DISTRICT
DIGITAL CLASSROOM PLAN

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

Levy County remains rural with vast, open-wooded areas, springs, and rivers, and more than 50 miles of coastline on the Gulf of Mexico. We are located in the beautiful, Big Bend area of North Central Florida. Levy County is the ninth largest county, geographically, in Florida (comparable in size to the state of Rhode Island), with a sparse population of 33,408 residents. Levy County remains rural with vast, open-wooded areas, springs, and rivers, and more than 50 miles of coastline on the Gulf of Mexico.

The mission of the Levy County School board is to educate all students in a safe environment and to graduate them ready for college and career success. In order to do this, Levy County will 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. We 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.

The Levy County School Board's technology mission is to maintain and enhance the quality of learning and increase the effectiveness of teaching through the application of appropriate learning technologies. Equitable access to technology by all learners, professional development and pre-service education, and integration of technology are goals endorsed by the Levy County School District. By promoting the effective and appropriate use of learning technologies the District is continuing to work to meet the need of the future. Levy County School Board has identified 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 5 year duration of this plan. These goals are:

- Increase access to technology for learners in Levy County.
- Integrate technology into the curriculum aligned with the Florida Standards (FS).
- Integrate technology to automate department paperwork and processes across the district.
- Provide ongoing staff development for the implementation and use of technology.
- Provide ongoing communication with and between the Board, other administration, teachers, staff, students, parents, and the community.
- Establish district standards for infrastructure, procurement, hardware, software, and communications including upgrade and maintenance.

- Identify the resources necessary to implement the technology plan.
- Establish an ongoing process as a means to evaluate the effective implementation of the technology plan (TIMs).

The core strategies of Levy's District Strategic Plan include and correlate to the technology plan as indicated:

Highest Student Achievement
- Students working to achieve high standards
- Educate the whole child
- Data-driven instruction
- Teams of teachers and administrators working collaboratively

Seamless Articulation and Maximum Access
- Expand digital learning
- Environment that promotes families as partners
- Accelerated coursework

Skilled Workforce and Economic Development
- Readiness for postsecondary and career placement
- Exposure to an integrated, rigorous curriculum
- Industry certifications
- Increased graduation rate

Quality Efficient Services
- Effective leaders and highly-qualified instructional personnel
- Fiscally responsible long range planning and resource management
- Continuous evaluation of support systems and services
- Provision and maintenance of safe and healthy facilities and learning environments

Levy County School District believes that an ongoing commitment to current technology is an integral component of an educational process designed to:

- Prepare students to become competent lifelong learners
- Improve student critical thinking, problem solving and decision making skills
- Help students work ethically, independently, and collaboratively within a global environment
- Enhance the learning environment to meet curricular needs across all subjects and grade levels
- Improve equity of access to information, learning tools, and communications for all members of the learning community
- Improve instructional strategies to increase student achievement regardless of ethnicity, socioeconomic status, learning styles, or abilities
- Accurately and efficiently assess, monitor, and communicate student progress
- Improve communications among parents, students, teachers, and community

- Provide teachers with consistent and high quality professional development opportunities that will allow them to become highly skilled at integrating technology into their curriculum

Levy's visualizes technology as a means for enhancing and broadening the learning opportunities for Levy County's students. It is seen as a method for improving student achievement by allowing students to become actively engaged in a learning process where their natural curiosity and creativity are supported. Students will become familiar with the use of advanced technology, not only as a tool for learning during their school careers, but as a tool for retraining or learning new skills in the future. Increased access to data bases presently available through computer networking is necessary to expand their understanding of the world around them and prepare them to take their places as leaders of the twenty-first century. Appropriate use of technology is a means for improving the preparation of students entering the technology and information age. The primary goal is to prepare lifelong learners, who despite significant changes in the world around them, will be able to access and use the technology tools available to them and succeed in life. It is our vision to use technology as a bridge to expand our students' horizons and provide opportunities only dreamed of in the past. The plan includes deliberate preparation, implementation, and monitoring phases to ensure each project's success. By phasing in projects strategically over five years, we can learn from each other and from emerging best practices, build on our successes, spread out up-front costs, and address key challenges that arise. We will also track implementation metrics so we know how the plan is serving our students, staff, and families. Thoughtful and innovative use of technology is a key tool for our district as we stay focused on providing the very best instruction to every student.

