

DISTRICT DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to allow the district to provide a perspective on what it considers to be vital and critically important in relation to digital learning implementation, student performance outcome improvement and how progress in digital learning will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by ss.1011.62(12)(b), F.S. For additional assistance completing the District DCP, please use the checklist and accompanying instructions to ensure you have included all requested components. The components provided by the district will be used to monitor long-range progression of the District DCP and may impact funding relevant to digital learning improvements.

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

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

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

- I.1 District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:
- The digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in ss.1011.62(12)(b), F.S.;
 - Development of partnerships with community, business and industry; and
 - Integration of technology in all areas of the curriculum, English for Speakers of Other Languages (ESOL) and special needs including students with disabilities.

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Adam Boatright	boatrighta@union.k12.fl.us	904-290-4031
Curriculum District Contact	Linda Johns	johnsl@union.k12.fl.us	386-496-4884
Instructional District Contact	Linda Johns	johnsl@union.k12.fl.us	386-496-4884

Assessment District Contact	Barry Sams	samsb@union.k12.fl.us	386-496-2045
Finance District Contact	Renaë Prevatt	prevattr@union.k12.fl.us	386-496-2045 x223
District Leadership Contact	Barry Sams	samsb@union.k12.fl.us	386-496-2045

I.2 Planning Process – The planning process for the 2015 Digital Classroom Plan was built upon last year’s DCP and the Union County Schools technology progression plan. To summarize, in our initial planning phase 3 ½ years ago requirements for devices and curriculum were set. The main requirements being that devices meet state online testing requirements and both devices and programs be HTML5 compliant. Once the requirements were determined, several different devices and OS platforms were evaluated by teachers, administrators, and IT support personnel. After thorough testing, it was decided that Chromebooks are the best fit for the district and meets all of our needs.

The continuation of the plan this year involves ensuring that the Chromebooks continue to meet the needs of our students, teachers, and state testing. Through meetings with teachers, administrators, curriculum personnel, and parents it was determined that the Google Chrome platform is still the best fit for the district. Concerns were raised, however, about device durability and training on the Google Platform. Therefore an evaluation of the Chromebook devices available was conducted, and a more rugged Chromebook was selected for students who take the device home. To address the need for training, Race to the Top and district funds were used to provide training for teachers, staff, and students.

I.3 Technology Integration Matrix (TIM) – Starting in 2013, the Union County School District has provided training to teachers about using technology in the classroom. The Technology Integration Matrix (TIM) measures the level and effectiveness of technology usage in the classroom. Teachers will be trained by district and/or NEFEC staff on the matrix to gain understanding of it. Further training on using technology in the classroom will also be offered. Implementation of technology in the educational process will be outlined by the principal of each school. Measurement of the implementation will occur during the evaluation process of each teacher via classroom observations.

I.4 Multi-Tiered System of Supports (MTSS) – To support the planning process teachers and students tested multiple platforms to better inform the decision of the technology we would move forward with as a district at all schools. During our weekly staff meetings all district level directors and the superintendent were updated on progression and added direction to what they would like to see moving forward. We held a meeting consisting of school and district level administration to gather input on each schools needs and wants moving forward in technology. Using many in place programs that have been subscribed to (Skyward, Performance Matters, Google Apps) we are able to pull various reports and information on our usage and performance of our students.

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

These policy types are suggestions, please complete as they are available or add additional if necessary.

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	All District employees ... shall: Use a District-provided or supported method whenever possible to communicate with students and their parents/guardians.	http://union.k12.fl.us/	8/14/12
District teacher evaluation components relating to technology (if applicable)	N/A		
BYOD (Bring Your Own Device) Policy	N/A		
Policy for refresh of devices (student and teachers)	N/A		
Acceptable/Responsible Use policy (student, teachers, admin)	Inappropriate use of the Internet by students or district employees may result in disciplinary action and/or cancellation of user's privileges.	http://union.k12.fl.us/	1/10/12

Master Inservice Plan (MIP) technology components	N/A		
Other/Open Response			

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

Districts should evaluate current district needs based on student performance outcomes and other key measurable data elements for digital learning.

