 2015**	**Target % 2016**
1.	Increase ELA Student Achievement	TBD from school year 2014-15	TBD 2016
2.	Increase Math Student Achievement	TBD from school year 2014-15	TBD 2016
3.	Increase Science Student Achievement – 5th and 8th Grade	70%	80%
4.	Maintain Science Student Achievement – Biology	100 %	100 %
5.	Increase ELA Learning Gains	TBD from school year 2014-15	TBD 2016
6.	Increase Math Learning Gains	TBD from school year 2014-15	TBD 2016
7.	Increase ELA Learning Gains of the Low 25%	TBD from school	TBD 2016

		year 2014-15	
8.	Increase Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016
9.	Maintain 4-year Graduation Rate	100%	100%
10.	Increase Acceleration Success Rate - Points	TBD from school year 2014-15	TBD 2016
11.	Maintain School Grade of A	TBD from school year 2014-15	TBD 2016

B) Digital Learning and Technology Infrastructure

Implementation Plan for B) Digital Learning and Technology Infrastructure:

FAUS Digital Learning and Technology Infrastructure Overview

As previously indicated in Section I.2, the FAUS district recently completed upgrade enhancements to the digital learning and technology infrastructure throughout the ADHUS/FAUHS campus. The upgrade enhancements resulted in the district continuing to exceed the recommended FDOE technology specifications outlined at http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf. In the spring of 2015, the FAUS district received $233,000 in funding from the FDOE DLS grant that was specifically designated to be used support the goals and outcomes of the FDOE approved 2014-2015 Digital Classroom Plan. Approved uses of the grant included student devices that meet minimum specifications, technology bandwidth and wireless infrastructure, and software licenses for classroom digital learning. Based on the receipt of these additional funds, FAUS administrators and staff members from FAU OIT conducted a mid-year needs assessment of the FAUS technology infrastructure and the use of digital tools that were supporting the teaching, learning, and operational needs of the school. As a result of this mid-year assessment, multiple areas of improvement were identified with an emphasis on the overall FAUS district technology infrastructure as it related to available bandwidth, wireless Internet accessibility, and server storage capacity. It was determined that the overall technology infrastructure could be further enhanced, additional technology hardware needed to be purchased to further enhance classrooms and conduct online assessments, and additional software licenses were needed to enhance student learning.

The technology infrastructure renovation process that was conducted in the spring of 2015 resulted in numerous improvements to the technology infrastructure. The installation of 30 additional wireless access points was completed that increased the wireless network capacity throughout the entire ADHUS/FAUHS campus that can now simultaneously accommodate over a thousand wireless digital devices at one time without a loss in wireless connectivity. Additionally, technology infrastructure items including servers, Internet switch chassis, Internet switches, and UPS battery backups were purchased and installed to increase bandwidth and server storage capacity throughout campus to further exceed the FDOE bandwidth recommendations.

Instead, a significant portion of the 2015-2016 DCP funds will be focused directly on the purchase of a wide variety of digital hardware tools that teachers have identified for instructional use and student use within FAUS classrooms. An aggregate category listing of the digital hardware tools and devices that support the digital classroom are listed in the table below.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. III.A.
III.B.1.	**Tablet Hardware** (i.e. iPads, Kindle Fires)	2016	$66,000	FAU - Palm Beach	Outcomes 1-11
III.B.2.	**Computer Hardware** (i.e. Laptops, Monitors, Whiteboards)	2016	$21,998	FAU - Palm Beach	Outcomes 1-11

A detailed itemization of the specific items that will be purchased with the 2015-2016 DCP funds and utilized within the various FAUS classrooms is provided in Appendix B. To further illustrate the detail in how the purchased digital items will be utilized in specific classrooms in the FAUS district, abbreviated and individual Digital Classroom Plans were developed by FAUS teachers and are provided in Appendix A. Teachers from various grade levels and subject areas identified their specific goals, strategies, deliverables, evaluation criteria, and the specific digital tools in which they will accomplish their plans.

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

The FAUS district is committed to continuing relevant professional development opportunities for teachers and staff to build their capacity in using available technology and implementing quality, digital instructional strategies in the classroom. Teachers and administrators will be provided with high quality, digital technology professional development aligned to the Florida Standards and the TIM. The FAUS MIP includes specific components related to digital learning professional development for FAUS teachers and staff. The specific areas are included in the FAUS MIP located at the following Internet link: http://tinyurl.com/FAUS-MIP on pages 50 - 53.

Utilizing 2015-2016 DCP funds, the FAUS district will establish a consulting contract with EdTechTeacher, a nationally known technology professional development vendor, to provide FAUS staff with technology professional development services throughout the 2015-2016 school year. The services will include on-site professional development sessions, access to online technology professional development modules, access to online professional development webinars, and individual coaching and support on instructional technology and the use of digital learning tools.

Implementation Plan for C) Professional Development:

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	100% of all FAUS teachers will participate in on-site technology professional development sessions that are aligned with the MIP and the TIM. The technology professional development vendor EdTechTeacher will provide the professional development.	June 2016	$68,000 (Total estimated contract cost will encompass all of the listed professional development deliverables)	FAUS – Palm Beach	II.C.1 II.C.2
III.C.2.	100% of FAUS administrators will participate in on-site technology professional	June 2016	See box III C.1. for cost estimate	FAUS – Palm Beach	II.C.1 II.C.2

	development sessions that are aligned with the MIP and the TIM to improve instructional observation and evaluation methods related to teacher use of technology in the classroom. EdTechTeacher will provide the professional development.				
III.C.3.	100% of all FAUS teachers and administrators will complete online technology professional development modules in a variety of digital technology topics. EdTechTeacher will create and support the modules and align them with the MIP and the TIM.	June 2016	See box III C.1. for cost estimate	FAUS – Palm Beach	II.C.1 II.C.2
III.C.4.	100% of all FAUS teachers and administrators will participate in online technology professional development webinars on a variety of technology topics. EdTechTeacher will create and support the webinars and align them with the MIP and the TIM.	June 2016	See box III C.1. for cost estimate	FAUS – Palm Beach	II.C.1 II.C.2

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.	FAUS will contract with EdTechTeacher to conduct a total of 21 full-day, on-site professional development sessions throughout the 2015-2016 school year. Each FAUS teacher will participate in a minimum of 3 full day	An increase in the number/percentage of FAUS teachers who implement new digital technology instructional strategies learned in the on-site professional development sessions as measured by pre and post data from a teacher technology needs assessment survey. An increase in the percentage of FAUS

	professional development sessions during the 2015-2016 school year. These professional development sessions will provide FAUS teachers with learning opportunities on emerging technologies and instructional practices related to teaching with technology in classroom.	teacher lesson plans that reflect the digital technology content learned in the on-site professional development sessions. An increase in the percentage of FAUS teachers who positively improve their individual level of technology integration in the classroom as measured by a TIM assessment at the end of the 2015-2016 school year.
III.C.2.	FAUS will contract with EdTechTeacher to conduct a total of 3 full-day, on-site professional development sessions throughout the 2015-2016 school year. Each FAUS administrator will participate in the 3 professional development sessions during the 2015-2016 school year. These professional development sessions will provide FAUS administrators with learning opportunities on emerging technologies and instructional practices related to teaching with technology in classroom.	An increase in the frequency that FAUS administrators will evaluate/document teacher use of new digital technology instructional strategies that are used while conducting classroom walkthroughs/observations and teacher evaluations. An increase in the frequency that FAUS administrators will evaluate/document teacher lesson plans that reflect the digital technology content learned from the use of on-site professional development sessions.
III.C.3.	EdTechTeacher will develop and provide FAUS teachers and staff with access to online digital technology modules and lessons, resources, and video tutorials specific to various technologies (Web 2.0, iPad, Chromebook). FAUS teachers will access the EdTechTeacher website and browse the various areas of instructional digital technology professional development resources. FAUS teachers will select and complete specific digital technology tutorial/module units in their identified areas of interests. FAUS teachers and staff will have 24-hour access	Individual documentation of FAUS teacher completion of online digital technology tutorial/module units available on the EdTechTeacher.org website (number of views of online videos, number of downloads of lesson plans, number of modules completed). An increase in the percentage FAUS teachers who implement new digital technology instructional strategies learned from the completion of the technology modules as measured by pre and post data from a teacher technology needs assessment survey. An increase in the percentage of FAUS teachers who positively improve their individual level of technology integration in the classroom as measured by a TIM assessment at the end of the school year.

	to more than 175 EdTechTeacher technology video tutorials, lesson plans, rubrics, and other digital content from EdTechTeacher.org.	Individual documentation of FAUS teacher lesson plans that demonstrate the infusion of new instructional strategies and digital content learned from the completion of the technology modules.
III.C.4.	FAUS will contract with EdTechTeacher to facilitate 15, live 1-hour webinars with FAUS teachers and staff to meet together in a virtual room for live presentation, instruction, discussion, and feedback with EdTechTeacher trainers.	Transcripts and/or video recordings of the minutes of the conversations that occurred during the live webinars will be posted online for FAUS teachers and administrators to access for enhanced professional development opportunities. An increase in the percentage of FAUS teachers who implement new digital technology instructional strategies learned in the live webinar sessions as measured by pre and post data from a teacher technology needs assessment survey. An increase in the percentage of FAUS teachers who positively improve their individual level of technology integration in the classroom as measured by a TIM assessment at the end of the school year.