I.1 District Team Profile -

Title/Role	**Name:**	**Email:**	**Phone:**
Information Technology District Contact	Ronald Perez	Ron.perez@levy.k12.fl.us	(352) 486-5231 x 246
Curriculum District Contact	John Lott	lottj@levy.k12.fl.us	(352) 486-5231
Instructional District Contact	Barbara Rivers	riversb@levy.k12.fl.us	(352) 486-5231 x 255
Assessment District Contact	Valerie Boughanen	boughane@levy.K12.fl.us	(352) 486-5231
Finance District Contact	Robert Clemons	clemonsr@levy.k12.fl.us	(352) 486-5231
District Leadership Contact	JefferyEdison	edisonj@levy.k12.fl.us	(352) 486-5231

I.2 Planning Process

The district digital learning committee established guidelines for the development, implementation, monitoring and evaluation of the Levy 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 including Language Arts, Mathematics, Science and Social Studies along with the English Language Development standards.

The plan also parallels the District Vision Steering committee commitment to provide 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. The School Advisory Council at various school levels are comprised of parents, community members, and business leaders. This Council will be made informed of the Digital Learning Plan and the DCP committee will seek input from the Councils at their scheduled meetings.

Levy County has approximately 1,200 exceptional students enrolled in its public schools. An exceptional student is one who has special learning or behavioral needs. The special assistance received in school is called Exceptional Student Education, ESE, or Specially Designed Instruction. Our goal is to provide every exceptional student with a free appropriate public education (FAPE), help them progress in school, access the general curriculum, and prepare for life after school. Levy 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-tospeech applications, and specialized software. Our staff also provides students with various ways to express themselves (ie Kurzweil 3000, etc.) 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. An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The district employs a variety of assistive technology devices to augment, supplement and compliment the educational process for students with special needs. All computers have the ability to activate the "Accessibility Options" built in to the Microsoft and Mac operating system.

Assistive Technology is provided through the Assistive Technology and Universal Design for Learning Loan Library through Florida's MTSS Projects. Other website resources available for teachers are:

- Technology and Learning Connections http://www.tlc-mtss.com/index.html
- Professional Development – Online PDA Training Modules – Facilitated by the FDLRS Network http://www.pda-ese.org/
- Carol Ann Tomlinson's work on Differentiated Instruction information. http://www.caroltomlinson.com/

Websites for Understanding Design for Learning (UDL):

- http://www.udlcenter.org/
- http://www.udlcenter.org/aboutudl/udlguidelines

I.3 Technology Integration Matrix (TIM) –

The Technology Integration Matrix (TIM) is an important part of the DCP for measuring technology integration. In order to best prepare educators to understand and apply technology in schools, Levy will engage in professional learning activities around the TIMs matrix. Levy County will take advantage of the TIM tools offered by the state. Levy will online training for using the TIM during the 2016-17 school year. The knowledge obtained from this training will help build the foundation for the technology integration observation.

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

To establish a sustainable process for recognizing and disseminating student produced learning using digital processes or resources the district shall develop and implement a process at each school for recognizing quality student developed digital learning supports and a process for sharing those process and/or resources with other students. Levy County uses Skyward as their Student Information System, Human Resources and Finance System, Educator Access, Parent Access and Student Access system. Skyward has a Multi-Tiered System of Supports embedded into the 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.

Levy also continues to use Performance Matters to review student gains and identify students who need additional intervention. The MTSS intervention activities offered by Performance Matters are entered into the student intervention plan. The intervention plan can then be shared with the student as well as their parents.

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	**N/A**	
District teacher evaluation components relating to technology (if applicable)	Framework for teaching domains/components/ themes	http://www.levy.k12.fl.us/documents/ teacherevalsystem.pdf (page 9)	August 11, 2014
BYOD (Bring Your Own Device) Policy	N/A	N/A	N/A
Policy for refresh of devices (student and teachers)	N/A	N/A	N/A
Acceptable/Responsible Use policy (student, teachers, admin)	Policies and guidelines for access to and use of the network	http://www.levy.k12.fl.us/documents/ LevyAcceptableUsePolicy12-15.pdf	April 27, 2012
Master In-service Plan (MIP) technology components	Levy County is part of the NEFEC MIP to address technology reporting requirements.	http://www2.nefec.org/mip	July 1, 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**