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

■ **Highest Student Achievement**

Student Performance Outcomes:

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

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

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

A. Student Performance Outcomes (Required)		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 – 5 th and 8 th Grade	5 th - 53% 8 th – 56%	56% 59%	2017-2018
II.A.4.	Science Student Achievement – Biology	66%	69%	2017-2018
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	

B. Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (year)
II.A.9.	Overall, 4-year Graduation Rate	82.8%	85%	2017-2018
II.A.10.	Acceleration Success Rate	53.1%	55%	2017-2018
A. Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
II.A.11. (D)	Graduation Readiness - Algebra1 EOC	74%	78%	2017-2018
II.A.12. (D)	Graduation Readiness - FSA - ELA	62%	65%	2017-2018
II.A.13. (D)	Annual Student Growth - FSA - ELA	62%	65%	2017-2018
II.A.14. (D)	Annual Student Growth - Algebra 1 EOC	74%	78%	2017-2018

■ **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. Please describe below if the district target has changed.

Districts may choose to add any additional metrics that may be appropriate.

B. Infrastructure (Required)	Needs Analysis	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	2.5:1	1.37 : 1	1:1	2016-2017	0.37:1
II.B.2.	Count of student instructional desktop computers meeting specifications	362	336	0	N/A	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	163	107	0	N/A	0
II.B.4.	Count of student web-thin client computers meeting specifications	350	1178	2628	2016-2017	1450
II.B.5.	Count of student large screen tablets meeting specifications	21	8	0	N/A	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	0%	100%	100%	N/A	0%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	97.25%	100%	2015-2016	2.75%

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	Y	Y	2015	N

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved (year)	
II.B.10. (D)						
II.B.11. (D)						
II.B.12. (D)						

* 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:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

C. Professional Development Needs Analysis (Required)		Baseline (to be established in 2015)	Target	Date for Target to be Achieved (year)
I.I.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 80% Adoption: 20% Adaption: 0% Infusion: 0% Transform: 0%	Entry: 75% Adoption: 25% Adaption: 0% Infusion: 0% Transform: 0%	2015-2016
I.I.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 80% Adoption: 20% Adaption: 0% Infusion: 0% Transform: 0%	Entry: 75% Adoption: 25% Adaption: 0% Infusion: 0% Transform:0%	2015-2016

C. Professional Development Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
I.I.C.3. (D)	Google Apps Integration	Adoption	Adaption	2016
I.I.C.4. (D)	Achieve 3000	Adoption	Adaption	2016
I.I.C.5. (D)	Online Textbook Integration	Entry	Adoption	2016
I.I.C.6. (D)	Performance Matters	Adoption	Adaption	2016
I.I.C.7. (D)	Skyward	Adoption	Adaption	2016

■ **Seamless Articulation and Maximum Access**

Digital Tools:

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

A key component to digital tools is the implementation and integration of a digital tool system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance. Districts may also add metrics for the measurement of CAPE (Career and Professional Education) digital tools. For the required metrics of the digital tool system need analysis, please use the following responses:

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)
	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 standards/benchmarks and curriculum.	100%	20%	100%	2016
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100%	40%	100%	2016
II.D.3. (S)	A system that supports student access to online assessments and personal results.	70%	60%	90%	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.	0%	0%	0%	N/A
II.D.5. (S)	A system that provides secure, role-based access to	100%	100%	100%	2016

	its features and data.				
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	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%	80%	100%	2017-2018
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	80%	70%	90%	2017-2018
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	0%	0%	25%	2017-2018
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%	30%	100%	2017-2018
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%	95%	100%	2017-2018
II.D.6. (T)	A system that leverages the availability of data about students, district staff,	0%	0%	5%	2017-2018

	benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing 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.	0%	0%	10%	2017-2018
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%	100%	100%	2017-2018
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%	100%	100%	2017-2018

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	100%	90%	100%	2017-2018

classroom activities and progress.				
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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)	60%	80 %	2016 - 2017
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	60 %	80 %	2016 - 2017
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	100%	100%	2016 - 2017
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100%	100%	2016 – 2017
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	100%	100%	2016 – 2017
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.]	80%	90%	2016 - 2017
D. Digital Tools Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
II.D.7. (IM)	Custom Reports – Student Assessment Report (tobe redesigned in Skyward)	Partially implemented develop needed reports as the needs arise	Partially Implemented Continuing to develop needed reports	2016-2017
II.D.8. (IM)	Full LMS	Partially implemented	Fully integrated	2016-2017

		d	LMS in use	
II.D.9. (IM)				

■ **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.