D) Digital Tools

The FAUS district was a participant in the Race to the Top (RTTT) grant, which provided significant funding to the district for the implementation of a comprehensive digital tool system for the improvement of digital learning. Specifically, the funds that were allocated by the RTTT Local Instructional Improvement System (LIIS) grant allowed the FAUS district to implement two digital tool systems that allow the district and school staff to manage, assess, and monitor student learning and academic achievement on a frequent basis. In the FAUS District, the FOCUS Student Information and Learning Management System is the central LIIS system used by administrators and teachers 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 is used by district administrators and staff to develop assessments from item banks, administer and score formative assessments, track student achievement on formative and standardized assessments, and provide pertinent information to support the RTI process. Due to the comprehensive infrastructure that is currently in place, no 2015-2016 FAUS DCP funds will be utilized on digital tool systems.

Instead, a significant portion of the 2015-2016 DCP funds will be focused directly on the purchase of a wide variety of digital tools that teachers have identified for instructional use and student use within FAUS classrooms. An aggregate category listing of the subscriptions, digital tools, devices, software, and other miscellaneous tools that support the digital classroom are listed in the table below.

Implementation Plan for D) Digital Tools:

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. III.A.
III.D.1.	**Web-based Software Subscriptions** (i.e. annual access to reading/math instruction websites)	2016	$52,115	FAU - Palm Beach	Outcomes 1-11
III.D.2.	**Miscellaneous Digital Accessories** (i.e. Wireless mice, AppleTV, Science Technology)	2016	$25,601	FAU - Palm Beach	Outcomes 1-11
III.D.3.	**Hardware Accessories** (i.e. iPad chargers, Chromebook Charging Stations, Headphones)	2016	$17,890	FAU - Palm Beach	Outcomes 1-11
III.D.4.	**iPad Software/Accessories** (i.e. Various iPad Apps/Accessories)	2016	$7,402	FAU - Palm Beach	Outcomes 1-11
III.D.5.	**Printers** (i.e. wireless classroom printers)	2016	$7,100	FAU - Palm Beach	Outcomes 1-11

A detailed itemization of the specific items in the digital tools categories that will be purchased with the 2015-2016 DCP funds and utilized within the various FAUS classrooms is provided in Appendix B. To further illustrate the detail in how the purchased digital items will be utilized in specific classrooms in the FAUS district, abbreviated and individual Digital Classroom Plans were developed by FAUS teachers and are provided in Appendix A. Teachers from various

grade levels and subject areas identified their specific goals, strategies, deliverables, evaluation criteria, and the specific digital tools in which they will accomplish their plans.

E) Online Assessments

Implementation Plan for E) Online Assessments:

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.	N/A	N/A	N/A	N/A	N/A

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.

As previously indicated in Section I.2, in the spring of 2015, the FAUS district received $233,000 in funding from the FDOE DLS grant that was specifically designated to be used support the goals and outcomes of the FDOE approved 2014-2015 Digital Classroom Plan.

Approved uses of the grant included student devices that meet minimum specifications, technology bandwidth and wireless infrastructure, and software licenses for classroom digital learning. Based on the receipt of these additional funds, FAUS administrators and staff members from FAU OIT conducted a mid-year needs assessment of the FAUS technology infrastructure and the use of digital tools that were supporting the teaching, learning, and operational needs of the school. As a result of this mid-year assessment, multiple areas of improvement were identified with an emphasis on the overall FAUS district technology infrastructure as it related to available bandwidth, wireless Internet accessibility, and server storage capacity. It was determined that the overall technology infrastructure could be further enhanced, additional technology hardware needed to be purchased to further enhance classrooms and conduct online assessments, and additional software licenses were needed to enhance student learning.

The renovation process resulted in numerous improvements in the FAUS technology infrastructure that improved the capacity of the district to successfully implement local and statewide assessments. The installation of 30 additional, individual wireless access points that increased the wireless network capacity throughout the entire ADHUS/FAUHS campus and additional technology infrastructure items (servers, chassis, switches, UPS backups) were purchased and installed to increase the bandwidth capacity to further exceed the FDOE bandwidth recommendations. Additionally, 40 desktop computers, 35 laptop computers, and 35 iPad tablets were purchased to increase the number of technology devices that meet FDOE minimum online assessment specifications.

Based on these recent enhancements, no funds from the 2015-2016 DCP allocation will be expended on digital tools to specifically support online assessments. The development of the 2015-2016 FAUS DCP is specifically geared towards directly enhancing district classrooms and instructional areas to provide FAUS teachers and students with a variety of current digital tools that foster instructional innovation and improved academic student achievement.

2015-2016 DISTRICT DIGITAL CLASSROOM PLAN

FLORIDA ATLANTIC UNIVERSITY (FAU) LAB SCHOOL DISTRICT - PALM BEACH

APPENDIX A:

INDIVIDUAL DIGITAL CLASSROOM PLANS BY GRADE LEVEL/ SUBJECT AREA

KINDERGARTEN

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

A. **Student Performance Outcomes**		**Baseline September 2015**	**Target June 2016**
III.A.1	Increase the percentage of Kindergarten students who are proficient in Phonemic Awareness skills.	50% of the students are proficient as measured on the Benchmark Assessment System	85% of the students will be proficient as measured on the Benchmark Assessment System
III.A.2	Increase the percentage of Kindergarten students who are proficient in Word Recognition skills.	20% of the students are proficient as measured on the Benchmark Assessment System	85% of the students will be proficient as measured on the Benchmark Assessment System
III.A.3.	Increase the percentage of Kindergarten students who are proficient in Reading Accuracy and Comprehensions skills to grade level standards	50% of the students are proficient as measured on the Benchmark Assessment System	85% of the students will be proficient as measured on the Benchmark Assessment System

D) Digital Tools

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. III.A.
III.D.1.	Purchase iPads to increase the number of iPads available in each classroom for student academic use.	October 2015	Amount will vary based on school iPad inventory distribution process	ADHUS	III.A.1,2,3.
III.D.2.	Purchase an iPad Charging Station for Kindergarten classroom (1 charging station x 3 classrooms) to charge iPads in classrooms to increase the number of iPads available in the classroom for student academic use.	October 2015	$2,937 ($799 x 3)	ADHUS	III.A.1,2,3.

III.D.3	Purchase iPad stand up cases for Kindergarten students to practice tracking while reading on an iPad to increase student reading accuracy and comprehension.	October 2015	$2,700.00 ($50 x 54)	ADHUS	III.A.1,2,3.
III.D.4	Purchase Reading A-Z subscription to reading increase accuracy and comprehension.	October 2015	School-wide license cost	ADHUS	III.A.1,2,3.
III.D.5	Purchase 15 Crayola Kids EZ type computer keyboard for students to use to increase typing accuracy (5 keyboards x 3 classes).	October 2015	$750.00 ($50 x 15)	ADHUS	III.A.1,2,3.
III.D.6	Purchase 15 OSMOS for students to increase spelling accuracy.	October 2015	$1,200.00 ($80 x 15)	ADHUS	III.A.1,2,3.
III.D.7	Purchase 3 Raz-kids.com subscriptions to reading increase accuracy and comprehension.	FY2015	School-wide license cost	ADHUS	III.A.1,2,3.

Evaluation and Success Criteria for Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	iPad usage by students to enhance student learning and content mastery of ELA standards.	Students will use iPads during whole group, small group and individual instruction at least 4 times a week.
III.D.2.	iPad usage by students to enhance student learning and content mastery of ELA standards.	iPads will be charged each day and ready for student use within the classroom.
III.D.3	iPad cases will provide seamless articulation integration in the classroom for students to use for reading.	Students will use iPads during whole group, small group and individual instruction at least 4 times a week.
III.D.4	Reading A-Z will be used to aide student comprehension accuracy to increase student success in reading.	Teachers will utilize reading A-Z at least 4 times a week.
III.D.5	Crayola EX type keyboards will be used to increase typing	Student will use keyboards at least 3 times a week.

	fluency while practicing typing Kindergarten Sight words and word family words.	
III.D.6	OSMOS will be used in the classrooms to enhance student learning through hands on activities and iPads.	Students will use OSMOS at least 2 times a week.
III.D.7	Teachers will use classroom subscription to Raz-kids.com and Headsprout.com to assist students in building reading and comprehension skills through self-paced readings including comprehension tests.	Students will use the Raz-kids and HeadSprout software 3-5 times a week.