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

A. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(Mo/Year)***
II.A.1.	ELA Student Achievement	42%	45%	05/2017
II.A.2.	Math Student Achievement	48%	50%	05/2017
II.A.3.5	Science Student Achievement – 5th Grade	51%	53%	05/2017
II.A.3.8	Science Student Achievement – 8th Grade	48%	50%	05/2017
II.A.4.	Science Student Achievement – Biology	73 %	75%	05/2017
II.A.5.	ELA Learning Gains	47%	49%	05/2017
II.A.6.	Math Learning Gains	47%	49%	05/2017
II.A.7.	ELA Learning Gains of the Low 25%	43%	45%	05/2017
II.A.8.	Math Learning Gains of the Low 25%	40%	42%	05/2017
II.A.9.	Overall, 4-year Graduation Rate	82%	85%	05/2017
II.A.10.	Acceleration Success Rate	45%	47%	05/2017

- **Quality Efficient Services**

Technology Infrastructure:
Districts shall create a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software.

A. **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	2.92:1	1.76:1	1.20:1	(Mo/Year)	0.56:1
II.B.2.	Count of student instructional desktop computers meeting specifications	1,221	1549	1549	06/2017	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	327	244	244	06/2017	0
II.B.4.	Count of student web-thin client computers meeting specifications	31	1016	2250	06/2017	1425
II.B.5.	Count of student large screen tablets meeting specifications	225	198	198	06/2017	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	69.23%	100 %	100%	06/2017	0%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	3.15%	93%	95%	06/2017	2%
II.B.8.	District completion and submission of security assessment *	N	N/A	Y	N/A	N/A
II.B.9.	District support of browsers in the last two versions	Y	Y	Y	06/2015	Y

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved *(Mo/Year)*	
II.B.10.(D)	Increase Server performance, provide a higher level of data survey and create liable backups by purchasing a SAN	N/A	N/A	N/A	02/2017	N/A
II.B.11.(D)	Increase wireless access by purchasing additional ruckus licenses & Support	N/A	N/A	N/A	02/2017	N/A
II.B.12.(D)	Purchase VMWARE Essential Plus Kit to support reliable backups and improve server performance.	N/A	N/A	N/A	02/2017	N/A
II.B.13.(D)	Purchase infrastructure support to help install devices, increase wireless access, setup backups and data security.	N/A	N/A	N/A	06/2017	N/A
II.B.14.(D)	Provide a filter to comply with CIPA.	N/A	N/A	N/A	06/2017	N/A
Ii.B.15.(D)	implement Identity Governance & Administration Software	N/A	N/A	N/A	06/2017	N/A

*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**

B. **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: 75% Adoption:10% Adaption: 10% Infusion: 3% Transform: 2%	Entry: 60% Adoption:15 % Adaption: 15% Infusion: 5% Transform: 5%	06/2017
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 95% Adoption: 5% Adaption:0 % Infusion: 0% Transform: 0%	Entry: 75% Adoption: 20% Adaption: 5% Infusion: 0% Transform: 0%	06/2017

C. **Professional Development Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(Mo/Year)***
II.C.3. (D)	Professional Development on tracking student progress	N/A	2 day	02/27/16
II.C.4. (D)	FAEDS attendees	N/A	2	08/30/16
II.C.5. (D)	ICON attendee	N/A	1	03/16/17
II.C.6. (D)	Technology Cadre participants	N/A	12	06/2017
II.C.7. (D)	Leadership Training on Tech Integration Observation and instructional support (TIMS)	N/A	50	06/2017

- **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.

Please complete the chart below to indicate the digital tool components your district currently has access to and utilizes. Districts may also add metrics for the measurement of CAPE (Career and Professional Education) digital tools.