E. 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	1178	2628	2017
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	33.3%	100%	2017
E. Online Assessments Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
II.E.3. (D)	Additional human resources needed to provide tech support during assessments	All tech staff plus other resources are required to setup and manage test	Additional Technology Staff based on FTE	2017
II.E.4. (D)				
II.E.5. (D)				

STEP 2 – Goal Setting:

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

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

Districts should provide goals focused on improving education for all students, including those with disabilities. These goals may be previously established by the district.

Goals Examples:

EXAMPLES

- Highest Student Achievement: All schools will meet AMO benchmarks and meet expected growth on state assessments.
- Seamless Articulation and Maximum Access: All students will have opportunities for industry certifications and are prepared to enter postsecondary with the skills necessary to succeed.
- Skilled Workforce and Economic Development: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.
- Quality Efficient Services: All school sites will be safe and effective environments to support developing students.

Enter district goals below:

STEP 3 – Strategy Setting:

Districts will outline high-level digital learning and technology strategies that will help achieve the goals of the district. Each strategy will outline the districts theory-of-action for how the goals in Step 2 will be addressed. Each strategy should have a measurement and timeline estimation.

Examples of Strategies:

EXAMPLES			
Goal Addressed	Strategy	Measurement	Timeline
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	<ul style="list-style-type: none"> • Purchase Instructional Materials in digital format 	50% of purchases in 2015-16
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	<ul style="list-style-type: none"> • Fully implement system across nine components • Integrate instructional materials into system 	2014 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	<ul style="list-style-type: none"> • Bandwidth amount • Wireless access for all classrooms 	2014-2019

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Reading Achievement	Continue support of an integrated digital tool system to aid teachers in providing ways to integrate technology creatively into daily teaching practice in meaningful ways that increase student achievement.	Union County High School will meet the AMO benchmarks set for the 2015-16 school year for Reading. <ul style="list-style-type: none"> • Fully implement reading content. • Professional 	2016-2017

	Shifting of teacher and student roles.	Development for teachers. • Increased teacher training on UDL/DI.	
Math Achievement	MAFS Implementation. Increasing access to learning resources. Shifting of teacher and student roles.	<ul style="list-style-type: none"> • Union County High School and Lake Butler Middle School will increase the percentage of students within the bottom quartile in math making learning gains by 10%. • Fully implement math content. • Professional Development for teachers. • Increased teacher training on UDL/DI. 	2016-2017
Parent Awareness & Training	Provide presentations and technology training sessions.	Hosting parent and student sessions at night for technology training.	Continual
Technology infrastructure	Maintain an infrastructure that supports the needs of digital learning and online assessments	Continual updating of wired and wireless infrastructure and devices to support the online testing environment and student achievement.	Continual

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

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

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

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

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

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

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

A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP allocation. These outcomes can be specific to a individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP allocation for the 2015-16 school year.

EXAMPLES			
A. Student Performance Outcomes		Baseline	Target
III.A.1	Increase percent of fourth grade mathematics students performing at Sunshine Elementary school.	45%	48%
III.A.2	Improve graduation rates at Sandy Shores High school.	78%	80%

Enter the district student performance outcomes for 2015-16 that will be directly impacted by the DCP Allocation below:

A. Student Performance Outcomes		Baseline (2013 Data)	Target
III.A.3.	Improved Graduation rate at UCHS	79%	83%
III.A.4.	UCHS will increase the percentage of students within the bottom quartile in math and reading making learning gains by 10%.	Math 74% Reading 61%	Math 84% Reading 71%
III.A.5.	LBES will increase the percentage of students within the bottom quartile in math and reading making learning gains by 10%.	Math 77% Reading 59%	Math 78% Reading 74%
III.A.6.			
III.A.7.			