1ST GRADE

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

B. **Student Performance Outcomes**		**Baseline September 2015**	**Target June 2016**
III.A.1.	Increase the percentage of first grade students scoring at or above the 50th percentile in mathematics on the Star 360 Math assessment.	Data TBD in September 2015	85%
III.A.2.	Increase the percentage of first grade students scoring at or above the 50th percentile in reading on the Star 360 Read assessment.	Data TBD in September 2015	85%

D) Digital Tools

Implementation Plan for Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. III.A.
III.D.1.	Purchase Learning A to Z Subscriptions including Science A to Z (1 license), Reading A to Z (1 license), Vocabulary A to Z (1 license), and Raz-Kids (3 licenses), and HeadSprout (3 licenses linked to each Raz-Kids Account)	October 2015	School-wide license cost	ADHUS	III.A.2
III.D.2.	Purchase iPads to increase the number of iPads to a 1:1 student to device ratio setting for student academic use.	October 2015	Amount will vary based on school iPad inventory distribution process	ADHUS	III.A.1,2.
III.D.3.	Purchase 3 iPads (1 per first grade assistant) to be used by the classroom assistant to help with classroom projects, testing, book checkout, etc.	October 2015	Amount will vary based on school iPad inventory distribution process	ADHUS	III.A.1,2.

III.D.4.	Purchase 3 iPod Touch 16GB (1 per classroom) to be used by students to play audiobooks in the Listening Center during reading to model proper fluency and to build listening comprehension. They will also be used to play music throughout the day to enhance the learning environment.	October 2015	$537 ($179 x 3)	ADHUS	III.A.2.
III.D.5.	Purchase 18 (6 per classroom) LilGadgets Connect+ Volume Limited Wired Headphones for Children to be used in the Listening Center.	October 2015	$431.10 ($23.95 x 18)	ADHUS	III.A.2.
III.D.6.	Purchase 3 (1 per classroom) Bose Soundlink Mini Bluetooth Speakers to play music throughout the day to enhance the learning environment as well as play audiobooks or clips from the iPod Touch, iPads, and /or teacher laptops.	October 2015	$537 ($179 x 3)	ADHUS	III.A.1,2.
III.D.7.	Purchase 3 Aleratec Charge and Sync Stations (1 per classroom) to charge iPads and have them ready for student use daily.	October 2015	$2399.97 ($799.99 x 3)	ADHUS	III.A.1,2.
III.D.8.	Purchase iTunes audiobooks for iPod Touch for reading and math listening centers.	October 2015	$300 (30 or more audiobooks)	ADHUS	III.A.1,2.
III.D.9.	Purchase the Compass Learning software school site license to provide students with supplemental instructional support in reading, math, science, and social studies.	October 2015	School-wide license cost	ADHUS	III.A.1,2.
III.D.10.	Purchase 2 Apple TVs (1 per first grade classroom - Rooms 51 & 52) for projecting iPad content through an LCD projector to instruct and model learning strategies for students.	October 2015	$199.98 ($99.99 x 2)	ADHUS	III.A.1,2.

Evaluation and Success Criteria for Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Learning A to Z subscriptions will be used to enhance instruction and reinforce the skills taught.	Students will read books from Learning A to Z daily at home and/or in school to reinforce academic skills and monitor their reading progression.
III.D.2.	iPads will be used by students to enhance student learning and content mastery of Florida mathematics, ELA, and technology standards.	Students will be assigned at least 4 (approximately one a week) digital projects a month that will be turned in digitally.
III.D.3.	iPads will be used by teacher assistants in order to facilitate student digital learning.	Students will be assisted and monitored by teacher assistants for successful completion of digital learning projects.
III.D.4.	iPods will be used by students to enhance student learning and content mastery of Florida ELA standards.	Students will be assigned a center activity at least 2 weeks a month using the iPod in the Listening Center with response activity to follow.
III.D.5.	Connect+ Headphones will be used by students to enhance student learning and content mastery of ELA standards.	Students will be assigned a center activity at least 2 weeks a month using the iPod in a Listening center with response activity to follow.
III.D.6.	Bose Soundlink Mini Bluetooth Speakers will be used to create an active learning environment.	Students will listen to music during daily lessons and will listen to audiobooks at least twice a month using the speakers.
III.D.7.	Aleratec Charge and Sync Stations will be used by students to charge iPads.	iPads will be charged each day and ready for student use within the classroom.
III.D.8.	Students will use an iPod with audiobooks to enhance student learning and content mastery of Florida ELA standards.	Students will be assigned a center activity at least 2 weeks a month using the iPod in a Listening Center with response activity to follow.
III.D.9.	Student usage of Compass Learning licenses will enhance student learning and content mastery of Florida mathematics and ELA standards.	Students will be assigned differentiated lessons in math and reading with integrated social studies and science content.
III.D.10.	Use Apple TVs to facilitate learning through iPad projects.	Students will be assigned at least 4 (approximately one a week) digital projects a month that will be shared via Apple TV.

2ND GRADE

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

C. **Student Performance Outcomes**		**Baseline September 2015**	**Target June 2016**
III.A.1.	Increase the percentage of second grade students mastering Engage New York math concepts.	Data TBD in September 2015	85% of second grade students will master Engage New York unit math assessments.
III.A.2.	Increase the percentage of second grade students performing at or above the 60th percentile on the Star 360 Math assessment.	77% of second grade students performed at or above the 60th percentile on the Star 360 Math assessment.	85% of second grade students will perform at or above the 60th percentile on the Star 360 Math assessment.
III.A.3.	Increase the percentage of second grade students reading at or above grade level as measured by Reading Running Records assessments.	82% of second grade students read at Level K or above as determined by the Reading Running Record scores.	90% of second grade students will read at Level N or above as determined by the Reading Running Record scores.
III.A.4.	Increase the percentage of second grade students performing at or above the 60th percentile on the Star 360 Read assessment.	53% of second grade students performed at or above the 60th percentile on the Star 360 Read assessment.	85% of second grade students will perform at or above the 60th percentile on the Star 360 Read assessment.

D) Digital Tools

Implementation Plan for Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. III A.
III.D.1.	Purchase Tumblebooks.com Subscription.	October 2015	$799	ADHUS	III.A.3,4
III.D.2.	Purchase Reading A – Z	October	School-	ADHUS	III.A.3,4

	Subscriptions.	2015	wide license cost		
III.D.3.	Purchase Vocabulary A – Z Subscriptions.	October 2015	School-wide license cost	ADHUS	III.A.3,4
III.D.4.	Purchase RAZ Kids Subscriptions.	October 2015	School-wide license cost	ADHUS	III.A.3,4
III.D.5.	Purchase Brain Pop Jr. website subscription.	October 2015	$80 (3 x $160)	ADHUS	III.A.1,2,3, 4
III.D.6.	Purchase Discovery Education United Streaming Plus online subscription.	October 2015	$3,500	ADHUS	III.A.1,2,3, 4
III.D.7	Purchase Compass Learning school site license.	October 2015	School-wide license cost	ADHUS	III.A.1,2,3, 4
III.D.8.	Purchase 3 Reflector 2 apps (1 per classroom).	October 2015	$44.97 (3 x $14.99)	ADHUS	III.A.1,2,3, 4
III.D.9.	Purchase iPads to increase the number of iPads to a 1:1 student to device ratio setting for student academic use.	October 2015	Amount will vary based on school iPad inventory distribution process	ADHUS	III.A.1,2,3, 4
III.D.10	Purchase 9 Google Chromebook Laptops (3 per classroom).	October 2015	$2,925 ($325 x 9)	ADHUS	III.A.1,2,3, 4
III.D.11.	Purchase 3 Computer monitors ViewSonic LED 27-Inch SuperClear Monitor (1 per classroom)	October 2015	$1,650 (3 x $549.99)	ADHUS	III.A.1,2,3, 4
III.D.12.	Purchase 30 wireless mice iPads and laptops (10 per classroom).	October 2015	$450 (30 x $15)	ADHUS	III.A.1,2,3, 4
III.D.13.	Purchase 9 Osmo iPad devices and apps (3 per classroom)	October 2015	$720 (3 x $80)	ADHUS	III.A.1,2,3, 4

Evaluation and Success Criteria for Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria

III.D.1.	iPad usage by students to enhance student learning and content mastery of Florida mathematics, ELA, Science, Social Studies, and technology standards.	Students will be assigned at least 3 digital products a month that will be turned in digitally.
III.D.2.	The use of digital technology will provide teachers a conduit in which to introduce and demonstrate new concepts in a concrete, meaningful way.	Teachers will use digital products in lieu of textbooks on a weekly basis to introduce new mathematical and social science concepts and support vocabulary development.
III.D.3.	The use of purchased websites/ programs and laptops will provide extensive practice with needed comprehension skills with both fiction and nonfiction genres.	Students will have access to the programs on a daily basis both at school and at home.
III.D.4	Use of additional laptops will enable more students the opportunity to reinforce and practice essential comprehension skills and math skills during literacy centers, iii time, and before/after school.	Additional computers will ensure that students have access to computers on more than one occasion during the school day.
III.D.5.	Use of Reflector and large screen monitor will facilitate classroom learning and provide visual support.	Teachers will be able to demonstrate the mechanics of projects as well as share completed student work.

