DISTRICT
DIGITAL CLASSROOM PLAN

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

The Dixie County School System views technology as an important tool in providing broad learning environments for all learners. Through the use of electronic learning, our students and staff will be afforded opportunities to expand beyond their immediate, rural environment both educationally and culturally. This learning environment will motivate learners to complete their formal education and become independent, life-long seekers of knowledge. Dixie County School District's mission mandates that "our schools will provide a quality learning environment by providing opportunities through education and community partnerships that ensures student success." To do this, the mission strives to create an environment that integrates technology as a part of the educational experience, and provides all learners with skills to access knowledge that will build a foundation for their future. With the help of the digital classroom plan, Dixie County School District will accomplish this vision by creating a technological environment that allows all learners equal access to interact and collaborate successfully. We believe that the use of technology as a part of the curriculum should focus on supporting higher-level learning, problem solving, critical thinking skills, and collaboration. Dixie County School District has identified three long-term goals for integrating technology into all aspects of the educational system. These goals will guide the technology planning process and the implementation of the plan during the five year duration of this plan.

1) Promote high scholastic performance with a career focus by:
   a) Increasing access to technology for students, parents and the district faculty and staff.
   b) Integrating technology into the curriculum aligned with the Florida Standards (FS) (content and performance standards).
   c) Providing ongoing staff development for the implementation and use of technology.
   d) Provide a safe digital learning environment for all students, teachers and district staff.

2) Establish an effective system for internal and external communications by providing ongoing communication with and between the Board, other administration, teachers, staff, students, parents, and the community.

3) Apply sound business management practices at all level by:
   a) Establish district standards for infrastructure, procurement, hardware, software, and communications including upgrade and maintenance.
   b) Establish an ongoing process as a means to evaluate the effective implementation of the technology plan.

I.B District Profile

Dixie County is a small rural county located in the "Big Bend" area of north central Florida and bounded by the Gulf of Mexico. It is a geographically large, sparsely populated county formed in 1921. Most of its 453,750 acres are wooded with the following land uses having been reasonably consistent over the duration of this century. The county seat is Cross City. Our smaller communities include Old Town, Jena, Horseshoe and Suwannee, the latter three being Gulf fishing villages.

According to the 2010 census, Dixie County had a population of 16,422 residents. The county has two elementary schools, 1 middle school and one high school. In the next two years, the middle and high schools will be combined on one campus. The economy of Dixie County is supported by Cross City Veneer, Suwannee Lumber Manufacturing Company, Cross City Correctional Institution, Dixie District Schools and the County of Dixie. Agricultural production also figures in the economy. Georgia-Pacific Corporation closed in 2008 and resulted in a loss of about 50 jobs so the community has been trying to find ways to replace this need but is still struggling economically.

The median income for a household in the county in 2010 was $26,082, and the median income for a family was $31,157. About 14.50% of families and 19.10% of the population were below the poverty line, including 23.90% of those under age 18 and 16.10% of those age 65 or over.

Dixie County has high and long-standing unemployment problems. This significantly contributes to the social, economic and cultural disadvantages of our student population. The high percentage of students enrolled in the free or reduced lunch and ESE programs is a clear indicator of the social economic shortfalls of this area and lead to our qualification as a Provision 2 district so that all of our students are now provided a free breakfast and lunch. The county's weak tax base hinders implementation of technology without state funds, business partnerships and community support.

I.1 District Team Profile

Title/Role	**Name:**	**Email/Phone:**
Information Technology District Contact	Jerry Wayne Evans	JerryEvans@dixie.k12.fl.us 352-498-6159
District Technology Coordinator	Joe Mack Locke	JoeMackLocke@dixie.k12.fl.us 352-498-6159
Curriculum District Contact	Denee Hurst	DeneeHurst@dixie.k12.fl.us 352-498-6138
Dixie County High School Principal	Diana Locke	dianalocke@dixie.k12.fl.us 352-498-6401
Ruth Rains Middle School Principal	Chris Lord	ChrisLord@dixie.k12.fl.us 352-498-1346
Anderson Elementary Principal	Mike Thomas	MichaelThomas@dixie.k12.fl.us 352-498-1333

Anderson Elementary Assistant Principal	Kristen McCaskill	KristenMcCaskill@dixie.k12.fl.us 352-498-1342
Old Town Elementary Principal	Karen Tillis	KarenTillis@dixie.k12.fl.us 352-542-7818
Finance District Contact	Tonya Howell	TonyaHowell@dixie.k12.fl.us 352-498-6106
District Leadership Contact	Mark Rains	MarkRains@dixie.k12.fl.us 352-498-6131
Educational Partnership	Tracey Wilkerson	Wilkersont@nefec.org 386-329-3800