B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf. These specifications are recommendations that will accommodate the requirements of state supported applications and assessments.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

EXAMPLES					
B. Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.B.X.	Purchase and implement wireless access points	May 2015	\$4,000	All fourth grade classes at Sunshine Elementary school.	II.B.7
III.B.X.	Purchase and implement 100 new student laptop devices	February 2015	\$6,000	All fourth grade classes at Sunshine Elementary school.	II.B.3

B. Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.B.1.	Chrome books - 700	January 2016	\$152,942.90	Union County High School	II.B.4
III.B.2.	Chrome books - 435	January 2016	\$101,041.90	Lake Butler Elementary School	II.B.4
III.B.3.					
III.B.4.					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Brief description of other activities	Other funding source

Evaluation and Success Criteria for B) Digital Learning and Technology Infrastructure:

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

B. Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	Purchase Order	Increased Usage of devices in the classroom
III.B.2.		
III.B.3.		
III.B.4.		

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, ss.1011.62(12)(b), F.S., requires districts to submit a third-party evaluation of the results of the district's technology inventory and infrastructure needs. Please describe the process used for the evaluation and submit the evaluation results with the DCP.

C) Professional Development

State recommendations for digital learning professional development include at a minimum, High Quality Master In-service Plan (MIP) components that address:

- School leadership “look-fors” on quality digital learning processes in the classroom
- Educator capacity to use available technology
- Instructional lesson planning using digital resources; and
- Student digital learning practices

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

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

Implementation Plan for C) Professional Development:

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

EXAMPLES					
C. Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.C.X.	X# high school teachers participate in professional development aligned with MIP.	May 2015	\$X	Sandy Shores High School	II.C.1.
III.C.X.	X# teachers participate in book study and lesson studies on digital learning	May 2015	\$X	Sandy Shores High School	II.C.2.

C. Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.C.1.					
III.C.2.					
III.C.3.					
III.C.4.					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Brief description of other activities	Other funding source
Google Docs Training	District Funding
Skyward Training	District Funding

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.		
III.C.2.		
III.C.3.		
III.C.4.		

D) Digital Tools

Digital Tools should include a comprehensive digital tool system for the improvement of digital learning. Districts will be required to maintain a digital tools system that is intended to support and assist district and school instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

Digital tools may also include purchases and activities to support CAPE digital tools opportunities and courses. A list of currently recommended certificates and credentials can be found at: <http://www.fldoe.org/workforce/fcpea/default.asp>. Devices that meet or exceed minimum requirements and protocols established by the department may also be included here.

Implementation Plan for D) Digital Tools:

EXAMPLES					
D. Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.D.X.	Integrate X sets of instructional materials into the digital tools system	September 2014	\$X	Sunshine Elementary school	II.D.2 (S)
III.D.X.	Offer X additional CAPE digital tool certifications from approved list	2014-15	\$X	Sandy Shores High School	II.D.1 (D)

D. Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.D. 1.	District license Tenmarks math software	May 2017	\$30,801.20	Union	II.D.3 (S)
III.D. 2.					
III.D. 3.					
III.D. 4.					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Brief description of other activities	Other funding source
Adult Ed Training	District Funding
Credit Recovery	District Funding

Evaluation and Success Criteria for D) Digital Tools:

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

D. Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Examination of progress monitoring data from Tenmarks and other relevant data sources	Students reach goals set for learning targets
III.D.2.		
III.D.3.		
III.D.4.		

E) Online Assessments

Technology infrastructure and devices required for successful implementation of local and statewide assessments should be considered in this section. In your analysis of readiness for computer-based testing, also examine network, bandwidth, and wireless needs that coincide with an increased number of workstations and devices. Districts should review current technology specifications for statewide assessments (available at www.FLAssessments.com/TestNav8 and www.FSAssessments.com/) and schedule information distributed from the K-12 Student Assessment bureau when determining potential deliverables.

Implementation Plan for E) Online Assessments:

EXAMPLES					
E. Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.E.X.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	September 2014	\$X	Sandy Shores High School	II.E.1
III.E.X.	Purchase 100 additional student devices for assessments	February 2015	\$X	Sandy Shores High School	II.E.1 and II.E.2

E. Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap addressed from Sect. II
III.E.1.	Chrome books – 1135	2016	Included III.A.1	Union	II.B.4
III.E.2.					
III.E.3.					
III.E.4					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Brief description of other activities	Other funding source

Evaluation and Success Criteria for E) Online Assessments:

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

E. Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Purchase Order	Increased Usage of devices for Assessment
E.2.		