FLAGLER COUNTY SCHOOL DISTRICT
DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to provide a perspective on what the district considers being vital and critically important in relation to digital learning implementation, the improvement of student performance outcomes, and how this progress will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by s.1011.62(12)(b), F.S.

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

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

1.1 District Mission and Vision statements

District Mission:
Flagler County Public Schools ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

District Vision:
As a courageous, innovative leader in education, Flagler County School District will be the Nation's premier learning organization where ALL students graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

Technology Mission:
The Flagler County School District, in partnership with the community, will provide students with a progressive, technology-integrated curriculum that facilitates 21st century learning in an ever-changing and diverse world.

1.2 District Profile

Flagler County, with 97,360 residents, is a rural county (485 square miles with 102.7 persons per square mile) located on the Atlantic Ocean between St. Augustine to the north and Daytona Beach to the south. For several years prior to the recession in 2006, Flagler was one of the top three fastest growing counties in the United

States. Flagler's large influx of residents was largely driven by the housing construction industry. Flagler County has a minority population of 23.9%.

Over the last ten years, the large population growth was not accompanied by an expansion of employment opportunities. The high levels of migration, therefore, ran headlong into a time of increasing economic distress and high unemployment throughout the region. The U.S. median household income of $51,425 is 8.1% higher than Flagler County's $47,573. Flagler's unemployment rate is the highest in Florida at 12.3 %. The effect of economic distress on the housing market in Flagler County is revealed by the fact that only 77.8% of housing units are occupied, compared with the U.S. average at 88.2%.

Flagler County Public Schools is the largest employer in the county and consists of 12,943 students in 11 schools (5 elementary, 2 middle, 2 high, 1 virtual. It also has 946 students in 2 Charter Schools. In 2009, the elementary schools were reconfigured from grades K-5 to K-6, leaving the middle schools with grades 7-8. When the county was one of the top three fastest growing in the United States, the school district was building and/or remodeling a school a year. That building stopped in 2010. According to the state facilities report, we currently have the capacity for 2400 more students.

In 2006, Flagler Schools had a district-wide 35.93% free-and-reduced lunch rate. In 2014, that rate is 62.04 %. Eight of the district's schools have more than 50% of their students participating in the free-and-reduced lunch program this year, and four of these schools have rates exceeding 67%, or roughly two-thirds of the total enrollment. Five schools are currently receiving Title I funds.

The district student demographic composition is Black 16%; Hispanic 11%; White 64%; Other 9%; Female 49%; Male 51%. The Exceptional Student population is 14%; the ELL population, 2.3%.

The demographic composition of the administrative staff is as follows: district-level: Black 4%; Hispanic 8%; White 64%; Female 63%; Male 38%. Principals: Black 15%; Hispanic 0%; White 85%; Female 62%; Male 38%. Assistant Principals: Black 25%; Hispanic 0%; White 92%; Female 42%; Male 58%.

The demographic composition of the instructional staff is as follows: Black 4%; Hispanic 3%; White 92%; Other 1%; Female 73%; Male 27%.

The degree levels of the instructional staff is as follows: Bachelor's 65.1% (state 64.4%), Master's 32.4 % (state 32.9%), Specialist 2.1% (state 1.7), Doctorate 0.4% (state 1.0%).

1.3 District Team Profile

Title/Role	Name:	Email/Phone:
Information Technology District Contact	Ryan Deising	DeisingR@FlaglerSchools.com (386) 437-7526
Instructional District Contact	Diane Dyer	DyerD@FlaglerSchools.com (386) 437-7526
Finance District Contact	Patricia Wormeck	WormeckP@FlaglerSchools.com (386) 437-7526
Assessment and Accountability District Contact	Shawn Schmidli	SchmidliS@FlaglerSchools.com (386) 437-7526
Curriculum District Contact	Louise Wolfe	Wolfe@FlaglerSchools.com (386) 437-7526
Curriculum District Contact	Heidi Alves	AlvesH@FlaglerSchools.com (386) 437-7526
Exceptional Student Education District Contact	Tracy Umpenhour	UmpenhourT@FlaglerSchools.com (386) 437-7526
District Leadership Contact	Jacob Oliva	OlivaJ@FlaglerSchools.com (386) 437-7526

1.4 Planning Process

The Digital Classroom Plan is the result of collaboration between various, members of the School District including instructional and administrative leaders as well as curriculum and technology related staff. These individuals contributed creative and innovative ideas to address all areas of the curriculum, ESOL and Special Needs students. The team relied on existing surveys, needs assessments, and technology inventories while stakeholders including parents, school staff and community members were involved through participation in the School Improvement Plan process.