I.2 Planning Process -

Dixie County School District understands that curriculum not support by technology will probably not succeed. The district digital learning committee established guidelines for the development, implementation, monitoring and evaluation of the Dixie County School District 2014-2019 Technology Plan. The committee will also assist in the implementation of the activities described in the objectives. The plan consists of a comprehensive program that effectively uses technology to help students meet or exceed the state academic content standards in all core content areas. The first year, the plan focused on Math and English. The second year, the district focused on infrastructure to include a new school, researching best practices in the lower grades and work on bring a 1:1 initiative to the district. This year is a continuation of last year's plan to bring about a 1:1 initiative to the entire district but will also attempt to implement a common platform to evaluate our strategies, successes and areas that need improvement. We will accomplish this by working with the teachers and administrators to help them learn to identify the appropriate technology for the classroom and by the addition of a technology coach that will help in the implementations of best practice in using technology in the educational setting.

The plan also provides a clear focus to enhance the district's curricular program and improve school community technology skills needed to effectively implement the use of technology in the classroom, computer labs, and/or library media centers. Technology curricular goals are included in each school site's plan for student achievement. Schools are encouraged to have an active technology team made up of teachers, school leaders, media specialists and administrators to plan and coordinate technology needs for their school. The School Advisory Council at each school is comprised of parents, community members, and business leaders. This Council provides ongoing input directly to the Principals regarding the digital learning plan at the scheduled monthly meetings. Dixie County School District is committed to reaching all learners, regardless of their abilities. Students with disabilities require accommodations and modifications, and our staff is devoted to utilizing flexible ways to present information such as digital books, text-to-speech applications, and specialized software. They also provide students with various ways to express themselves in order to increase active engagement in different settings and situations. In addition, assistive technology devices are available for students with disabilities to participate, communicate, and learn more effectively in the classroom.

The district employs a variety of assistive technology devices to augment, supplement and compliment the educational process for students with special needs. Child Study Teams identify

assistive technology needs on a case-by-case basis, and teachers have access to a laptop or desktop computer in the classroom, which in many cases is connected to an interactive board. All computers have the ability to activate the "Accessibility Options" built in to the Microsoft and Mac operating system.

I.3 Technology Integration Matrix (TIM)

Dixie County School District uses Copeland as an observation resource. While using Copeland, the districts will also use the TIMs to evaluate effective use of technology in the classroom. In order to do this, coaches and principals will start by obtaining a general understanding of the TIMs matrix. Expanding this resource, our administrator and coaches will incorporate the skills from the TIM's training to measure the integration of technology by teachers into the classroom curriculum and apply these principles of technology integration in walkthroughs and classroom observations. These results and well as the results of Copeland observations are used to direct professional learning goals at the school level, grade level, and subject area. Professional Development will be evaluated based on the level of current technology integration by teachers into classrooms. The Technology Integration Matrix (TIM) is an important part of the DCP for measuring technology integration. Dixie County will take advantage of the TIM training offered by NEFEC and referred to in the professional development portion of this plan.

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

Dixie County uses Skyward as their SIS, HR and Finance System, Educator Access, Parent Access and Student Access system. Skyward has a Multi-Tier System of Supports embedded into their application that is integrated into the core application. Districts, as well as teachers, can view relevant data (based on security roles) and then collaborate with administrators or fellow teachers. The system also includes a gradual release of responsibility strategies to accelerate independent student use of digital learning resources. Teachers can also broadcast communications to parents and students using Skyward; or, communicate one-on-one with parents/students using Skyward tools.

All students have the right to a good education that prepares them for the future. With the assistance from the Florida Diagnostic and Learning Resource System (FDLRS), Dixie uses the Parent Involvement Website to assist parents as they help their child navigate the exceptional student education process. Dixie also has parent liaisons who are responsibility to ensure that ESE students receive the educational services to which they are entitled. In order for this to be accomplished the Parent Liaison helps facilitate the communication between parents and schools. Assisting parents of students with disabilities who may need support or explanation of services and informing parents about the ESE programs that are available to their children is an essential component of the Parent Liaison's duties. They respond to requests by parents or school personnel. The parents or the schools may contact the Parent Liaison when in need of assistance. They serve as a link between home and school.