C. **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. (Skyward, Performance Matters)	100%	100%	20%	30%
II.D.2. (S)	A system that houses documents, videos, and information for students to access.	100%	100%	40%	50%
II.D.3. (S)	A system that supports student access to individualized instruction. (LMS)	0%	0%	0%	0%

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. (Skyward)	100%	100%	40%	50%
II.D.2. (T)	A system that houses documents, videos and information for teachers to access.	100%	100%	30%	50%
II.D.3. (T)	A system that provides teachers with the ability to individualize instruction. (Google Classroom)	100%	100%	20%	25%
II.D.4. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans. (Cpalms)	100%	100%	30%	35%
II.D.5. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans. (TRACK)	100%	100%	70%	80%
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. (Performance Matters)	100%	100%	50%	60%

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. (Performance Matters and Google Classroom)	100%	100%	5%	10%

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)	75%	78%
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	60%	65%
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	20%	25%
II.D.4. (IM)	Percentage of the materials in answer II.D.2. above that are accessible and utilized by teachers	75%	78%
II.D.5. (IM)	Percentage of the materials in answer II.D.2. that are accessible and utilized by students	90%	95%
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.]	30%	40%

- **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.

Districts will use the attached device worksheet to calculate the target for this category. This worksheet calculates the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation as defined in s. 1011.62(12)(g), F.S. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use.

E. **Online Assessments Needs Analysis (District Provided)**		**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	1206	2250	12/2016

STEP 2 – Goal Setting:

While overcoming the digital divide might entail more than providing basic access to computers and the Internet, our strategic plan will focus on Maughan (2001), describing the essential components of any robust communication and information system as: 1. Hardware, 2. Infrastructure, 3. Skills, 4. Budget, and 5. Policies. Our strategic plan will focus on hardware and infrastructure needs that will support on-line learning opportunities. Each of these goals will be measured through an accountability system and progress will be documented.

Technology Integration

Goal 1: Increase TIM level by 25% from Entry to Adaption by continuing to integrate technology into classroom instruction and professional development including the use of blended learning, and Web 2.0 tools.

Infrastructure

Goal 2: The district will establish and maintain the technology infrastructure necessary for students and educators to access educational technology and to communicate freely via technology.

Skilled Workforce and Economic Development

Goal 3: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.

STEP 3 – Strategy Setting:

District strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Technology Integration	Increase TIM level by 25% from Entry to Adaption	• Integrate technology into classroom instruction and professional development • Include the use of blended learning and Web 2.0 tools	2016 and on-going
	Identify and develop support mechanisms and resources for teachers as they utilize technology in the classroom	• Provide special devices for ESE student • Provide teachers with modeling coaches • Expand use of Performance Matters training and identify needs	2016 and on-going
	Educators will attain the skills and knowledge necessary to effectively use educational technology to enhance student engagement and increase TIM levels.	• District Technology Coach will be available to assist teachers to effectively use technology in the classroom. • Participation in Blended Learning training • Attend FAEDs, FETC, and iCon conference	2016 and on-going
	Teachers will make use of available tools to best utilize data to drive instruction and make decisions.	• Participation in Performance Matters training • Participate in on-line Skyward training	2016 and on-going
Infrastructure	The district will	• The district will	2016 and on-going

	establish and maintain the technology infrastructure necessary for students and educators to access educational technology and to communicate freely via technology.	support "managed wireless" access at all school locations • The district will implement technology-related security upgrades which support a more secure learning environment for staff, students, and community members using our facilities • The district will support policies for student/staff computer and Internet use	
	The district will upgrade operating systems and/or replace devices that do not meet minimum operating specifications as recommended by FSA.	• Continue purchasing Chromebooks to expand the 1:1 initiative at the secondary level.	2016 and on-going
Skilled Workforce and Economic Development	All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum	• The district will provide on-going staff development for implementation and use of technology into the classroom – including blended learning. • The district will continue to support teachers in the use of digital devices through the District Technology	2016 and on-going

		Facilitator Group • The district will offer professional development training on technology tools: LCD projectors, tablet devices, and other peripherals to all staff members	

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

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

A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.1.	Increase percent of ELA Student Achievement scores by 2%	42%	45%
III.A.2.	Increase the percent of Math Student Achievement scores by 2%	48%	50%
III.A.3.	Increase the number of 5th graders scoring 2% higher on the Science Student Achievement score	51%	53%
III.A.4.	Increase the number of 8th graders scoring 2% higher on the Science Student Achievement score	48%	50%
III.A.5.	Increase percent of Science Student Achievement scores by 2%	73 %	75%