1.5 Multi-Tiered System of Supports (MTSS)

The following provides a summary of the district's data-based problem-solving processes and MTSS framework used to implement and monitor the Digital Classrooms Plan.

The district operates within a multi-tiered system of support for system-level and school-level improvement. Our district's data-based problem-solving process will guide implementation and progress monitoring of DCP goals through a multi-tiered system of support as is outlined below. The purpose of the system is to ensure each student masters grade-level/course standards and expectations. Accordingly, the district provides instruction based on student need along the continuum and organizes and allocates resources in direct proportion to student need. The district's areas of focus for multi-tiered instruction include closing existing knowledge and skill gaps, focusing on gaps that

would prevent engagement and/or success with core instruction, promoting and maintaining student engagement, and providing multiple opportunities for accelerated learning. The District's policies and procedures for the operation and membership of school-based teams are outlined in the *Multi-Tiered System of Supports Manual.*

Tier 1: Core These interventions are universal and by definition are supports that are available to all students. They are preventive and proactive in nature with 75-85% of students responding to these supports without the need for additional interventions. These supports represent the interventional strategies that instructors are likely to put into place at the first indication a student is struggling either academically or behaviorally.

Tier 2: Supplemental These interventions are tailored to the unique needs of smaller groups of students who are struggling either academically or behaviorally. They are reserved for students with significant skills gaps (academic or behavior) who have not responded successfully to Tier 1 interventions.

Tier 3: Intensive These interventions are the most intensive academic and behavioral supports available in a school setting and are reserved for students with chronic and severe needs.

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Targeted Problem Solving Teams (TPST) analyze school-wide data as well as district-wide data, to meet the needs of all students, including the struggling as well as advanced level students. The TPST will use data from formatives, teacher-created on-going assessment, common assessments, FAIR, and other assessments to monitor the progress of every learner. Said data can be sourced from: Performance Matters, PMRN, and Skyward.

To address the needs of all schools in the area of system-level and school-level processes that improve learning for all students, the district has provided ongoing training in MTSS, developed a district Multi-Tiered System of Supports Manual, and identified MTSS leads at each school setting who work as a district team under the direction of Curriculum Department personnel. The MTSS team ensures ongoing collaboration to identify and provide training supports for school based teams, and provides consistent communication to all stakeholders on MTSS requirements and procedures.

Problem Solving Process for Implementation and Monitoring of DCP

Analysis

The Leadership Team will use data collected from needs assessment tools – e.g., inventory records, surveys, and other tools of analysis, to identify possible barriers.

Possible Barriers

1. Training and professional development

Implementation/Monitor Strategies/Resources

1. Support teachers in integration of digital instructional materials into lessons

2. Provide teachers professional development training on technology integration.

3. Provide site-based leaders with professional development training on technology integration and the leader's role in leading instructional change.

4. Use learning communities to disseminate best practices and monitor implementation

Response to Intervention

The Leadership Team will monitor and inform supports by reviewing the following:

1. Are the strategies working?

2. Has student learning improved?

3. What are the next steps?

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

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

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

Highest Student Achievement

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

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

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

Student Performance Outcomes (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	ELA Student Achievement	64%	69%	2016
2.	Math Student Achievement	66%	71%	2016
3.	Science Student Achievement	58%	64%	2016
4.	ELA Learning Gains	69%	74%	2016
5.	Math Learning Gains	72%	77%	2016

6.	ELA Learning Gains of the Low 25%	68%	73%	2016
7.	Math Learning Gains of the Low 25%	62%	68%	2016
8.	Overall, 4-year Graduation Rate	77%	80%	2016
9.	Acceleration Success Rate	90%	94%	2016

- **Quality Efficient Services**

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

For the infrastructure needs analysis, the required data points can and should be pulled from the Technology Readiness Inventory (TRI) if the data is accurate. Districts may choose to add any additional metrics that may be appropriate.