The Parent Liaison attends workshops and trainings to stay informed about the most current and pressing issues facing the ESE student and their parents. They organize and conduct meetings to provide parents with information that relates to their child's needs. The Parent Liaison issues a

monthly newsletter, organizes ESE School Advisory Committee Meetings, makes available the Parent Resource Library, as well as any other services that would benefit the student.

The Parent Liaison helps parents work in partnership with schools to provide the best opportunities for their child's success. It is essential that the parent and the student be informed, involved and share information in order to ensure that the student be given the opportunity to succeed.

Dixie County School System will also uses resources from Google classroom to collaborate, define and support the MTSS through shared decision-making with the school, district, student, educators, specialist and family members. These stakeholders will analyze and evaluate information related to the planning and implementing effective instructional strategies to match the students need.

I.5 District Policy

Type of Policy	**Brief Summary of Policy**	**Web Address**	**Date of Adoption**
Student data safety, security and privacy	Procedure for maintaining and securing student records	http://www.dixie.k12.fl.us/SM%20Documents/Board%20Policies/policy%205.19.pdf	01/14/1999
District teacher evaluation components relating to technology (if applicable)	The district uses Copeland as a means of evaluating teacher performance.	http://www.dixie.k12.fl.us/SM%20Documents/Board%20Policies/Microsoft%20Word%20-%20policy%206.81.pdf	01/14/1999
BYOD (Bring Your Own Device) Policy	The board policy has not been ratified to date and excludes BYOD use on campus during instructional hours.	http://www.dixie.k12.fl.us/SM%20Documents/Board%20Policies/April,%202011/policy%205.41%20Approved%20April%2012,%202011.pdf	11/22/2005
Policy for refresh of devices (student and teachers)	In Progress	N/A	N/A
Acceptable/Responsible Use policy (student, teachers, admin)	Provides understanding and responsibility for using the school networking and devices.	http://aplusweb.dixie.k12.fl.us/~dchs@dixie.k12.fl.us/FOV1-000298B4/	07/01/2016
Master In-service Plan (MIP) technology components	Dixie County is part of the NEFEC MIP to address technology reporting requirements.	http://www2.nefec.org/mip	07/01/2016 (revised and adopted annually)
Other/Open Response	N/A	N/A	N/A

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

- **Highest Student Achievement**

Dixie County School District will continue to raise the level of technology integration in the student learning experience for all students. Using educational technology tools will become a regular component of how students and teachers work on core curriculum learning. We want to see a measurable impact of technology on student achievement. Students should become better readers, writers and mathematicians because of their interaction with classroom technology. Teachers will use technology tools to assist them in making targeted instructional decisions for their students.

A. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(Mo/Year)***
II.A.1.	ELA Student Achievement	53 %	55 %	05/2017
II.A.2.	Math Student Achievement	49 %	51 %	05/2017
II.A.3.5	Science Student Achievement – 5th Grade	47 %	49 %	05/2017
II.A.3.8	Science Student Achievement – 8th Grade	63 %	65 %	05/2017
II.A.4.	Science Student Achievement – Biology	64 %	66 %	05/2017
II.A.5.	ELA Learning Gains	53 %	55 %	05/2017
II.A.6.	Math Learning Gains	46 %	48 %	05/2017
II.A.7.	ELA Learning Gains of the Low 25%	48 %	50 %	05/2017
II.A.8.	Math Learning Gains of the Low 25%	46%	48 %	05/2017
II.A.9.	Overall, 4-year Graduation Rate	97%	98%	05/2017
II.A.10.	Acceleration Success Rate	47%	49%	05/2017

A. **Student Performance Outcomes (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(Mo/Year)***
II.A.11. (D)	Increase the percentage of digital student learners	10%	30%	05/2017

- **Quality Efficient Services**

Technology Infrastructure:

B. **Infrastructure Needs Analysis (Required)**		**Baseline from 2014**	**Actual from Spring 2016**	**Target For 2016-2017 School Year**	**Date for Target to be Achieved** *(Mo/Year)*	**Gap to be addressed** *(Actual minus Target)*
II.B.1.	Student to Computer Device Ratio	1.34:1	1.52:1	1:1	12/2016	0.52:1
II.B.2.	Count of student instructional desktop computers meeting specifications	0	755	755	12/2016	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	0	507	507	12/2016	0
II.B.4.	Count of student web-thin client computers meeting specifications (Chromebooks)	0	0	2100	12/2016	2100
II.B.5.	Count of student large screen tablets meeting specifications	0	0	0	12/2016	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	80 %	100 %	100 %	12/2016	0 %
II.B.7.	Percent of wireless classrooms (802.11n or higher)	61 %	100 %	100 %	12/2016	0%
II.B.8.	District completion and submission of security assessment *	Y	N/A	Y	N/A	N/A
II.B.9.	District support of browsers in the last two versions	Y	Y	Y	07/2016	Y