3RD GRADE

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

D. **Student Performance Outcomes**		**Baseline May 2015**	**Target June 2016**
III.A.1.	Students in 3rd grade will perform on or above grade level on the 2016 Math FSA.	75% of students scored on or above grade level on the Spring 2015 Star Math assessment as 2nd grade students.	90% of students will perform on or above grade level on the 2016 Math FSA.
III.A.2.	Students in 3rd grade will perform on or above grade level on the ELA 2016 FSA.	75% of students scored on or above grade level on the Spring 2015 Star Read assessment as 2nd grade students.	90% of students will perform on or above grade level on the 2016 ELA FSA.

Digital Tools

Implementation Plan for Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. III.A
III.D.1.	Purchase iPads for each 3rd grade classroom to increase the number of iPads available for student use in the classroom.	October 2015	Amount will vary based on school iPad inventory distribution process	ADHUS	III.A.1,2.
III.D.2.	Purchase 1 MimeoTeach to turn any whiteboard into an Interactive Whiteboard to increase student engagement across content areas.	October 2015	$900	ADHUS	III.A.1,2.
III.D.3.	Purchase 3 teacher accounts for Vocabulary A-Z to use as a resource for teaching vocabulary and reading comprehension aligned to	October 2015	School-wide license cost	ADHUS	III.A.2.

	Language Arts Florida Standards.				
III.D.4.	Purchase 3 teacher accounts and 59 student accounts for the ALEKS math software program to integrate math instruction for remediation and enrichment for all third grade students.	October 2015	School-wide license cost	ADHUS	III.A.1.

Evaluation and Success Criteria for Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	iPad usage by students to enhance student learning and content mastery of Florida Mathematics and ELA standards.	Students will be assigned at least 3 digital learning projects a week.
III.D.2.	Interactive Whiteboard usage by students to enhance student engagement and increase mastery of Florida Mathematics and ELA standards.	Interactive Whiteboard will be used weekly for collaboration between classrooms, schools, and student response systems.
III.D.3.	Vocabulary A-Z lesson plan usage by teachers will support reading instruction and increase vocab acquisition.	Vocabulary A-Z will be used weekly by teachers for lesson plans to increase reading comprehension and vocabulary.
III.D.4.	ALEKS usage by the students to increase students' current mathematics performance and ability.	ALEKS will be used weekly by the students and learning reports will be monitored by the teacher.

4TH GRADE

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

E. **Student Performance Outcomes**		**Baseline Fall 2015**	**Target June 2016**
III.A.1.	Increase the percent of fourth grade students performing on or above grade level in math as measured by the 2016 Math FSA.	FY15 data TBD	85%
III.A.2.	Increase the percent of fourth grade reading students performing on or above grade level in reading as measured by the 2016 ELA FSA.	FY15 data TBD	88%

D) Digital Tools

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. III A.
III.D.1.	Purchase iPads for each 4th grade classroom to increase the number of iPads available in the classroom for student academic use.	October 2015	Amount will vary based on school iPad inventory distribution process	ADHUS	III.A.1,2.
III.D.2.	Purchase iPad Charging Stations for each 4th grade classroom (1 charging station x 3 classrooms) to charge iPads in classrooms to increase the number of iPads available in the classroom for student academic use.	October 2015	$2,397 (3 x $799)	ADHUS	III.A.1,2.
III.D.3.	Purchase 3 MimeoTeach Whiteboard devices to turn any whiteboard into an Interactive Whiteboard (1 MimeoTeach x 3 classrooms) to increase student engagement across content areas.	October 2015	$2,700 (3 x $900)	ADHUS	III.A.1,2.
III.D.4.	Purchase ALEKS math	October	School-	ADHUS	III.A.1.

	software licenses to remediate and enrich the students in the classroom to increase scores on the 2016 Mathematics FSA.	2015	wide license cost		
III.D.5.	Purchase Vocabulary A to Z subscriptions to increase student vocabulary, reading, and writing scores.	October 2015	School-wide license cost	ADHUS	III.A.2.

Evaluation and Success Criteria for Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	iPad usage by students to enhance student learning and content mastery of Florida Mathematics and ELA standards.	Students will be assigned at least 4 (approximately one a week) digital projects a month that will be turned in via a digital drop box.
III.D.2.	iPad usage by students to enhance student learning and content mastery of Florida Mathematics and ELA standards.	iPads will be charged each day and ready for student use within the classroom.
III.D.3.	Interactive Whiteboard usage by teachers and students to enhance student engagement and increase mastery of Florida Mathematics and ELA standards.	Interactive Whiteboards will be used at least 4 times per week using Promethean, Smart, and Mimeo flip charts.
III.D.4.	ALEKS usage by the students to increase the current mathematics performance and ability of students.	ALEKS will be used weekly by the students and learning reports will be monitored weekly by the teacher to adjust instruction.
III.D.5.	Vocabulary A-Z lesson plan usage by teachers will support reading instruction and increase vocabulary acquisition.	Vocabulary A-Z will be used weekly by teachers for lesson plans to increase reading comprehension and vocabulary.

5TH GRADE

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

F. **Student Performance Outcomes**		**Baseline Fall 2015**	**Target June 2016**
III.A.1.	5th grade Math Student Achievement on 2016 Math FSA	FY15 data TBD	90% of the students will achieve proficiency on the 2016 Math FSA
III.A.2.	5th grade ELA Student Achievement on 2016 ELA FSA	FY15 data TBD	90% of the students will achieve proficiency on the 2016 ELA FSA
III.A.3.	5th grade Science Student Achievement on 2016 Science FCAT	78% (2015 5th grade students)	85% of the students will achieve proficiency on the 2016 Science FCAT

D) Digital Tools

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. III.A.
III.D.1.	Purchase iPads to increase the number of iPads available in each classroom for student academic use.	October 2015	Amount will vary based on school iPad inventory distribution process	ADHUS	III.A.1,2,3.
III.D.2.	Purchase a wireless laser color printer to share among 5th grade teachers.	October 2015	$600	ADHUS	III.A.1,2,3.
III.D.3.	Purchase 3 teacher Gizmo licenses and 68 student licenses for science and mathematics enrichment.	October 2015	School-wide license cost	ADHUS	III.A.1,3.
III.D.4.	Purchase 3 teacher licenses of Reading A-Z and Vocabulary A-Z.	October 2015	School-wide license cost	ADHUS	III.A.1,2.

Evaluation and Success Criteria for Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	iPad usage by students to enhance student learning and content mastery of Florida mathematics, ELA, and science standards.	Students will use the iPads for digital projects, research, and assessments to enhance the ELA, mathematics, and science curriculum.
III.D.2.	The wireless color printer will be used among 5th grade teachers to monitor student academic performance and analyze assessment data.	Teachers will use the wireless color printer to print reports in order to track student academic progress on a weekly basis.
III.D.3.	Gizmo accounts will be used to enrich the 5th grade science and mathematics curriculum.	85% of the students will achieve proficiency on the 2016 Science FCAT.
III.D.4.	Reading A-Z and Vocabulary A-Z will be used as an ELA resource for leveled reading.	Increased ELA student achievement on the 2016 ELA FSA.