Infrastructure Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Student to Computer Device Ratio	1:1	1:1	2015
2.	Count of student instructional desktop computers meeting specifications	1794	1600	2015
3.	Count of student instructional mobile computers (laptops) meeting specifications	8400	7400	2015
4.	Count of student web-thin client computers meeting specifications	0	0	NA
5.	Count of student large screen tablets meeting specifications	2627	3630	2015
6.	Percent of schools meeting recommended bandwidth standard	100%	100%	2015
7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	2015

Skilled Workforce and Economic Development

Professional Development:
Instructional personnel and staff shall have access to opportunities and training to assist with the integration of technology into classroom teaching.

Professional Development should be evaluated based on the level of current technology integration by teachers into classrooms. This will measure the impact of the professional development for digital learning into the classrooms. The Technology Integration Matrix (TIM) can be found at: http://fcit.usf.edu/matrix/matrix.php. Average integration should be recorded as the percent of teachers at each of the 5 categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

Professional Development Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Average Teacher technology integration via the TIM	Adaptation	Transformation	2017
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Adaptation	Transformation	2017
3.	Average Teacher technology integration via the TIM (Middle Schools)	Adoption	Transformation	2017
4.	Average Teacher technology integration via the TIM (High Schools)	Adaptation	Transformation	2017
5.	Average Teacher technology integration via the TIM (Combination Schools)	Na	Na	

- **Seamless Articulation and Maximum Access**

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

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

Baseline Response:	**Target Response:**
Fully implemented	Will continue to support and employ in classrooms
Partially implemented	Will work to implement and employ
Partially implemented	Maintain system
No system in place	Will work to implement and employ
No system in place	No plans to address at this time

Digital Tools Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Implementation status a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Partially Implemented	Will work to implement and employ	2016
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	Will work to implement and employ	2016
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Fully Implemented	Will continue to support and employ in the classroom	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 the classroom	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 the classroom	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.	Partially Implemented	Will work to implement and employ	2016
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.	Partially Implemented	Will work to implement and employ	2016
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	Fully Implemented	Will continue to support and employ in the classroom	2015
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.	Fully Implemented	Will continue to support and employ in the classroom	2015

- **Quality Efficient Services**

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

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)	100%	100%	2015
2.	Computers/devices required for assessments (based on schedule constraints)	4000	4000	2015

STEP 2 – Goal Setting:

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

These should be long-term that focus on the needs of the district identified in step one. The goals should be focused on improving education for all students including those with disabilities. These goals may be already established goals of the district and strategies in step 3 will be identified for how digital learning can help achieve these goals.

District Goals:

Goal 1: Improve student achievement

Goal 2: Provide opportunities for professional growth that will positively impact student achievement.

Goal 3: Improve communication by efficiently exchanging meaningful information with internal and external stakeholders

Goal 4: Provide a safe, sustainable and clean environment for all staff and students.

Goal 5: Develop innovative solutions to optimize operations, communications, and academic results.

STEP 3 – Strategy Setting:

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

District Strategies:

Goal Addressed	Strategy	Measurement	Timeline
Goal 1: Improve student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	• Purchase Instructional Materials in digital format	50% of purchases in 2014-2015
Goal 1: Improve student achievement	Continue support of digital tools to aid teachers in providing the best education for each student.	• Student performance on FSA / EOC	2014 and ongoing
Goal 5: Develop innovative solutions to optimize operations, communications, and academic results.	Continue to enhance and maintain a technology infrastructure that supports the needs of digital learning and online assessments	• Bandwidth amount • Wireless access for all classrooms	2014-2019
Goal 2: Provide opportunities for professional growth that will positively impact student achievement.	Provide all teachers with professional development and on-going training opportunities in the effective use of technology tools in the classroom.	• ERO training calendar • Attendance logs	2014 and ongoing
Goal 1: Improve student achievement	Leverage state resources such as CPALMS mapping website to provide digital planning and alignment to vetted content resources for teacher use.	• Content area curriculum maps	2014 and ongoing
Goal 1: Improve student achievement	Use assessment data to guide student digital learning activities and lesson plan development for all classrooms	• Student performance on FSA / EOC	2014 and ongoing
Goal 4: Provide a safe, sustainable and	The district will implement a digital citizenship	• Reduction in inappropriate	2014 and ongoing

clean environment for all staff and students.	curriculum to be taught at all grade levels.	use of technology resources / student referrals	
Goal 1: Improve student achievement	The district will leverage technology in the analysis of data to ensure that sound instructional strategies are developed.	• Use of Data warehouse and Performance Matters data reports • Student performance on FSA / EOC	2014 and ongoing
Goal 5: Develop innovative solutions to optimize operations, communications, and academic results.	The district will establish a fiscally responsible technology update/replacement plan that will be continually reviewed to evaluate cost efficiencies and effectiveness of delivered services.	• 5 year technology budget.	2014-2015
Goal 2: Provide opportunities for professional growth that will positively impact student achievement.	Provide technology workshops and peer support for teachers by creating a team of Technology Master Teachers at each school.	• ERO training calendar • Attendance logs	2014 - 2016
Goal 2: Provide opportunities for professional growth that will positively impact student achievement.	Create a roadmap for training new and current instructional and non-instructional staff.	• ERO training calendar • Attendance logs	2014 - 2016
Goal 1: Improve student achievement	Align curriculum and technology to provide all students with authentic, engaging and challenging curriculum.	• Lesson plans • Student performance on FSA / EOC	2014 and ongoing

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by s.1011.62(12)(b), F.S. In this section of the DCP, districts will outline specific deliverables that will be implemented in the current year that are funded from the DCP Allocation. The five components that are included are:

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

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

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

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

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

A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP Allocation. These outcomes can be specific to a individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP Allocation for the 2014-15 school year.

Student Performance Outcomes		Baseline	Target
1.	Increase ELA Learning Gains	64%	67%
2.	Increase Math Learning Gains	66%	69%
3.	Increase Science Student Achievement	58%	62%
4.	Increase Federal 4-year Graduation Rate	77%	80%

B) Digital Learning and Technology Infrastructure

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

Implementation Plan for B) Digital Learning and Technology Infrastructure:

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	None				
B.2.					

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

Brief description of other activities	**Other funding source**
Continue to enhance and maintain an infrastructure that supports the needs of digital learning and online assessments	Local half-penny sales tax

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

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

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.	Florida Technology Resource Inventory survey	Survey results

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

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

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

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

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

Implementation Plan for C) Professional Development:

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

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.	2 Digital Classroom Support Specialist	June 2015	$80,000 Jan - June	District Wide	Outcomes 1-5
C.2.	9 Technology Master Teacher Stipends.	June 2015	$22,500	District Wide	Outcomes 1-5
C.3.	800 Teachers will participate in the TIM Perceptions Survey and the TIM-O	June 2015	$20,000	District Wide	Outcomes 1-5
C.4.	Teachers and Administrators will participate in professional development training through MIP components	June 2016	$199,465	District Wide	Outcomes 1-5

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

Brief description of other activities	Other funding source

Evaluation and Success Criteria for C) Professional Development:

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

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	Digital Classroom Support Specialists will provide logs of trainings offered.	Improvements in TIM data Reports of classroom implementation observed.
C.2.	Technology Master Teachers will facilitate professional development before and after school.	Before and after school training attendance logs and improvements in TIM data.
C.3.	Reports from the TIM Administrative Center will be monitored for participation in the TUPS and TIM-O tools	All classroom teachers successfully complete the TUPS and TIM-O
C.4.	Participants will register in ERO for professional development. Reports will be reviewed for participation.	Improvements in TIM data Participants will receive Master In-Service points.

The Master In-service Plan components can be accessed at http://www.nefec.org/mip/:

D) Digital Tools

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

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

Implementation Plan for D) Digital Tools:

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	None				
D.2.					

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

Brief description of other activities	**Other funding source**
Continue to support and enhance digital tools that support the needs of classrooms.	Local half-penny sales tax

Evaluation and Success Criteria for D) Digital Tools:

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

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.		
D.2.		

E) Online Assessments

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

Implementation Plan for E) Online Assessments:

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	None				
E.2.					

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

Brief description of other activities	**Other funding source**
Continue to enhance and maintain an infrastructure to support the needs of online assessments.	Local half-penny sales tax

Evaluation and Success Criteria for E) Online Assessments:

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

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.		
E.2.		