C. **B. Infrastructure Needs Analysis (District Provided)**		**Baseline**		**Target**	**Date for Target to be Achieved** *(Mo/Year)*	
II.B.10.(D)	District Content Filtering	0		2100	12/2016	
II.B.11.(D)	Installation of Switches, Zone Director and Content Filtering	0		4 Schools	07/2017	

- **Skilled Workforce and Economic Development**

D. **Professional Development Needs Analysis (Required)**		**Baseline (established in 2016)**	**Target**	**Date for Target to be Achieved** ***(Mo/Year)***
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 90% Adoption: 10% Adaption: 0% Infusion: 0% Transform: 0%	Entry: 80% Adoption: 10% Adaption: 10% Infusion: 0% Transform: 0%	05/2017
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 75% Adoption:25 % Adaption: 0% Infusion: 0% Transform: 0%	Entry: 70% Adoption: 25% Adaption: 5% Infusion: 0% Transform: 0%	05/2017

C. **Professional Development Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(Mo/Year)***
II.C.3. (D)	Administrative TIMs Awareness Training	0%	25%	2016-17
II.C.4. (D)	Teacher technology integration Training using Digital Tools	Entry	Adoption	2016-17
II.C.5. (D)	Google Training	Entry	Adoption	2016-17
II.C.6. (D)	Network Training	Entry	Adoption	2016-17
II.C.7. (D)	Teacher awareness training	Entry	Adoption	2016-17

- **Seamless Articulation and Maximum Access**

E. **Digital Tools Needs Analysis Students (Required)**		**Access**		**Utilization**	
		Baseline % of students with access to this type of tool	**Target % of students with access to this type of tool by 2017-2018**	**Baseline % of students who use this type of tool on a regular basis**	**Target % of students who use this type of tool on a regular basis by 2017-2018**
II.D.1. (S)	A system that supports student access to online assessments and personal results.	100 %	100%	100 %	100 %
II.D.2. (S)	A system that houses documents, videos, and information for students to access.	0%	25 %	0 %	25 %
II.D.3. (S)	A system that supports student access to individualized instruction. (Study Island, Waterford)	100 %	100 %	50%	75 %

D. **Digital Tools Needs Analysis Teachers (Required)**		**Access**		**Utilization**	
		Baseline % of teachers with access to this type of tool	**Target % of teachers with access to this type of tool by 2017-2018**	**Baseline % of teachers who use this type of tool on a regular basis**	**Target % of teachers who use this type of tool on a regular basis by 2017-2018**
II.D.1. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	10%	15%	10%	15%
II.D.2. (T)	A system that houses documents, videos and information for teachers to access.	0%	10%	0%	10%
II.D.3. (T)	A system that provides teachers with the ability to individualize instruction.	0%	20%	0%	20%
II.D.4. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans. (Skyward)	100%	100%	100%	100%
II.D.5. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans. (Skyward)	100%	100%	100%	100%
II.D.6. (T)	A system that includes comprehensive student information that is used to inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress. (Skyward & FL-Code)	100%	50%	50%	25%

D. **Digital Tools Needs Analysis Parents (Required)**		**Access**		**Utilization**	
		Baseline % of parents with access to this type of tool	**Target % of parents with access to this type of tool by 2017-2018**	**Baseline % of parents who use this type of tool on a regular basis**	**Target % of parents who use this type of tool on a regular basis by 2017-2018**
II.D.1. (P)	A system that includes comprehensive student information to inform parents about instructional decisions, classroom activities, and student progress.	100%	100%	10%	50%

D. **Digital Tools Needs Analysis Instructional Materials (Required)**		**Baseline % established in 2016**	**Target % by 2017-2018**
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2016-17)	50 %	60 %
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	30 %	50 %
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	80 %	100 %
II.D.4. (IM)	Percentage of the materials in answer II.D.2. above that are accessible and utilized by teachers	20 %	100 %
II.D.5. (IM)	Percentage of the materials in answer II.D.2. that are accessible and utilized by students	40 %	100 %
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students' instructional materials [s. 1006.283(2)(b)11, F.S.]	10 %	60 %