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	Purchase and implement 1,429 Chromebooks to help in 1:1 initiative (7th – 11th)	06/2017	$355, 821	Bronson, Chiefland Middle/High, Williston Middle/High, Yankeetown, Cedar Key	II.B.2
III.B.2.	Purchase and implement SAN	04/2017	$9,000	District	II.B.10
III.B.3.	Purchase and implement secure access onboarding licenses and support to the network (Ruckus licenses)	09/30/16	$14,000	District	II.B.11
III.B.4.	Purchase VMWare Essential Plus Toolkit	04/2017	$7,500	District	II.B.12
III.B.5.	Purchase iBoss Renewal	09/30/17	$9,600	District	II.B.14
III.B.6.	Purchase and implement Identity Governance & Administration Software (Tools4Ever)	04/2017	$6,546	District	II.B.15
III.B.7	Purchase NEFEC Pro Services	07/01/2016	$5,000	District	II.B.13

B. **Infrastructure Implementation**			
Brief description of other activities	**Other funding source**	**Estimated Amount**	**Estimated Completion Date Mo/Year**
Wireless Access Points for Secondary Schools	E-rate	$30,000	06/2017

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

B. **Infrastructure Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	Purchase order and delivery of equipment	Digital devices in the hands of students
III.B.2.	Purchase order and delivery of equipment	Increased storage available on the network
III.B.3.	Purchase Order	Setup of software to manage access points from a central location
III.B.4.	Purchase Order, delivery and setup of equipment	Successfully managing VM Servers
III.B.5.	Purchase Order, delivery and setup of equipment	Successfully install filter on all student workstations
III.B.6.	Purchase Order	Automatic system of managing student records
III.B.7.	Purchase Order and delivery of services	Implementation of filter and upgrades on the network

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

C) Professional Development

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	Provide teachers with training to Performance Matters	04/2017	$5,000	Secondary Schools	II.C.3.
III.C.2.	Participate in Performance Matters Conference	04/2017	$1,000	District	II.C.3.
III.C.3.	Participate in FAEDS	10/2016	$1,500	District	II.C.4.
III.C.4.	12 teachers participate in Teacher cadre	06/2017	$7,200	District	II.C.6.
III.C.5.	12 teacher stipends	06/2017	$6,000	District	II.C.6.
III.C.6.	TIMs classes	06/2017	$6,000	District	II.C.7.
III.C.7.	TIMs tools	06/2017	$1,500	District	II.C.7.

Evaluation and Success Criteria for C) Professional Development:

C. **Professional Development Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	Purchase order, roster and agenda of workshop	Evidence of reports in Students Progression Plan.
III.C.2.	Purchase order, Employee sign-in and agenda of workshops	100% of teachers who signed up for conference participate in Performance Matters Conference
III.C.3.	Participate in FAEDS	100% of employees who signed up for conference participate in the FAEDS conference
III.C.4.	Roster and listing of trainings	Evidence of teachers using technology in the classroom as modeled, observed and coached by teacher cadre
III.C.5.	12 teacher stipends	Successfully paid teachers for work after hours to participate in Cadre
III.C.6.	Roster	100% of teachers who signed up for TIMs class participate in the learning
III.C.7.	Purchase Order	Evidence of referencing TIM tools in the evaluation of technology in the classroom

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.	Access to Performance Matters	08/2016	$40,000	District	II.D.1.(S) & II.D.6.(T)
III.D.2.	Access to Item Bank	12/2016	$8,000	District	II.D.6.(T)
III.D.3.	District Website	02/2017	$8,000	District	II.D.1.(p)
III.D.4.	Digital Tools Certification for 5th and 6th Grade	08/2016	$19,200	District	II.D.4.(T)
II.D.5.	Yellow Folder	06/2018	$15,000	District	II.D.1.(T)

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.	Purchase of Performance Matters	Increase of documented reports shared with students and parents regarding students' performance
III.D.2.	Questions used in preparing students for FSA	Increase in student scores
III.D.3.	New interactive district Website	Current website transferred to new interactive website
III.D.4.	Purchase Order	80% of all 5th and 6th graders will attain a Digital Tools Certificate
III.D.5.	Purchase Order	Creations of Student portfolios

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.	Computers/devices available for statewide FSA/EOC computer-based assessments	06/2017	$45,816	District	III.E.1

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
E.1.	Purchase 184 additional student devices for assessments	Reduce the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments