

Part I.

DIGITAL CLASSROOMS PLAN-OVERVIEW

District Mission and Vision Statements

Mission Statement

The mission of Florida A&M University's Developmental Research School (FAMU DRS) is to conduct research, demonstration, and evaluation of the management of teaching and learning. FAMU DRS will place curriculum emphasis on mathematics, science, technology, and foreign languages. FAMU DRS is committed to providing a quality education for students by promoting rigor and innovative strategies for teaching and learning.

Vision Statement

The vision of FAMU DRS is to become an exemplary school and to be recognized nationally for academic achievement in preparing students for higher education.

District Technology Mission

FAMU DRS' mission is 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.

FAMU DRS 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

District Profile

Established in 1897, FAMU Developmental Research School is a public school district affiliated with the Florida A&M University and located on its campus. The school serves students in kindergarten through twelfth grade. The school is designed as a special school district under Florida Department of Education funding and is given the responsibility to develop innovative solutions to educational concerns in the state and to disseminate successful instructional programs to other school districts.

FAMU DRS has historically had high minority and economically disadvantaged students. The current enrollment of 490 students reflects this profile with a 98% minority rate and a 78% poverty rate. Additionally, FAMU DRS has struggled with student achievement as indicated by the Florida School Grading System. The school has received school grades of D's and F's and currently has a school grade of C.

District Team Profile

Title/Role	Name:	Email/Phone:
Information Technology District Contact	Pamela Tennell	Pamela.tennell@fam.u.edu/850-412-5820
Curriculum District Contact	Zellee Barnes	Zellee.barnes@fam.u.edu/850-412-5856
Instructional District Contact	Zellee Barnes	
Finance District Contact	Patricia Hodge	Patricia.hodge@fam.u.edu/850-412-5920
District Leadership Contact	Patricia Hodge	Patricia.hodge@fam.u.edu/850-412-5920

District DCP Planning Process

Over a three month period of time, all stakeholders met. We looked at demographics, FCAT data, and the school's technology needs in order to create our current technology plan. After reviewing the overall FCAT data, we discovered that our seventh grade mathematics and tenth grade biology scores were areas of concern. We also discovered that our graduation rate was another area of concern. We came to the conclusion that the lack of integration of digital materials and resources in our classrooms played a significant role in our student performance outcomes during the 2013-2014 school year.

The technology committee developed guidelines for the development, implementation, monitoring and evaluation of FAMU DRS's 2014-2017 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.

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

FAMU DRS 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.

FAMU DRS included the MTSS Child study team in the planning for the DCP to assist in the identification of resources and to ensure the proper allocation for assistive devices. Additionally, the Team reviewed the plan to determine the sufficiency of allocations at each tier. When looking at the data, the team determined that there were not sufficient resources for students in the tier 2 or 3 to use to increase, maintain, or improve the functional capabilities of our children with disabilities. The team helped to create within the plan a system for incorporating the

The FAMU DRS Leadership Team meets quarterly to review data, to problem solve issues and to monitor progress of such programs as the MTSS and the DCP. Information is provided to the leadership team at these meetings on specific issues or problems that have not been resolved. Data is shared on the progress of implementation.

FAMU DRS will use multiple sources of data for the monitoring of implementation of the DCP. Initially student data will be retrieved from our LIIS System Performance Matters. Additionally, student demographic data will be retrieved from FOCUS our student database system. Student progress data will be provided from a variety of resources such as success maker, Go-Math, ALEKS and FAIR. Usage data will be provided by teachers through lesson plans, and student work samples.

FAMU DRS provides several professional development opportunities throughout the school year for teachers to learn more about MTSS.

Part II.

DIGITAL CLASSROOMS PLAN- STRATEGY

Student Performance Outcomes - Needs Analysis

FAMU DRS teachers use data on student academic performance to inform instructional decisions in their classrooms. Currently, teachers use the Performance Matters system to track data in their classrooms. In addition, district staff uses the district’s data warehouse to generate reports and monitor student achievement. The district collects performance data on students several times over the course of the school year. Many teachers use the Performance Matters test item banks to generate classroom developed assessments to further monitor students’ progress.

Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved <i>(year)</i>
1.	ELA Student Achievement	46%	55%	2014-2015
2.	Math Student Achievement	37%	46%	2014-2015
3.	Science Student Achievement	29%	38%	2014-2015
4.	ELA Learning Gains	65%	75%	2014-2015
5.	Math Learning Gains	62%	72%	2014-2015
6.	ELA Learning Gains of the Low 25%	73%	77%	2014-2015
7.	Math Learning Gains of the Low 25%	73%	79%	2014-2015
8.	Overall, 4-year Graduation Rate	93%	95%	2014-2015
9.	Acceleration Success Rate	50%	95%	2014-2015
10.				
Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved <i>(year)</i>
1.	Increase the number of students performing on or above proficiency in ELA	52%	55%	2014-2015
2.	Increase the number of students performing on or above proficiency in Math	43%	46%	2014-2015
3.	Increase the number of students performing on or above proficiency on the Next Generation Sunshine State Standards in	35%	38%	2014-2015

	Science.			
4.	Increase the ELA proficiency of Low 25%	75%	77%	2014-2015
5.	Increase the Math proficiency of Low 25%	77%	79%	2014-2015

Digital Learning and Technology Infrastructure - Needs Analysis

Infrastructure Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Student to Computer Device Ratio	490 : 335	1:1	2014 - 2015
2.	Count of student instructional desktop computers meeting specifications	335	500	2014 - 2015
3.	Count of student instructional mobile devices meeting specifications	100	400	2014 - 2015
4.	Count of student web-thin client computers meeting specifications	0	100	2014 - 2015
5.	Count of student large screen tablets meeting specifications	0	50	2014 - 2015
6.	Percent of schools meeting recommended bandwidth standard	60%	100%	2014 - 2015
7.	Percent of wireless classrooms (802.11n or higher)	25%	100%	2014 - 2015
8.	Wireless Access Points	N/A	40	2014- 2015
9.	Network Servers	1	2	2014- 2015
10.	Wireless Security	N/A	N/A	2014- 2015
11.				

Professional Development - Needs Analysis

FAMU DRS will work to provide instructional personnel and staff with access to opportunities and training to assist with the integration of technology into classroom teaching. Master In-service Plan components include the following and can be located on the FAMU DRS website.

- Technology in the Classroom/Digital Curriculum - **COMPONENT NUMBER:** 3-408-001 or 3-100-002 (ESE)

In addition, FAMU DRS will take advantage of the support offered by Learning.com:

- *Getting Started: Foundations of Blended Learning*
This hands-on workshop will provide an in-depth introduction to the products and tools in the Learning.com platform. Participants will learn how to set up classes, assign content, and become comfortable with the products, platform, and teacher management functions. This session will also provide instructions on how to use My Curriculum tools to create interactive, media-rich content that can be customized in order to engage students and address instructional goals. This workshop series will be offered through PAEC and will include training on Easy Tech, Curriculum Foundry, and Inquiry building tools that were built into the legislative appropriation.
- *Technology in the Classroom: Advanced Implementation and Integration*
This training will help teachers build strong and supportive implementation plans for true technology integration. Participants will discover proven strategies to incorporate technology into their classroom practice, evaluating their district's technology standards and goals, deciding what curriculum should be introduced and reinforced, and determining how to best implement solutions.
- *Learning.com Assessments: Planning and Administration*
This workshop is designed for educators who are beginning the 21st Century Skills them. They will learn how to set up assessment events and access and interpret assessment results. Every workshop is aligned to Florida Standards and supports the district curriculum.
- *Learning.com Assessments: Getting the Most Out of Your Data*
Specifically designed for administrators, this workshop provides guidance and assistance in evaluation and analyzing data from the 21st Century Skills Assessment and Way Find Teacher Survey. Participants will learn how to utilize the Learning.com platform resources to address student needs and prepare for Florida Standards assessments, as well as provide targeted professional development for teachers.
- *Family Engagement: The Home and School Connection*
This workshop is ideal for districts interested in promoting a home and school connection that emphasizes online safety. Teachers will learn how to involve families with the

Learning.com solutions and curriculum, create opportunities for families to integrate technology at home, such as implementing a family technology night, and strategize ways to involve families in their child’s education.

- *Mapping the Curriculum*

In this workshop, participants develop sequenced and district-aligned units that incorporate a variety of resources. Participants utilize the curriculum tool to combine Learning.com products, teacher-created curriculum items, and other district resources into units that can be shared with all teachers for district-wide consistency.

Professional Development Needs Analysis (Required)	Baseline	Target	Date for Target to be Achieved (year)
1. Online resources and Tools for creating learning experiences	15% (teachers)	75%	2014-2015
2. Average Teacher technology integration via the TIM (Combination Schools)	30	50	2014-2015
3. Measuring Success of Online Learning	10%	100%	2014-2015
4. Online Courses (Including MOOC’s)	20%	100%	2015-2016
5. Open Education Resources (OER’s)	0	100%	2015-2016
6. Webinars/ Virtual Workshops	50%	100%	2014-2015
7.			

Digital Tools - Needs Analysis

Digital Tools Needs Analysis (Required)	Baseline	Target	Date for Target to be Achieved (year)
1. Implementation status a system that enables	Partially	Will work to	

	teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides. (Performance Matters)	Implemented	implement and employ	2014 - 2015
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Partially Implemented	Maintain system	2014 - 2015
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially Implemented	Will work to implement and employ	2014 - 2015
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Fully implemented	Will continue to support and employ in classrooms	2014 - 2015
5.	Implementation status of 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.	Fully implemented	Will continue to support and employ in classrooms	2014 - 2015
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data. (Performance Matters, Go Math!, Pearson)	Partially Implemented	Will work to implement and employ	2014 - 2015
7.	Implementation status of 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.	No system in place	No plans to address at this time	2014 - 2015
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional	No system in place	Will work to implement and employ	2014 - 2015

	resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.			
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Partially implemented	Will work to implement and employ	2014 - 2015
10.				

Online Assessments - Needs Analysis

Online Assessments Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	94%	100%	2014-2015
2.	Computers/devices required for assessments (based on schedule constraints)	94%	100%	2014-2015
3.	Think Central, Pearson Literature	Partially Implemented	Will work to implement and employ	2014 - 2015
4.	FAIR	Fully Implemented	Will continue to support and employ in classrooms	2014 - 2015
5.	Performance Matters	Partially implemented	Will work to implement and employ	2014- 2015

Goal Setting

The district and site strategic and master plans call for addressing needs in English Language Arts, Mathematics, Science, History-Social Science and the Development of technology and information literacy skills.

Highest Student Achievement: All schools will meet federal AMO benchmarks and meet expected growth on state assessments.

Mathematics

- **Goal:** By May 2018, 90% of students in grades 3-11 will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards claims as measured by the state assessment, special education assessments, and IEP goals in mathematics.
 - **Objective:** Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of mathematics content towards mastery of the Florida mathematics standards and the eight standards of mathematics practice.
 - **Objective:** Students will use educational software that supports use of the eight standards of mathematical practice and specifically, analytical thinking and problem solving with relevant, real-world applications.
 - **Objective:** Students will learn to use a variety of technological math tools.
 - **Objective:** Students will use the Internet for research and to enhance their understanding of Florida Standards of mathematics as well as to collaborate with others in mathematics.
 - **Objective:** Students will use graphic organizing and presentation software to brainstorm and organize their work.
 - **Objective:** Students will use multimedia to enhance their presentation skills

Strategy

- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data to determine trends, strengths, and needs.
- Facilitate students' successful completion of activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development, hardware or software.
- Identify software and Internet resources to be used.
- Purchase needed software.
- Identify and schedule needed professional development.
- Develop plan for acquiring hardware needed to achieve student performance targets.

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 claims as measured by the state assessment, special education assessments, and IEP goals in language arts.
 - **Objective:** Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of ELA content towards mastery of the Florida ELA standards (which include the college and career anchor standards).
 - **Objective:** Students will use educational software that supports the Florida ELA standards and specifically, analytical thinking and problem solving with relevant, real-world applications.
 - **Objective:** Students will learn keyboarding and word processing (as stated in the Florida ELA content standards).
 - **Objective:** Students will use the Internet for research and to enhance their understanding of Florida ELA standards as well as to collaborate with others in ELA.
 - **Objective:** Students will use graphic organizing & presentation software to brainstorm and organize their work.
 - **Objective:** Students will use multimedia to enhance their presentation skills.

Strategy: see Mathematics

Science

- **Goal:** By May 2018, 90% of students in grade 5,8 and 10 will demonstrate a 3-5% growth annually towards proficiency in the science standards as measured by FCAT Science Assessment.
 - **Objective:** Integrate Next Generation Science content 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.
 - **Objective:** Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of science content towards mastery of the next generation science standards.
 - **Objective:** Students will use educational software that supports the science standards.
 - **Objective:** Students will use the Internet for research and to enhance their understanding of science and next generation science standards as well as to collaborate with others regarding science.
 - **Objective:** Students will use graphic organizing and presentation software to brainstorm and organize their work.
 - **Objective:** Students will use multimedia to enhance their presentation skills.
 - **Objective:** Explore the Florida standards and how teachers can begin to use them during science instruction, specifically technology integration.

- **Objective:** Integrate Florida Standards with Next Generation Sunshine Science Standards (units of study).

Strategy: see Mathematics

History-Social Science

- **Goal:** Integrate History-Social Science content standards into day-to-day teaching and learning of the ELA and Mathematics Florida content standards (as applicable) to include an integral use of technology.
 - **Objective:** Students will use the Internet for research and to enhance their understanding of Florida Standards.
 - **Objective:** Students will use graphic organizing & presentation software to brainstorm and organize their work.
 - **Objective:** Students will use educational software that supports analytical thinking.
 - **Objective:** Students will use multimedia such as scanners, digital still and video cameras to enhance their presentation skills.
 - **Objective:** Students will utilize technology resources that are part of the adopted textbook to enhance their learning of Florida Standards.
 - **Objective:** Explore the Florida Standards and how teachers can begin to use them during Florida Standards instruction, specifically technology integration.

Strategy: see Mathematics

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.

- **Goal:** Students will attain the educational technology and information literacy skills that will support an educational learning environment in which they will have rigorous access to the Florida State Standards and Next Generation Sunshine State Standards and will demonstrate mastery through administration of on-line formative, performance based, and summative assessments leading to successful preparation and measurement of college and career readiness standards required of the workplace of the 21st century.
 - **Objective:** Students will work with various technologies to develop a familiarity with problem solving
 - **Objective:** The infusion of technology will be included in all curriculum guides per the Florida State Standards and Next Generation Sunshine State Standards.
 - **Objective:** Students will be digital literate by the end of 8th grade as defined by the Florida Department of Education.
 - **Objective:** Students will communicate, collaborate and problem solve with students worldwide.
 - **Objective:** Students will be actively involved in their learning goals.
 - **Objectives:** Students will have equitable access to technology hardware and software.

Strategy/Activity

- The infusion of technology in all curriculum guides to make classroom instruction more student centered and give students more responsibility for their learning
- Implementation of blended learning environments as appropriate throughout the district
- Increase the number of 1:1 computing environments as appropriate throughout the district
- Development of new district courses as appropriate, including College and Career Readiness
- Implementation of online student learning environments
- Plan and budget for new and replacement hardware and software
- Implementation of student personalized learning environments and appropriate training of (name) grade online technology literacy assessment
- Student participation in extended learning opportunities/programs
- Equitable and accessible hardware and software technologies purchases

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

- **Goal:** Educators will attain the skills and knowledge necessary to effectively use educational technology to create more rigorous learning environments to assist students to master the Florida Standards and Next Generation Sunshine State Standards by personalizing learning through the collection of student data to support differentiated instruction and to manage the on-line assessment environments.
 - **Objective: 1:** The management and security of assessment sessions will be planned and implemented to maintain the administration process and specific problem determination procedures will be developed to resolve technical problems.
 - **Objective:** Classroom instruction models will be designed to support the rigorous expectations of the new learning and assessment environment to support student readiness for the types of questions and performance based activities found on the state assessments.
 - **Objective:** District personnel will make use of available tools to best utilize data to drive instruction and make decisions.
 - **Objective:** District personnel will have access to up to date hardware and software appropriate for discipline and working environment.

Strategy/Activity

- Personnel participation in local, state, national and global online professional learning communities
- Use of formative and summative assessments to individualize instruction
- Facilitate the use of online webinars, video conferencing
- District professional development on state assessments including security
- Plan and budget for research based hardware and software

- District professional development on effective educational technology usage, UDL, the use of rubrics, student choice, authentic and relevant student centered project based learning
- Evaluation of educational technology as part teacher evaluation system
- Implementation of district walkthroughs
- Online access to curriculum
- Current broadband, voice, and data networks available in all learning/working environments
- District access to online research-based resources
- Timely access to technical support
- Dialogue of the utilization of data to drive instruction
- Creation of District Professional Development Plan
- Continued adaptations to curriculum for students with IEP's using assistive technologies (including training)

Strategy Setting

Goal Addressed	Strategy	Measurement	Timeline
<p>Highest Student Achievement: All schools will meet federal AMO benchmarks and meet expected growth on state assessments.</p>	<ul style="list-style-type: none"> *Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives. *Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks. *Review of assessment data to determine trends, strengths, and needs. *Facilitate students' successful completion of activities and mastery of objectives. *Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation. *Assess need for additional professional development, hardware or software. *Identify software and Internet resources to be used. *Purchase needed software. *Identify and schedule needed professional development. *Develop plan for acquiring 	<ul style="list-style-type: none"> *Student performance data *AMO 	<p>100% of purchases in 2014 - 2015</p>

	hardware needed to achieve student performance targets.		
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.	<ul style="list-style-type: none"> *The infusion of technology in all curriculum guides to make classroom instruction more student centered and give students more responsibility for their learning *Implementation of blended learning environments as appropriate throughout the district *Increase the number of 1:1 computing environments as appropriate throughout the district *Development of new district courses as appropriate, including College and Career Readiness *Implementation of online student learning environments *Plan and budget for new and replacement hardware and software *Implementation of student personalized learning environments and appropriate training of 8th grade online technology literacy assessment *Student participation in extended learning opportunities/programs *Equitable and accessible hardware and software technologies purchases 	<ul style="list-style-type: none"> *Use Technology Readiness Inventory to determine the ratio of computing environments *Implement the use of Learning. Com Data 	2014 and ongoing
Skilled Workforce and Economic Development: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.	<ul style="list-style-type: none"> *Personnel participation in local, state, national and global online professional learning communities *Use of formative and summative assessments to individualize instruction *Facilitate the use of online webinars, video conferencing *District professional development on state assessments including security *Plan and budget for research based hardware and software *District professional development on effective educational technology usage, UDL, the use of rubrics, 	<ul style="list-style-type: none"> *Collect Professional Development Data *Survey and analyze data on impact of digital professional development *Implement and collect Technology Integration matrix Data 	2014 and ongoing

	<p>student choice, authentic and relevant student centered project based learning</p> <ul style="list-style-type: none">*Evaluation of educational technology as part teacher evaluation system*Implementation of district walkthroughs*Online access to curriculum*Current broadband, voice, and data networks available in all learning/working environments*District access to online research-based resources*Timely access to technical support*Dialogue of the utilization of data to drive instruction*Creation of District Professional Development Plan*Continued adaptations to curriculum for students with IEP's using assistive technologies (including training)		
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**Part III. DIGITAL
CLASSROOMS PLAN -
ALLOCATION PROPOSAL**

Student Performance Outcomes

Student Performance Outcomes		Baseline	Target
1.	Improve graduation rates at FAMU DRS	93%	95%
2.	Increase the percentage of FAMU DRS seventh grade students scoring proficient on the Florida Standards Assessment of mathematics	39%	49%
3.	Increase the percentage of FAMU DRS students scoring proficient on the biology End of Course Exam.	60%	75%
4.	Increase the percentage of FAMU DRS 10 th Grade students scoring proficient on the Florida Standards Assessment of English Language Arts.	39%	65%
5.			

Digital Learning and Technology Infrastructure

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	Purchase and implementation of wireless access points	06/2015	\$20,000	District	100%
B.2.	Purchase and implementation of wireless security	06/2015	\$10,000	District	100%
B.3.	Purchase and implement server upgrade @ 10,000/ server	06/2015	\$20,000	District	100%
B.4.	Purchase and distribute 300 student tablet devices	06/2015	\$113,700	FAMU DRS	100%
B.5.	Purchase and implement for utilization 75 thin- client computer devices- @ 250/ device	06/2015	\$18,750	FAMU DRS	100%
B.6.	Purchase and implement for utilization support devices for classroom to include Projectors, document cameras, printers and promethean boards	06/2015	\$50,000	FAMU DRS	100%
B.7.	Purchase and distribute 100 student laptops @250/device	06/2015	\$25,000	FAMU DRS	100%

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.	Wireless access points will be purchased and implemented by the end of Spring 2015	After successful implementation of wireless access points, student use of the technology in the school will be measured by the technology integration matrix
B.2.	Purchase and implementation of	After successful implementation of wireless security, assessment administrators will have the

	wireless security	administrative tools and capabilities to “lock down” the device to temporarily disable features, functionalities and applications that could present a security risk during test administration. This will be measured by the reduction in testing anomalies as reported by the FL DOE.
B.3.	The server upgrade will be purchased and implemented by Spring 2015	After successful upgrade of the server, student use of the technology in the school will be measured by the technology integration matrix.
B.4.	Purchase and distribute 300 student tablet devices	After successful purchase and distribution of student mobile devices, student use of the technology will be measured by the technology integration matrix, student data on the completion of homework and student grades.
B.5.	Purchase and implement for utilization 75 thin- client computer devices	After successful purchase and distribution of student laptops, student use of the technology will be measured by the technology integration matrix, student data on the completion of virtual school courses and student grades.
B.6.	Purchase and implement for utilization support devices for classroom to include Projectors, document cameras, printers and promethean boards	After successful upgrade of the technology support devices the implementation of instructional technology will be measured by the technology integration matrix.
B.7.	Purchase and distribute 100 student laptops	After successful purchase and distribution of student laptops, student use of the technology will be measured by the technology integration matrix, student data on the completion of virtual school courses and student grades.
B.8.		

Professional Development

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.	All teachers participate in professional development for Online resources and Tools for creating learning experiences	06/2015	N/A (PAEC)	FAMU DRS/ FAMU LAB	Outcome 1
C.2.	Average Teacher technology integration via the TIM (Combination Schools)	06/2015	\$500.00/ year	FAMU DRS/ FAMU LAB	Outcome2
C.3.	Measuring Success of Online Learning	06/2015	N/A (PAEC)	FAMU DRS/ FAMU LAB	Outcome 3
C.4.	Online Courses (Including MOOC's)	06/2016	N/A (No associated cost)	FAMU DRS/ FAMU LAB	Outcome 4
C.5.	Open Education Resources (OER's)	06/2016	N/A (No associated cost)	FAMU DRS/ FAMU LAB	Outcome 5
C.6.	Webinars/ Virtual Workshops	06/2015	N/A (No associated cost)	FAMU DRS/ FAMU LAB	Outcome 6

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	All teachers will be monitored through the PAEC Consortium on-line professional learning tool (E-PDC)	After successfully monitoring the completion of the professional development , 75% percent of teachers will use online resources and tools in their instructional delivery
C.2.	All teachers will be monitored through the TIM Administrator	After successfully monitoring the completion of the professional development , 65% percent of teachers will indicate proficiency on the TIM

	tool	Survey
C.3.	All teachers will be monitored through the PAEC Consortium on-line professional learning tool (E-PDC)	After successfully monitoring the completion of the professional development, 75% percent of teachers will be able to demonstrate competency in measuring student on-line learning.
C.4.	All teachers will be monitored through the TIM Administrator tool	After successfully monitoring the completion of the professional development, 75% percent of teachers will be able to demonstrate competency in using Online Courses.
C.5.	All teachers will be monitored through the TIM Administrator tool	After successfully monitoring the completion of the professional development, 75% percent of teachers will be able to demonstrate competency in using Open Education Resources.
C.6.	All teachers will be monitored through the TIM Administrator tool	After successfully monitoring the completion of the professional development, 75% percent of teachers will be able to demonstrate competency in Using Webinars/ Virtual Workshops.

Digital Tools

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
D.1.	Integrate 4 sets of instructional materials into the digital tools system (Pearson)	May 2015	\$10,000	FAMU DRS/FAMU	Outcome 1 Outcome 4
D.2.	Fully implement a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans	May 2015	\$1,000	FAMU DRS/FAMU	Outcome 1 Outcome 2 Outcome 3
D.3.	Fully implement a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and	May 2015	\$5,000	FAMU DRS/FAMU	Outcome 1 Outcome 2

	scoring. (Performance Matters)				Outcome 3
D.4.					

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	Monitor teacher activities and usage of instructional materials into the digital tools system	After successfully monitoring the usage of instructional materials into the digital tools system, 55% percent of students will be proficient in Reading.
D.2.	Monitor teacher lesson plans and instructional materials on a shared drive	After successfully monitoring instructional materials and lesson plans created through the system on a shared drive, 55% of students will be proficient in Reading, 46% of students will be proficient in mathematics, and 38% of students will proficient in science.
D.3.	Monitor the system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	After successfully monitoring the implementation of the system, 55% of students will be proficient in Reading, 46% of students will be proficient in mathematics, and 38% of students will proficient in science.
D.4.		

Online Assessments

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
E.1.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	May 2015	\$30,000	FAMU DRS/ FAMU	Outcome 1 Outcome 2 Outcome 3
E.2.					

E.3.					
E.4.					

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Monitor the restriction of other bandwidth and/or burst bandwidth speeds during testing windows	After successfully restricting bandwidth and/or burst bandwidth speeds during testing windows, 55% of students will be proficient in Reading, 46% of students will be proficient in mathematics, and 38% of students will proficient in science.