- **Quality Efficient Services**

D. **Online Assessments Needs Analysis (Required)**		**Baseline established in 2016**	**Target**	**Date Target to be Achieved** ***(Mo/Year)***
II.E.1. (D)	Computers/devices available for statewide FSA/EOC computer-based assessments	477	2100	05/2017
II.E.2. (D)	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	50%	75 %	05/2017

STEP 2 – Goal Setting:

Enter district goals below:

Student Performance Outcome
Goal: By May 2018, 90% of students in grades 3-10 will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards as measured by the state assessment and district assessments in Language Arts. **Goal**: By May 2018, 90% of students in grades 3-11 will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards as measured by the state assessment and district assessments in Math. **Goal**: Integrate Next Generation standards into day-to-day teaching, learning and application of the Florida ELA and Mathematics content standards (as applicable) to include an integral use of technology.
Technology Integration
Goal: Hire a technology coach to assist in the integration of technology into classroom instruction and professional development including the use of environments. **Goal:** Educators will attain the skills and knowledge necessary to effectively use educational technology to create more rigorous learning environments.
Infrastructure
Goal: The district will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology. **Goal:** Students, teachers and administrators will have access to educational technology in the learning environments. Goal: The district will maintain a staff of highly skilled professional to help support the infrastructure by providing professional development to gain areas of expertise.
Professional Development
Goal: Educators will attain the skills and knowledge necessary to effectively use educational technology to create more rigorous learning environments. **Goal:** Continue to integrate technology into classroom instruction and professional development including the use of programs such as Google Classroom, Google Applications for Education, Blending Learning, Study Island, Waterford, as well as other software.

STEP 3 – Strategy Setting:

Goal Addressed	Strategy	Measurement	Timeline
Student Performance Outcomes	Continue to integrate technology into classroom instruction and professional development	• Technology coaches help in lesson plans	2016-2017 and on-going
	Integrate and support Waterford Software in the K-3 classroom	• Fully implement Waterford in each K-3 classroom • Increase in 3rd grade ELA scores.	2016-2017
	Integrate Study Island in the K-12 classrooms	• Fully implement Study Island in each K-12 classroom • Increase in district ELA and Math scores.	
	Integrate Next Generation standards into ELA and Math classrooms	• Observation • Increase TIMs entry level users	2016-2017
Technology Integration			
	Continue support of an integrated digital tool system by hiring a technology coach to assist in the integration of technology into classroom instruction and professional development including the use of environments.	• Technology coaches help in lesson plans • Increase TIMs users • Technology integrated in professional development	2016-2017
	Provide Educators with professional development that will help them attain the skills and knowledge necessary to effectively use educational	• Increase TIMs users • Increase in State Scores	2016-2017

	technology to create more rigorous learning environments.		
Infrastructure			
	Supply uninterrupted district filtering methods.	• Uninterrupted access to educational websites • Log of student access to equipment to use in research and development of skills	2016-2017 and ongoing
	Evaluate, plan, and budget for new and replacement infrastructure and learning hardware and software.	• DCP Plan • Budget of E-rate and other state monies	
	Create an infrastructure that supports the needs of digital learning and online assessments	• Log of student access to equipment to use in research and development of skills • Increase in technology skills • Reflection of higher test scores	2016-2017 and ongoing
	Provide a staff of highly skilled professional to help in support of infrastructure	• Certification of courses passed • Fewer technology support contracts	2016-2017 and Ongoing
Professional Development			
	Provide professional development and coaching support so that classroom instruction will be designed to support the rigorous expectations of the new	• Sign-in sheets and evaluations	Ongoing

	learning and assessment		
	Explore and determine ways to support teachers, students, and parents with technology uses.	• Result of surveys	2016-2017
	Continue to integrate technology into classroom instruction and professional development including the use of programs such as Google Classroom, Google Applications for Education, Blending Learning, Study Island, Waterford, as well as other software.	• Sign-in Sheet • Increase in TIM Scores • Higher Test Scores	2016-17
	Educators will attain the skills and knowledge necessary to effectively use educational technology to create more rigorous learning environments.	• Sign-in sheet • Personnel participation in local, state, national and global online professional learning communities.	2016-17
	District personnel will have access to up to date hardware and software appropriate for discipline and working environment.	• Property Records	2016-2017

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

A. Student Performance Outcomes		Baseline	Target
III.A.1.	Increase district ELA Student Achievement district-wide	53%	55%
III.A.2.	Increase Math Student Achievement	49%	51%
III.A.4.	Increase Adaption Level (TIM) by 10%	0%	10%
III.A.7.	Increase Percentage of Digital Student Learners	10%	30%