K – 5TH GRADE SAI/ESE

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

G. **Student Performance Outcomes**		**Baseline Fall 2015**	**Target June 2016**
III.A.1.	3rd – 5th grade students in the lowest 25% will demonstrate learning gains on the 2016 ELA FSA	Data TBD 2015	70%
III.A.2.	3rd – 5th grade students in the lowest 25% will demonstrate learning gains on the 2016 Math FSA	Data TBD 2015	65%
III.A.3.	Increase ESE student mastery of IEP goals (based on Florida Standards)	50%	70%

D) Digital Tools

Implementation Plan for Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. III.A.
III.D.1.	Purchase 10 Lil Gadgets wireless headsets	October 2015	$500	ADHUS	III.A.1,2,3
III.D.2.	Purchase 10 Apple wireless Magic Laser mice	October 2015	$700	ADHUS	III.A.1,2,3
III.D.3.	Purchase 5 Chromebook laptops for a lending library for SAI/ESE students	October 2015	$1,625	ADHUS	III.A.1,2,3
III.D.4.	Purchase 2 MacBook Air laptops for ESE Department	October 2015	$2,000	ADHUS	III.A.1,2,3
III. D.5.	Purchase 2 iPads	October 2015	Amount will vary based on school iPad inventory distribution process	ADHUS	III.A.1,2,3
III. D.6	Purchase 3 licenses for Reflector 2 app	October 2015	$45	ADHUS	III.A.1,2,3
III.D.7	Purchase Touch Math Jungle Edition app	October 2015	$10	ADHUS	III.A.1,2,3
III.D.8	Purchase “Let’s Be Social” app	October	$20	ADHUS	III.A.1,2,3

		2015			
III.D. 9	10 Apple rechargeable batteries	October 2015	$300	ADHUS	III.A.1,2,3

Evaluation and Success Criteria for Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Students will be provided with headphones to effectively use educational programs to enhance learning.	Implementation of Bluetooth headphone technology to enhance lessons in at least 3 lessons per week.
III.D.2.	Students will be provided with wireless mice to effectively manipulate educational programs to enhance learning.	Implementation of Bluetooth mice technology to enhance lessons in at least 3 lessons per week.
III.D.3.	Laptops will be available for student check out to complete assignments and projects at home.	Implementation of Laptop lending library to enhance instruction and programs based on student need and hardship.
III.D.4.	SLP and ESE staff will use MacBook Air to enhance instruction and program implementation.	ESE staff will use MacBook Airs to enhance instruction and program implementation weekly.
III.D.5.	SLP and ESE staff will use iPads to enhance instruction and program implementation.	SLP and ESE staff will use iPads to enhance instruction and program implementation weekly.
III.D.6.	SLP and ESE staff will use the Reflector 2 app to enhance instruction and program implementation.	Implementation of the Reflector 2 app to enhance instruction and programs at least once a week.
III.D.7.	Students will use the Touch Math app to increase math knowledge and proficiency.	Implementation of the Touch Math app to enhance instruction and programs at least once a week.
III.D.8.	SLP and ESE students will use “Let’s Be Social” app during social skills lessons.	Implementation of “Let’s Be Social” app to enhance instruction and programs at least once a week.
III.D.9.	Apple rechargeable batteries will be used in wireless mice that will assist in providing differentiated instruction in reading and mathematics	Utilize every day to keep wireless devices fully charged and available for students

K – 5TH GRADE STEAM

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

H. **Student Performance Outcomes**		**Baseline September 2015**	**Target June 2016**
III.A.1.	Increase K-5th grade student keyboarding rate using technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type at a grade appropriate rate.	TBD after first quarter assessments	2nd grade – 5 WPM 3rd grade – 10 WPM 4th grade – 15 WPM 5th grade – 20 WPM

D) Digital Tools

Implementation Plan for Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. III.A.
III.D.1.	Purchase UZBL Shockwave Cases for iPad Minis	October 2015	25 x $36.95 = $923.75	ADHUS	III.A.1.
III.D.2.	Purchase Keyboard/mouse combo	October 2015	$39.99 x 5 = $199.75	ADHUS	III.A.1.
III.D.3.	Purchase Triptico Plus Subscription	October 2015	$25	ADHUS	III.A.1.
III.D.4.	Purchase Google Cardboard	October 2015	$17 x 5 = $85	ADHUS	III.A.1.
III.D.5.	Purchase SumDog online subscriptions	October 2015	$6 x 410 = $2,460	ADHUS	III.A.1.
III.D.6.	Purchase Keyboarding Without Tears online subscriptions	October 2015	$5.80 x 175 = $991.80	ADHUS	III.A.1.

Evaluation and Success Criteria for Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria

III.D.1.	Usage of new digital tool	Implementation of iPad technology outside the regular classroom setting to enhance lessons in at least 3 lessons per week.
III.D.2.	Usage of new digital tool	Implementation of Mac compatible keyboards technology to practice typing skills at least once a week.
III.D.3.	Usage of new digital tool	Integration of Triptico Plus on SMARTboard to enhance lessons in at least 3 lessons per week.
III.D.4.	Usage of new digital tool	Integration of Google Glass to enhance lessons with virtual reality in at least 1 lesson per month per class for each of 18 classes.
III.D.5.	Provision of SumDog accounts	85% student participation from grades 1-6 in SumDog math contest.
III.D.6.	Provision of Keyboarding Without Tears accounts	All K-2 STEAM Lab classes will use KWT at least once a week to promote keyboarding skills.

K – 5TH GRADE MUSIC

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

I. **Student Performance Outcomes**		**Baseline September 2015**	**Target June 2016**
III.A.1.	Increase the percentage of Kindergarten through 5th grade students who are proficient in musical literacy, vocabulary, performance skills, and creativity skills according to their respective grade levels. The technology requested in this proposal would help address Florida Sunshine State Music Standards including: MU.K.C.1.3 Identify, visually and aurally, pitched and unpitched classroom instruments; MU.1.C.1.3 Classify instruments into pitched and unpitched percussion families; MU.1.S.1.2 Create short melodic and rhythmic patterns based on teacher-established guidelines; MU.1.H.3.1 Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants; MU.2.C.1.3 Classify unpitched instruments into metals, membranes, shakers, and wooden categories; MU.2.S.1.2 Create simple ostinato to accompany songs or poems; MU.3.C.1.3 Identify families of orchestral and band instruments; MU.3.O.1.1 Identify, using correct music vocabulary, the elements in a musical work; MU.3.H.1.1 Compare indigenous instruments of specified cultures; MU.3.F.1.1 Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds; MU.3.F.2.1 Identify musicians in the school, community and media; MU.4.C.1.2 Describe, using correct	35%	85%

	music vocabulary, what is heard in a specific musical work; MU.4.C.1.3 Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard; MU.4.S.1.2 Create melodic patterns using a variety of sound sources; MU.5.S.1.2 Compose short vocal or instrumental pieces using a variety of sound sources.		

D) Digital Tools

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. III.A.
III.D.1.	Purchase iPads to increase the number of iPads available in each classroom for student academic use.	October 2015	Amount will vary based on school iPad inventory distribution process	ADHUS	III.A.1.
III.D.2.	Purchase iPad Charging Station for the Elementary Music Classroom.	October 2015	$799	ADHUS	III.A.1.
III.D.3.	Purchase 3 Osmo systems for the Elementary Music Room to allow for centers work.	October 2015	$240	ADHUS	III.A.1.

Evaluation and Success Criteria for Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	iPad usage by students to increase musical literacy skills as defined in the Florida Sunshine State Standards.	Students from each grade level will be assigned digital projects on a regular basis ranging from creating presentations to composing.
III.D.2.	iPad usage by students to increase musical literacy skills as defined in the Florida Sunshine State Standards.	iPads will be charged and ready for student work each day.
III.D.3.	Osmo System usage by students to increase Musical Literacy as defined in the Florida Sunshine State Standards.	Students from each grade level will use the Osmo System during Center Time each day to meet the Sunshine State Standards.

K – 5TH GRADE PE

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

A. Student Performance Outcomes		Baseline September 2015	Target June 2016
III.A.1.	Increase the percentage of K-5th grade students who improve their grade level swimming skills as determined by pre and posttest assessments.	FY15 data TBD in September pre-test	85% of K-5th grade students will achieve proficiency on their grade level specific posttest assessments.

D) Digital Tools

D. Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. III.A.
III.D.1.	Purchase Swimpro camera and computer software program to use during swimming instruction with students in K-5th grade in order to show students their under water swimming techniques.	October 2015	$5,480	ADHUS	III.A.1.

Evaluation and Success Criteria for Digital Tools:

D. Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Video feedback of stroke techniques and swimming skills will enhance the swimming abilities of students in K-5th grade.	Each student will view their swimming techniques and receive individual feedback on their under water techniques following the pre-test in order to work on the skill and achieve improvement for the post-test.

6TH – 8TH GRADE LANGUAGE ARTS

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

J. **Student Performance Outcomes**		**Baseline Fall 2015**	**Target June 2016**
III.A.1.	Improve 6th-8th grade student proficiency levels on the 2016 ELA FSA.	Data TBD Fall 2015	85%
III.A.2.	Improve 6th-8th grade student Learning Gains on the 2016 ELA FSA.	Data TBD Fall 2015	90%
III.A.3.	Improve 6th-8th grade Learning Gains on the 2016 ELA FSA for students in the Lowest 25%.	Data TBD Fall 2015	85%
III.A.4.	Improve performance of 6th-8th grade students on vocabulary, writing, reading comprehension and grammar components on the 2016 Writing FSA.	Data TBD Fall 2015	85%
III.A.5.	Improve performance of 6th-8th grade students on writing including proofreading, editing and revising skill.	Data TBD Fall 2015	90%

D) Digital Tools

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	Purchase 50 Kindle Fire tablets (1 Class Set x 2 teachers)	October 2015	$6,950 ($139 x 50)	ADHUS	III.A. 1,2,3,4,5
III.D.2.	Purchase NoRedInk.com interactive, online software program	October 2015	$2,300 ($10 x 230)	ADHUS	III.A. 1,2,3,4,5
III.D.3.	Purchase multiple port charging stations for Kindle Fire tablets	October 2015	$176 ($22 x 8)	ADHUS	III.A. 1,2,3,4,5
III.D.4.	Purchase 2 wireless printers for use with classroom Chromebooks	October 2015	$500 ($250 x 2)	ADHUS	III.A. 1,2,3,4,5

Evaluation and Success Criteria for Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable	Monitoring and Evaluation and	Success Criteria

(from above)	Process(es)	
III.D.1.	Use of a new digital tool	Utilize tablets daily to implement Language Arts Curriculum and facilitate student reading content in a digital manner.
III.D.2.	Self Monitoring component within software (NoRedInk.com)	Increased student performance on LAFS standards
III.D.3.	Kindle Fire usage by students to enhance student learning and content mastery of Florida ELA standards	Kindle Fire's will be charged each day and ready for student use within the classroom
III.D.4.	Monitor rules and class norms for printing procedure. Process allows full mobility for students and teacher to print from devices used for student work. Allows for seamless interaction with technology.	Use of wireless printing on a daily basis for assignments.

6TH – 8TH GRADE MATH

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

K. **Student Performance Outcomes**		**Baseline Fall 2015**	**Target June 2016**
III.A.1.	Increase the percentage of 6th grade mathematics students performing at proficiency on the 2016 Math FSA	Data TBD Fall 2015	88%
III.A.2.	Increase percentage of 7th grade mathematics students performing at proficiency on the 2016 Math FSA.	Data TBD Fall 2015	82%
III.A.3.	Increase the percentage of 8th grade mathematics students performing at proficiency on the 2016 Math FSA.	Data TBD Fall 2015	80%
III.A.4.	Maintain percentage of Algebra students performing at proficiency on the 2016 Algebra 1 FCAT EOC.	100%	100%
III.A.5.	Maintain percentage of Geometry students performing at proficiency on the Geometry FCAT EOC.	Data TBD Fall 2015	100%

D) Digital Tools

Implementation Plan for Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. III.A.
III.D.1.	Purchase iPads for student use in Pre-Algebra, Algebra 1, and Geometry classrooms.	October 2015	Amount will vary based on school iPad inventory distribution process	ADHUS	III.A 1,2,3,4,5
III.D.2.	Purchase 3 Bretford iPad PowerSync Trays.	October 2015	$3,900	ADHUS	III.A 1,2,3,4,5
III.D.3.	Purchase 200 ALEKS 12-month licenses for student use.	October 2015	School-wide license cost	ADHUS	III.A 1,2,3,4,5
III.D.4.	Purchase 2 Wireless Lexmark	October	$1,500	ADHUS	III.A

	C790 Color Printers	2015			1,2,3,4,5

Evaluation and Success Criteria for Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Teacher monitoring of student iPad use.	Teachers walk through monitoring of student/teacher use of iPads during daily instruction.
III.D.2.	Teacher monitoring of student iPad use.	iPads will be charged each day and ready for student use within the classroom.
III.D.3.	Teacher monitoring of the use, implementation, and student growth of students enrolled in ALEKS.	Students will work towards grade level proficiency of benchmarks and mathematical practices. Success will be evident by program assessment and learning project results.
III.D.4.	Teacher monitoring of printer use.	Student growth reports, student project producible including books, games, and assessment result charts.

6TH – 8TH GRADE SCIENCE

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

L. **Student Performance Outcomes**		**Baseline Fall 2015**	**Target June 2016**
III.A.1.	Increase the percent of 6-8th grade students performing at or above grade level on end of year science assessments	FY15 data TBD	88% of students in 6th-8th grade will achieve proficiency on grade level science end of year assessments

D) Digital Tools

Implementation Plan for Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. III.A.
III.D.1.	Purchase a site license for the Gizmo software to be used in 6th-8th grade science classrooms.	October 2015	School-wide license cost	ADHUS	III.A.1.

Evaluation and Success Criteria for Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Gizmos will be used in collaboration with labs and teacher created assignments to enrich and enhance student learning and mastery of various Science topics for 6-8th grade students.	Gizmos allow for assessment and teacher monitoring in order to assure that students are completing and excelling in various Science related topics and standards.

6TH – 8TH GRADE SOCIAL STUDIES

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

M. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.1.	Increase the percentage of 6th and 8th grade students performing at or above grade level on the ELA FSA.	FY15 data TBD	88% of students in 6th-8th grade will achieve proficiency on the 2016 ELA FSA.
III.A.2.	Increase the percentage of 7th grade students achieving proficiency on the 2016 Civics FCAT EOC at or above grade level on the ELA FSA.	95% (2015 7th grade students	100% of 7th grade students will achieve proficiency on the 2016 Civics FCAT EOC.

D) Digital Tools

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. III.A.
III.D.1.	Purchase two, one-year subscriptions to Peardeck.com. Peardeck will allow for the integration of teacher created PowerPoint presentations with interactive assessment based software. The goal of the use of Peardeck is to increase student engagement and content retention.	October 2015	$200.00	ADHUS	III.A.1,2.
III.D.2.	Purchase a one-year, K-12 Single Educator License with an additional 32 student licenses to VoiceThread. This software allows for a collaborative and secure platform that integrates the various skills that students need in order to demonstrate mastery and higher order thinking across various social studies topics.	October 2015	$143.00	ADHUS	III.A.1,2.

Evaluation and Success Criteria for Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Peardeck will be used by teachers in order to create interactive presentations that will engage and assess students learning and mastery while conducting their regular lessons	Peardeck allows for instant assessment of student progress. Teachers will frequently monitor student progress to evaluate the effectiveness of their lessons and what students are mastering.
III.D.2.	VoiceThread will be used in conjunction with other collaborative software to increase student critical thinking and analytical skills.	VoiceThread allows for a collaborative platform that encompasses various learning styles. The teachers will use this tool to monitor how students delve deeper into content and express their analysis of a subject in visual, audio, and written form.

6TH – 8TH GRADE STEM

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

N. **Student Performance Outcomes**		**2015 Baseline Fall 2015**	**Target June 2016**
III.A.1.	Increase percentage of 8th grade science students performing at grade level proficiency in science on the 2016 Science FCAT.	76% (2015 8th grade students)	90%
III.A.2.	Increase percentage of 7th grade science students performing at grade level proficiency in science on an end of the year science assessment.	FY15 data TBD	90%
III.A.3.	Increase percentage of 6th grade science students performing at grade level proficiency in science on an end of the year science assessment.	FY15 data TBD	90%

D) Digital Tools

Implementation Plan for Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. III.A
III.D.1.	Purchase 12 Digital WiFi Rechargeable Microscopes that can pair with Android, iOS, and PC tablets.	October 2015	$2,400	ADHUS	III.A.1,2,3.
III.D.2.	Purchase 12 Android tablets to use with the Digital WiFi microscopes.	October 2015	$2,400	ADHUS	III.A.1,2,3.
III.D.3.	Purchase a tablet charging cart to charge digital WiFi microscopes and Android Tablets.	October 2015	$1,000	ADHUS	III.A.1,2,3.
III.D.4.	Purchase 1 Digital Lab LED Binocular Compound Micro-scopes with built-in USB camera.	October 2015	$1,800	ADHUS	III.A.1,2,3.
III.D.5.	Purchase 1 laptop to pair with the digital compound	October 2015	$500	ADHUS	III.A.1,2,3.

	microscope listed above.				
III.D.6.	Purchase 1 digital dissection scope with boom stand and fiber light source.	October 2015	$1,500	ADHUS	III.A.1,2,3.
III.D.7.	Purchase a 3D printer for each of the middle school science classrooms ($1,500 x 3 printers)	October 2015	$4,500	ADHUS	III.A.1,2,3.

Evaluation and Success Criteria for Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Digital microscopes will enhance student learning and content mastery of Florida science and ELA standards.	Students will be assigned at least 2 digital projects a month that require use of digital microscopes that will be turned in via a digital drop box. These will be used in all middle school science classes.
III.D.2.	Tablet usage by students to enhance student learning and content mastery of Florida science and ELA standards.	Middle school science students will use tablets with the digital microscopes in order to view, photograph, and record video to document their observations and incorporate into lab reports to be turned in digitally via a digital drop box.
III.D.3.	Microscope and tablet usage by students to enhance student learning and content mastery of Florida science and ELA standards.	Microscopes and tablets will be charged and ready for student use within the classroom.
III.D.4.	Teacher demonstration digital microscope will reside on the top of the charging cart and will allow the instructor to facilitate student learning with the ability to project images for the class to see on the board.	Students in all middle school science classes will use pictures and video captured collectively with the teacher demonstration digital microscope in their lab reports to be turned in digitally via a digital drop box.
III.D.5.	Laptop will allow the teacher to connect the teacher demonstration digital microscope to an LCD projector to facilitate student learning of content and mastery of Florida science and ELA standards.	Middle school science teachers will use the laptop in conjunction with the digital microscope and the digital dissection scope in all appropriate lab activities.
III.D.6.	Teacher demonstration digital dissection scope will allow the instructor to facilitate students	Students in all middle school science classes will use pictures and video captured collectively with the teacher demonstration

	taking a closer look at specimens too large to view under a traditional microscope.	digital dissection scope in their lab reports to be turned in digitally via a digital drop box.
III.D.7.	3D printers will allow teachers and students to print science manipulatives such as molecular models and catapults. Students will also be able to design and print components for STEM projects.	All middle school science students will choose and print at least 1 science manipulatives to enhance learning in the classroom. Students will each design and print at least 1 component for their STEM projects and document their design and their print via a digital drop box.

6TH – 8TH GRADE SAI/ESE

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

O. **Student Performance Outcomes**		**Baseline Fall 2015**	**Target June 2016**
III.A.1.	Increase math learning gains of the students in the lowest 25% in grades 6-8 as measured by the 2016 Math FSA.	FY15 data TBD	85%
III.A.2.	Increase reading learning gains of the students in the lowest 25% in grades 6-8 as measured by the 2016 ELA FSA.	FY15 data TBD	85%
III.A.3.	Improve the writing performance of the students in the lowest 25% in grades 6-8 and middle school ESE students as measured by the 2016 Writing FSA.	FY15 data TBD	85%
III.A.4.	Improve the access for students in the lowest 25% in grades 6-8 and middle school ESE students to digital assessments, current resources, and instructional materials.	FY15 data TBD	85%
III.A.5.	Increase 6^{th}-8^{th} grade ESE student mastery of IEP goals and Florida Standards.	FY15 data TBD	85%

D) Digital Tools

Implementation Plan for Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. III.A
III.D.1.	Purchase interactive projector - Epson BrightLink 595Wi LCD Projector	October 2015	$2,250.00	ADHUS	III.A. 1,2,3,4,5
III.D.2.	Purchase class set of stylus Stylus Pens for Touch Screen Devices	October 2015	$60.00 (10 x $5.99)	ADHUS	III.A. 1,2,3,4,5
III.D.3.	Purchase replacement iPad chargers	October 2015	$48.00 (6 x $8)	ADHUS	III.A. 1,2,3,4,5
III.D.4.	Purchase upright storage unit for iPads	October 2015	$290.00 (2 @ $144)	ADHUS	III.A. 1,2,3,4,5

III.D.5	Purchase subscription to Reflector, a wireless mirroring and streaming receiver, for two teacher laptops, iPads and computers	October 2015	$63.00	ADHUS	III.A. 1,2,3,4,5
III.D.6	Purchase 4 IPad Bluetooth keyboards and chargers for iPads	October 2015	$60.00 (4 @ $15.00)	ADHUS	III.A. 1,2,3,4,5
III.D.7	Purchase various iTunes audio books	October 2015	$200.00	ADHUS	III.A. 1,2,3,4,5
III.D.8	Purchase Chromebook laptop computers for ESE and SAI student borrowing library	October 2015	$1,950 (6 @ $325.00)	ADHUS	III.A. 1,2,3,4,5
III.D.9	Purchase subscription to NoRedInk software program	October 2015	$500.00 (50 @ Approx. $10 each)	ADHUS	III.A. 1,2,3,4,5
III.D.10	Purchase grade and content level iPad/ Edmodo application subscriptions	October 2015	$200.00	ADHUS	III.A. 1,2,3,4,5
III.D.11	Purchase headsets with microphones for online assessments	October 2015	$480.00 (30 @ 15.99)	ADHUS	III.A. 1,2,3,4,5
III.D.12	Purchase Reading Plus Assessment/Instruction program licenses	January 2015	$10,000 (school-wide site license)	ADHUS /FAUHS	III.A. 2,3,4,5

Evaluation and Success Criteria for Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1,5	Use of projector during small group interactions between teacher and student.	Daily use of projector for three or more small group interactions and increased student engagement
III.D.2 III.D.4 III.D.9 III.D.10	iPad use by students to enhance student learning and content mastery of Florida mathematics and ELA standards.	Daily walk through monitoring of teacher/ student iPad use. Student improvement with skills/concepts as measured on program assessments and learning reports.
III.D.3. III.D.6,7	Administrative monitoring of iPad use and upkeep.	iPads will be charged properly each day and ready for student use in the classroom.
III.D.8 III.D.11	Usage of available digital tools through a borrowing library and class resources.	ESE students and struggling students have greater percentage of work completed on time according to classroom grades.
III.D.12	Usage of digital software	100% of students and teachers will utilize the digital software on a weekly basis throughout the school year

6TH – 9TH GRADE TECHNOLOGY

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

Student Performance Outcomes		Baseline September 2015	Target Spring 2016
1.	6th-9th grade students will demonstrate proficiency in using digital photography and digital imaging on grade level appropriate end of year technology assessments.	20%	80%
2.	6th-9th grade students will demonstrate proficient comprehension and communication skills on grade level appropriate end of year technology assessments.	70%	80%
3.	6th-9th grade students will proficiently use technology to enhance the effectiveness of their communication skills on grade level appropriate end of year technology assessments.	60%	75%
4.	6th-9th grade students will proficiently use information technology tools on grade level appropriate end of year technology assessments.	40%	70%
5.	6th-9th grade students will demonstrate knowledge of technology and its application in career fields/clusters on grade level appropriate end of year technology assessments.	40%	60%
6.	6th-9th grade students will proficiently utilize technology as it relates to the Visual Arts, Performing Arts, Journalism and Broadcasting industry on grade level appropriate end of year technology assessments.	50%	85%
7.	6th-9th grade students will demonstrate proficiency in basic programming on grade level appropriate end of year technology assessments.	10%	40%
8.	6th-9th grade students will demonstrate proficiency in basic video production equipment on grade level appropriate end of year technology assessments.	30%	70%

9.	6th-9th grade students will demonstrate proficiency in communication using digital and multimedia technologies on grade level appropriate end of year technology assessments.	40%	60%
10.	6th-9th grade students will demonstrate knowledge, skill, and application of information systems to accomplish and enhance workplace performance on grade level appropriate end of year technology assessments.	30%	70%

D) Digital Tools

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	Purchase 35 ME Electronics Air-Fi Runaway AF32 Stereo Bluetooth Wireless Headphones with Hidden Microphone (White)	October 2015	$44.99 x 35 = $1,574.65	ADHUS/ FAU High	Outcome A3
D.2.	Purchase 15 Apple Wired Keyboards	October 2015	$50 x 15 = $750	ADHUS/ FAU High	Outcome A3
D.3.	Purchase Elmo MO-1 Visual Presenter Document camera	October 2015	$400	ADHUS/ FAU High	Outcome A2
D.4.	Purchase 20 Photoshop Actions from inspirationhut.com	October 2015	$5 x 20 = $100	ADHUS/ FAU High	Outcome A1 & A9
D.5.	Purchase Tynker programming courses $399/classroom (30 logins)	October 2015	$399	ADHUS/ FAU High	Outcome A7
D.6.	Purchase Canon MR-14EX II Macro Ring Lite	October 2015	$549	ADHUS/ FAU High	Outcome A1, A4, A8
D.7.	Purchase Digital Juice upgrade 1 year	October 2015	$499.00	ADHUS/ FAU High	Outcome A1, A4, A8
D.8.	Canon EF 70-200mm f/2.8L USM Lens	October 2015	$1,249	ADHUS/ FAU High	Outcome A1, A4, A8
D.9.	Purchase iPads to increase the number of iPads available in each classroom for student academic use.	October 2015	Amount will vary based on school iPad inventory distribution process	ADHUS/ FAU High	Outcome A6, A9 & A10
D.10.	Purchase Bretford PowerSync	October	$1,199.95	ADHUS/	Outcome

	Tray for iPad with Lightning Connector (holds 10 iPads)	2015		FAU High	A6, A9 & A10
D.11.	Purchase Osmo iPad devices and apps	October 2015	$80 x 10 = $800	ADHUS/ FAU High	Outcome A6, A9 & A10
D.12.	Purchase Sphero digital devices and apps	October 2015	$130 x 10 = $1,300	ADHUS/ FAU High	Outcome A7
D.13.	Purchase Iographer Filmmaking Bundle For IPad Air 1 And 2	October 2015	$393.45 x 3 = $1,180.35	ADHUS/ FAU High	Outcome A6, A9 & A10

Evaluation and Success Criteria for Digital Tools:

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	Photos displayed in room and in student portfolios.	Quality of photos and videos taken.
D.2.	Projects show digital creativity – displayed in room and in student portfolios.	High quality of projects that show proficiency in multiple medias.
D.3.	All students are using the same hardware.	Improved typing speed and accuracy via recorded tests.
D.4.	Digital content is downloaded, lesson plans and projects utilize the templates and media downloaded.	Quality of students' video projects is improved.
D.5.	Students can see the steps live and follow along.	Improved understanding as shown in students' art in their sketchbooks.
D.6.	Problem – solving and creativity with programming.	Programming concepts improved by quality of programs/projects.
D.7.	Students use the iPads and spheros to experience augmented reality, problem solving with programming, filmmaking, and drawing.	Quality Augmented reality, programming, drawing, problem solving, and filmmaking projects.

6TH – 9TH GRADE PE

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

P. **Student Performance Outcomes**		**Baseline Fall 2015**	**Target June 2016**
III.A.1.	PE.6.M.1.8. Students will be able to perform complex dance sequences from a variety of dances accurately and with correct technique.	0%	50%
III.A.2.	Increase available technology to select activities that can improve student physical fitness.	10%	100%
III.A.3.	PE.8.M1.8 / PE.7.M.1.8. Students will apply technology to evaluate, monitor and improve individual skill performance.	10%	100%
III.A.4.	PE.912.M.1.7. Students will be able to perform advanced dance sequences from a variety of dances accurately.	0%	50%
III.A.5.	PE.987.M.1.7. Demonstrate and choreograph complex skills and advanced rhythmic movements in dance.	0%	50%

D) Digital Tools

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. III.A
III.D.1.	Purchase iPads to increase the number of iPads available in each classroom for student academic use.	October 2015	Amount will vary based on school iPad inventory distribution process	ADHUS/ FAUHS	III.A. 1,2,3,4,5.
III.D.2.	Purchase Wii™ DDR Tough® + Wii Fit™ Plus TF-12 Classroom Bundle.	October 2015	$3,000	ADHUS/ FAUHS	III.A. 1,2,3,4,5

Evaluation and Success Criteria for Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**

Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	iPad usage by students to enhance student fitness and to create and implement a personal fitness plan.	Students will participate in fitnessgram assessments 3 times a year. They will be required to track progress in each of the health related fitness components. This data will help track their personal fitness
III.D.2.	The Wii DDR will be used by students to enhance knowledge of dance and rhythmic movements.	Students will be required to use DDR as part of their fitness program in class and will show improved skills in dance and rhythmic movement through creating their own routines.

9TH GRADE BIOLOGY

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

Q. **Student Performance Outcomes**		**Baseline June 2015**	**Target June 2016**
III.A.1.	Increase the percent of 9th grade high school students participating in and conducting inquiry-based learning and research to achieve proficiency on the Biology FCAT EOC.	100% of students achieved proficiency on the 2015 Biology FCAT EOC with 12% earning a level 3 and 88% achieving a score level of 4 or 5.	100% of students will achieve proficiency on the 2016 Biology FCAT EOC with 95% of the students achieving a score level of 4 or 5.

D) Digital Tools

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. III.A.
III.D.1.	Purchase a variety of high quality PASCO digital science tools, products, and sensors	October 2015	$4,300	FAUHS	III.A.1.
III.D.2.	Purchase a Real-time quantitative polymerase chain reaction thermocycler (QPCR)	October 2015	$3,500	FAUHS	III.A.1.

Evaluation and Success Criteria for Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	PASCO digital science tools, products, and sensors will expose students to digital technology which enables them to collect real time data, software for data visualization and analysis to enhance research methods and inquiry based learning.	Students will utilize the PASCO equipment to advance their science education, research skills and data collection methods in the following areas: Thermocline sensor – in-depth water studies Temperature array – 8 simultaneous temp. Soil Moisture Sensor Blood Pressure Sensor Salinity Sensor Alpha Beta Gamma Radiation Sensor

		GPD Position Sensor Breath Rate sensor General flow sensor – determines fluid velocity in water and air Flow Rate and Water Temperature – deep levels Light Sensor Ultraviolet Light – measure uva in 3 different ranges Broad Spectrum light sensor Light level sensor Infrared Sensor Diffusion/Osmosis kit Ecozone System – models ecosystems Airlink – 6 used with all the above on the I-pad Balance 6000g
III.D.2.	Real-time quantitative polymerase chain reaction thermocycler (QPCR) enables students to simultaneously detect and quantify a targeted DNA molecule (gene) in a digital manner.	Students will utilize the QPCR equipment to advance their science education, research skills and data collection methods as it pertains to genetic evaluations. The QPCR machine will specifically be used for AP biology Lab #9 – biotechnology restriction enzyme analysis of DNA.

9TH GRADE MATH

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

R. **Student Performance Outcomes**		**Baseline Fall 2015**	**Target June 2016**
III.A.1.	Increase the student proficiency rate on the Geometry FCAT EOC.	2015 data TBD	100%
III.A.2.	Increase the student proficiency rate on the Algebra 2 FCAT EOC.	2015 data TBD	100%
III.A.3.	Increase the student proficiency rate on a Precalculus end of year exam.	30%	80%

D) Digital Tools

Implementation Plan for Digital Tools:

D. Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. III.A.
III.D.1.	Purchase Geometry/Algebra 2 test prep software to prepare students for the 2016 EOC	October 2015	$700.00	FAUHS	III.A.1,2
III.D.2.	Purchase ALEKS computer software for each student	October 2015	School-wide license cost	FAUHS	III.A.1,2,3

Evaluation and Success Criteria for Digital Tools:

D. Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Use computer-based diagnostic testing software to enhance student learning and content mastery on Geometry/Algebra 2 EOC.	Students will take regular diagnostic tests to prepare for the Geometry/Algebra 2 EOC and student data will continuously monitored by the teacher.
III.D.2.	The ALEKS computer based software will be used to help with instructional differentiation in the classroom.	ALEKS combines advanced learning technology and will allow students to learn and progress at their own pace to reach mastery level. Student data will be continuously monitored by the teacher.

9TH GRADE SOCIAL STUDIES

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

S. **Student Performance Outcomes**		**Baseline September 2015**	**Target June 2016**
III.A.1.	Increase the higher order thinking ability of 9th grade students.	40%	90%

D) Digital Tools

Implementation Plan for Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. III.A.
III.D.1.	Integrate additional features into the LMS Canvas system.	June 2016	N/A - No cost	FAUHS	III.A.1.
III.D.2.	Purchase and implement digital materials to upload into Canvas to help educate and assess outcomes.	October 2015	$1,000.00	FAUHS	III.A.1.
III.D.3.	Renew subscription service for Canvas LMS school site license	October 2015	School-wide license cost	FAUHS	III.A.1.

Evaluation and Success Criteria for Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Monitoring and Evaluation through Canvas LMS	Success Criteria – student grades and outcomes as monitored in Canvas.
III.D.2.	Digital content that will be uploaded into Canvas will help students become high-level critical thinkers (Level 4 - Marzano). Student progress will be monitored through outcomes connected to completed assignments in Canvas for	Success Criteria – student grades and outcomes as monitored in Canvas. Student data will allow teachers and administration to determine growth and the growth rate for each outcome.

	constant data analysis.	
III.D.3.	Allows teacher and administrative monitoring of student progress through various outcomes in real time	Success Criteria – student grades and outcomes as monitored in Canvas. Student data will allow teachers and administration to determine growth and the growth rate for each outcome.
III.D.4.	Students will be able to learn form one another and model their exemplary work to the class. This will aid other students who may be having difficulty grasping themes or concepts helping them reach higher levels of thinking and understanding.	Success Criteria – student grades and outcomes as monitored in Canvas. Student data will allow teachers and administration to determine growth and the growth rate for each outcome.