B) Digital Learning and Technology Infrastructure

B. Infrastructure Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1	Support for imaging, setup and deployment of Chromebooks	12/2016	$20,848.00	High School	II.B.4
III.B.2	Insurance for take home devices	12/2016	$15,624.00	High School	II.B.4
III.B.3	Etcher to mark take home devices	12/2016	$12,000.00	District	II.B.4
III.B.4	Purchase Content Filtering licenses for digital devices	12/2016	$10,152.00	District	II.B.6
III.B.5	Support for installation of switches, zone director and Content filtering and monitoring of devices	12/2016	$50,000.00	District	II.B.11

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

B. Infrastructure Implementation			
Brief description of other activities	**Other funding source**	**Estimated Amount**	**Estimated Completion Date Mo/Year**
Purchase Cisco 3850 Switches	Category 2	$6,500.00	12/2016
Purchase Zone Director for Anderson and Old Town	Category 2	$8,500.00	12/2016

B. **Infrastructure Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1	Chromebooks are setup and functional before handing to students	100% of chromebooks are successful in the hands of students and are being used in classroom instruction.
III.B.2	Insurance for take home devices	100% of the Chromebooks are in working order at the end of the fiscal year.
III.B.3	Verify that all machines are marked with District mark.	100% of new equipment is tagged.
III.B.4	Purchase and install content filter	Verify that all chromebooks are functional and properly attached to the content filter.
II.B.5	Documentation of network installation.	100% of network installation completed.

C) Professional Development

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	Teachers, administrators and support staff will attend FETC, FAEDS, local user group meetings and available conferences to support technology use in the classroom.	05/2017	$10,000.00	District	II.C.7. (D)
III.C.2.	Eight administrators will be trained on the TIMs model and then will complete walk-throughs of select teachers.	05/2017	$13,000.00 *($8,000 + $5,000)	District	II.C.3. (D)
III.C.3.	Technology Coach will be hired to assist teachers with classroom instruction.	11/2016	$75,000.00	District	II.C.4. (D)
III.C.4.	Teachers will be trained to support technology use in the classroom	05/2016	$30,000.00	District	II.C.7. (D)
III.C.5.	Technology Coach will be trained and become familiar with Google Classroom, Drive, and other tools to integrate technology into the classroom.	02/2016	$3,266.00	District	II.C.5. (D)
III.C.6.	Support staff will be trained to become export in areas of infrastructure support and project management.	05/2017	$16,334.00	District	II.C.6. (D)

Evaluation and Success Criteria for C) Professional Development:

C. **Professional Development Evaluation and Success Criteria**		
Deliverable	Monitoring and Evaluation	Success Criteria

(from above)	and Process(es)	
III.C.1.	• Agenda • Payment of conferences	Evidences of increased TIMs and student scores
III.C.2.	• Completion of course • Submission of walkthroughs	Administrative trainees will complete the course and perform classroom walkthrough
III.C.3.	• Logs of training • Schedule of working with the teachers in the classroom	Evidences of technology being used in the classroom
III.C.4.	• Roster of Trainings	50% increase in the use of technology in the classroom
III.C.5.	• Completion of Google course • Completion of technology related workshops	Completion of course and evidences of sharing with teachers
III.C.6.	• Completion of course assigned • Attendance at Conferences	Less support contracts to support infrastructure

D) Digital Tools

Implementation Plan for D) Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	Integrate Waterford into the K-3 classroom to increase ELA reading levels	05/2017	$7,600.76	Elementary	II.D.3.
III.D.2.	Integrate Study Island into the classroom to improve K-12 math, ELA, science and social studies performance	05/2017	$8,863.00	District	II.D.3.

Evaluation and Success Criteria for D) Digital Tools:

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Integrate Waterford into the K-3 classroom	Increase in ELA reading scores in 3rd grade
III.D.2.	Integrate Study Island into the K-12 classroom	Increase in Math, ELA, Science and Social Study FSA scores

E) Online Assessments

Implementation Plan for E) Online Assessments:

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.	Purchase and implement 1400 Lenovo Chromebooks	12/2016	$242,774.00	High School	II.B.4

Evaluation and Success Criteria for E) Online Assessments:

E. **Online Assessment Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.E.1	Enroll chromebooks to our district Google domain and deliver to schools	100% of chromebooks are functional and properly enrolled to district Google domain.